

**TEACHING MATERIALS IN EFL CLASSROOM:
TEACHERS' BELIEFS AND PRACTICES**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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ABSTRACT

Silminda, Silminda. (2023). *Teaching Materials in EFL Classroom: Teachers' Beliefs and Practices*. English Language Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya.

Supervisor I: Fitriah, Ph.D. Supervisor II: Afida Safriani, Ph.D

Key word: Teaching materials, teachers' beliefs, teachers' practices

The use of teaching materials in teaching-learning processes has an important role to assist teachers to deliver the information and help achieve the learning objectives. Therefore, the teachers need to choose the appropriate materials for their students. The objectives of this study were to know the English Teachers' beliefs about the materials they use in the classroom and how they implemented them in their practices. This study involved a qualitative approach by interviewing two English teachers and observing the classes. The results revealed that there were several aspects that teachers believe in choosing particular teaching materials that had been classified into five aspects namely making the students feel at ease, should correspond to learners' needs, increase students' skills such as reading, listening, speaking, and writing, should be useful and relevant for students, and should be interesting and make the learning fun. Teachers implemented the materials in three stages of the teaching process namely introduction, main-activity, and closing. In the introduction stage, the teachers used teaching materials such as flashcards and APE (Educational Game Tools). In the main-activity, the teachers mostly used course books in every meeting. Then, in the closing, the teachers reviewed all the lessons of the day by using some worksheets and quizzes. The finding of the study highlighted that the teachers manifested their beliefs about teaching materials used in their classroom by using a variety of teaching materials and implementing them in every stage of the teaching process.

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ABSTRAK

Silminda, Silminda. (2023). *Teaching Materials in EFL Classroom: Teachers' Beliefs and Practices*. English Language Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya.

Supervisor I: Fitriah, Ph.D. Supervisor II: Afida Safriani, Ph.D

Kata kunci: Bahan ajar, kepercayaan guru, praktik guru

Penggunaan bahan ajar dalam proses belajar - mengajar memiliki peran penting untuk membantu guru menyampaikan informasi dan membantu menggapai tujuan pembelajaran. Oleh karena itu, guru sangat penting untuk memilih bahan ajar yang sesuai untuk siswa mereka. Penelitian ini bertujuan untuk mengidentifikasi keyakinan Guru Bahasa Inggris tentang bahan ajar yang mereka gunakan di kelas dan bagaimana mereka menerapkannya dalam praktik mereka. Penelitian ini menggunakan metode kualitatif melalui wawancara dengan dua Guru Bahasa Inggris dan observasi kelas. Hasil penelitian mengungkapkan bahwa ada beberapa kepercayaan guru tentang bahan ajar yang diklasifikasikan kedalam lima aspek yaitu bahan ajar harus membuat siswa merasa nyaman, bahan ajar harus sesuai dengan kebutuhan siswa, meningkatkan keterampilan siswa seperti membaca, mendengarkan, berbicara dan menulis, bahan ajar harus berguna dan relevan bagi siswa, menarik dan membuat pembelajaran menjadi menyenangkan. Guru mengimplementasikan bahan ajar dalam tiga tahap proses pembelajaran yaitu pendahuluan, kegiatan utama, dan penutup. Pada tahap pendahuluan, guru menggunakan bahan ajar berupa flashcard dan APE (Alat permainan edukasi). Pada kegiatan inti, guru kebanyakan menggunakan buku ajar dalam setiap pertemuan. Kemudian, sebagai penutup, guru mereview semua pelajaran hari itu dengan menggunakan beberapa lembar kerja dan kuis. Temuan dari penelitian ini menyoroti bahwa para guru mewujudkan keyakinan mereka tentang bahan ajar yang digunakan di kelas dengan menggunakan berbagai bahan ajar dan mengimplementasikannya di setiap proses pembelajaran.

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LIST OF ABBREVIATION

EFL: English as a Foreign Language



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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses everything that forms the basis of research related to the topic of teachers' beliefs and their practices about teaching materials they use in the classroom. This chapter will be outlined into some subheadings: (1) background of the study, (2) research questions, (3) objectives of the study, (4) significance of the study, (5) scope and limitation, and (6) definition of key terms.

A. Background of the Research

Materials for teaching English have a fundamental role in determining the success of students' learning. Since the materials are tools to assist teachers in transferring knowledge and improving their attitude toward students. Materials are crucial tools required for instruction to boost teachers' effectiveness and improve students' achievement. According to Situmorang, one of the efforts to develop the condition of education is enhancing the quality of the instructional materials that teachers utilized in the classroom¹. In addition, Richard stated that the materials are believed to have a powerful strategy to promote effective learning. As it will promote their learning, the content, colors, and distribution of the materials as designed by the teachers clearly have a big impact on raising students' accomplishment levels². Furthermore, according to Frimpong, materials significantly influence how well students learn as well as how their attitudes and understandings are formed³.

¹Situmorang, M., Sitorus, M., Hutabarat, W., & Situmorang, Z. (2015). The development of innovative chemistry learning material for bilingual senior high school students in Indonesia. *International Education Studies*, 8(10), 72–75. <https://doi.org/10.5539/ies.v8n10p72>.

² Richards, J., C. (2006). Materials development and research - making the connection. *RELC Journal*, 37(1), 5 – 8. <https://doi.org/10.1177/0033688206063470>.

³ Frimpong, S., O. (2021). The role of teaching and learning materials and interaction as a tool to quality early childhood education in Agona East District of the Central Region of Ghana. *African Educational Research Journal*, 9(1), 168–178. <https://doi.org/10.30918/aerj.91.20.112>

Cunningsworth outlined the functions of materials in teaching-learning as such as a source of professional presentation (spoken and written), exercises to facilitate communication and learner practice, for use as a students' guide on grammar, vocabulary, pronunciation, and other subjects, stimulants and suggestions for learning environment, a syllabus, and help for less qualified teachers who have still developed their competence⁴. Additionally, according to Dudley-Evans and St. John, who were quoted in Richards, materials can be used to teach and learn in the following ways: (a) as a linguistic resource; (b) a tool for learning; (c) to inspire and stimulate students; and (d) a source of information⁵. Richard added that the materials serve as the foundation for the classes' themes, the skills the teachers teach, and the types of language exercise students engage in⁶.

Materials refer to everything used by teachers and students to assist language learners. According to Richard, the materials could take a shape of (a) printed materials such as a textbook, reference book, workbook, module, or self-learning; (b) non-print materials such as videos, YouTube, or materials based on computers; or (c) both printed and non-printed sources are incorporated into the materials, such as materials on the internet and self-access materials. Furthermore, Richard also stated that two types of materials exist: created materials and authentic materials. Authentic materials refer to resources for teaching that are not specially created pedagogical goals, such as magazines, newspapers, videos, etc., whereas created materials are considered to be textbooks and other intentionally constructed educational resources⁷.

In addition, Nurhaliza stated that materials for teaching English that the teaching and

⁴ Cunningsworth, A. (1995). *Choosing your coursebook*. Cambridge: University Press.

⁵ Richards, J., C. (2001). *Curriculum development in language teaching*. Cambridge: University Press. <https://doi.org/10.1017/cbo9780511667220>

⁶ Richards, J., C. (2006). *Materials development and research - making the connection*. Cambridge: University Press. <https://doi.org/10.1177/0033688206063470>.

⁷ Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: University Press. <https://doi.org/10.1017/cbo9780511667220>.

learning process can be used by both teachers and students will truly increase students' English and serve as references for teachers in teaching English⁸.

In selecting teaching materials used in the classroom. Tomlinson mentioned that there are some considerations in choosing good materials: (a) Materials should have an obvious effect on students. It may occur when the learners feel motivated, interested, and curious about the materials; (b) the materials should help learners feel at ease by including text or illustrations that they can relate to their cultural context. Similarly, a relaxed and comfortable learner apparently can learn more in shorter amounts of time; (c) materials should help learners to develop their confidence by pushing them to deal with problems beyond their proficiency by engaging them in tasks that are entertaining, troublesome, and valuable but still achievable; (d) materials should be relevant and useful by connecting the materials to known learner interests and to "real-life" tasks that the learners must do in the target language; (e) materials must take into account the various learning preferences of students. Each student has a favored method of learning (e.g., visual, auditory, or kinesthetic). This means that for all students to be able to benefit from the materials, the activities in the materials must take all types of learning into account⁹.

Regarding material selection, teachers' beliefs mainly influence their decisions in selecting materials. Teachers' beliefs significantly impact the teachers' choices about materials used in the classroom. According to Borg, belief is a statement that one may hold either consciously or unconsciously; it is subjective in the sense that it is assumed by the person to be true; and it also acts as a guide for thought and

⁸ Nurhaliza. (2019). Developing English learning materials for the eleventh - grade students of the automotive department at SMKN 2 Palopo.

⁹ Tomlinson, B. (2011). Materials development in language teaching. Cambridge University Press.

conduct¹⁰. In addition, Fauzi, Damayanti, and Ilahi stated teachers' beliefs, which are usually described as presumptions regarding individuals, classrooms, and educational resources¹¹. Larenas, Hernandez, & Navarrete affirmed that beliefs operate as a sort of interpretive framework for what instructors do in the classroom, influencing their behavior and affecting their practice. Beliefs serve as the link between knowledge and actions that will be presented when teaching a language¹². Beliefs can demonstrate the value of knowledge and should be presented in action. Furthermore, Khosiyono assumed that the consistency between teachers' beliefs and how they put them into practice in the classroom can support students in understanding what teachers know and how they apply it to the teaching and learning process¹³.

Teachers' beliefs have become a crucial factor in choosing the most effective instructional materials. Barcelos and Kalaja stated that, thus, the teachers must be aware of what they perceive and believe when conducting their classroom practices, particularly in selecting the materials¹⁴. According to Fauziati, learning beliefs include the ideal method for learning English, learner attitudes, learning technique, learner roles, teaching methodologies, teaching materials, successful teaching, classroom organization, and assessment¹⁵. This paper is included in the category of beliefs about learning, particularly those focused on teaching materials. According to Fauziati, teachers' beliefs about learning reflect the things they carry out in the classroom. In

¹⁰ Borg, M. (2001). Teachers' beliefs. *ELT Journal*, 55(2), 186 – 187.

¹¹ Fauzi, A., Damayanti, D., & Ilahi, T. (2017). A teacher's beliefs on the integration of video technology in teaching speaking: a case study. *International Journal of Pedagogy and Teacher Education*, 1(1), 47. <http://dx.doi.org/10.20961/ijpte.v1i1.4914>.

¹² Larenas, C., D., Paola, A., H., Ortiz, M. (2015). A case study on EFL teachers' beliefs about the teaching and learning of English in public education. *Porta Linguarum*, 172 – 186. <https://doi.org/10.30827/Digibug.53765>.

¹³ Khosiyono, B., H., C. (2021). Teachers' beliefs in developing English materials for vocational schools. *JOLT Journal of Languages and Languages Teaching*, 9(2), 196–203. <https://doi.org/10.33394/jollt.v%vi%i.3373>.

¹⁴ Barcelos, A., M., F., & Kalaja, P. (2011). Introduction to Beliefs about SLA revisited. *The System*, 39(3), 281–289. <https://doi.org/10.1016/j.system.2011.07.001>.

¹⁵ Fauziati, E. (2015). Teaching English as a foreign language: principles and practice. Surakarta: Era Pustaka Utama.

addition, Hapsari and Kusumawardani stated that teachers view learning is the method of acquiring knowledge that results in change after exposure to experience¹⁶. In line with Ghaouar's statement, teachers' beliefs have a big impact on the way they teach¹⁷. Learning should develop the ability of students to think and act independently. The use of appropriate teaching materials, for instance, can motivate students to learn English and increase their achievement. The paper discussed the topics such as the types of teaching materials used in the classroom, as well as the beliefs of teachers towards the utilization of teaching materials in the classroom.

Given that much research had discussed teachers' beliefs and practices, fewer studies had explored teachers' beliefs about teaching materials, particularly how they are used or implemented in the classroom. Considering the phenomenon above, the researcher interested in identifying EFL teachers' beliefs about materials they used in the classrooms then how those beliefs were implemented in the teachers' classroom practices.

B. Research Question

Considering the background of the study mentioned above, the following questions are addressed by the current research:

1. What are EFL teachers' beliefs about the materials they use in the classroom?
2. How do they use the materials in their English teaching practices?

C. Objectives of the Research

The study's objectives are to address the above research concerns:

¹⁶ Hapsari, C. T., & Kusumawardani, R. (2017). Teachers' belief in learning, learners, and teachers of scientific approach in English as a foreign language. *The 1st International Conference on Language, Literature, and Teaching*. 343–351.

¹⁷ Nesrine, G. (2015). Teachers' beliefs and practice in the linguistics classroom. *Journal of History Culture and Art Research*, 4(3), 78 – 90. <https://doi.org/10.7596/taksad.v4i3.489>.

1. To know the English Teachers' beliefs about materials they use in the classroom.
2. To know the implementation of materials in their English teaching practices.

D. Significance of the Study

The outcomes of this study were predicted to reveal what teachers' beliefs about selecting teaching materials for their practices, as well as how they implemented them in the classroom. The outcomes of this study answered two research questions and provided some advantages for teachers, students, and further researchers.

For the teacher, the writer hopes this study gives reference to the teachers' beliefs about the teaching materials used to support students' learning and how it is implemented in the classroom. In addition, this study can increase teachers' awareness about selecting teaching or learning materials.

For students, it is hoped that by using teaching materials chosen by the teacher, students will be more motivated and enthusiastic in learning activities.

Furthermore, the outcomes, it is hoped that it would be useful as a reference and future researchers. Then this study can give information for further research, especially about teachers' beliefs and practices about teaching materials.

E. Scope and Limitation

The topic of this study was about teaching materials used by English teachers and how they implemented them. The material here was not only a course book, but it can also be learning media such as PowerPoint, videos, worksheet, etc., and other supplementary books that were used by English teachers. This research analyzed what become the English teachers' beliefs regarding the teaching materials they used in the classrooms and how they implemented them in their English teaching practices.

This research was limited by only discussing the topic mentioned above. This research performed in an Islamic private junior high school Az-Zahra in Surabaya. The research subjects in this research were two English teachers at the Islamic private junior high school Az-Zahra in Surabaya who teach 7th and 8th grades. The basis for choosing that school was the researcher had ever conducted a need analysis at the school before. So, the researcher knew if the English teachers at the school used a variety of teaching materials in their practices. There were some aspects of becoming the object of observation, such as the materials used in the English teaching practices, the way the teachers implemented the teaching materials in their practices and so on. This study used a formal situation setting to simulate the actual teaching and learning of English.

F. Definition of Key Terms

1. Materials

The use of materials is crucial for both teaching and learning process since the materials become the tools that help teachers deliver learning and knowledge and become the guidance for both teachers and students. Tomlinson defined "materials" as everything that is utilized by teachers or students to assist in language learning. It could be a YouTube video, magazine, e-book, newspaper, and so on¹⁸. Materials can be anything that is utilized to advance language learners' understanding and experience. The term "materials" in this study means anything utilized by English teachers to facilitate the students in the classroom.

2. Beliefs

Teachers use their beliefs as the foundation for decision-making. Beliefs are the basis on which teachers make decisions on how they organize their courses,

¹⁸ Tomlinson, B. (2011). *Materials Development in Language Teaching*. Cambridge: University Press.

select the materials, and use their general instructional strategies. Beliefs guide people's thinking and action. According to Borg, belief is a statement that one may hold either consciously or unconsciously; it is subjective in the sense that it is assumed by the person to be true¹⁹. In the context of this study, the term "beliefs" will be used to describe what the beliefs of the English teachers are about the materials they used in the classroom.

3. Practice

Practice, generally, is the implementation of beliefs. In the educational context, teachers' practices become one aspect of determining the success of students in their learning. According to Anjani, teachers' practices are all the activities that teachers do in the teaching-learning process²⁰. The term "practice" will be applied in this study to discuss how the English teachers implement the teaching materials in their teaching practices.



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¹⁹ Borg, M. (2001). Teachers' beliefs. *ELT Journal*, 55(2), 186 – 187.

²⁰ Anjani, R. (2020). Teachers' beliefs in teaching writing and its practice: a case study at senior high school 1 Kampar.

CHAPTER II

THEORETICAL FRAMEWORK

The following chapter will provide the researcher's review of theoretical framework and the previous study on the subject of teachers' beliefs and practices about the teaching materials they utilize in the classroom that will be outlined into some subheadings: (1) language teaching materials, (2) teachers' beliefs, (3) instructional practices.

A. Review of Related Literature

1. Language Teaching Materials

The method of teaching and learning is systematic and has many different elements. One of these is a source of learning materials, also known as teaching materials. The majority identify the term "language teaching materials" with course books since they have become the majority of users' primary exposure to materials. Teaching materials are a kind of learning resource. Teaching materials are terms usually used to describe the resources teachers use to deliver instruction. Tomlinson defined "materials" as everything that is utilized by teachers or students to assist in language learning. It could be a YouTube video, magazine, e-book, newspaper, and so on²¹. In addition, Richard and Renandya claimed that in the majority of language programs, teaching materials are essential which can be printed materials, non-printed materials, or a combination of both²². Teaching materials that are utilized assist students in achieving the learning objectives of the study²³. According to Rahadini, Nurhayati, and Suwarna, teaching materials of

²¹ Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge: University Press.

²² Richard, J., C., and Renandya, W., A. (2002). *Methodology in Language Teaching*. Cambridge: University Press.

²³ Rahadini, A. A., Nurhayati, E., Suwarna. (2022). Teachers' beliefs about javanese learning materials on local wisdom curriculum in indonesia. *Journal of Language and Linguistic Studies*, 18(special issue 1), 348–358.

great quality will obviously assist the teachers in achieving the established learning objectives. According to Anggraini found that teaching materials are resources and texts that teachers are required to plan and assess how lessons are implemented in the classroom²⁴.

Teachers are required to select the materials, such as a course book, that are most appropriate to fulfill the students' needs in English learning. In addition, Cunningsworth stated that since there are many published materials that are available on the market, it makes teachers' jobs challenging when selecting appropriate course books and supporting materials²⁵. Furthermore, Graves mentioned that there are some considerations for good materials to which teachers should pay attention in selecting materials:²⁶

- a) Activities in materials should be relevant to students' experience and background to engage their interest, validate their prior knowledge, and draw on what they know before moving on to what is new.
- b) The exercises in the materials should help students gain confidence so they may apply what they have learned outside of the classroom.
- c) To meet students' needs, activities in the materials should be centered on their needs outside of class.
- d) The activities in the materials should encourage students to problem-solve, discover, and analyze in order to keep them interested and help them develop abilities that they can use in or outside of the classroom.

²⁴ Anggraini, R. (2019). Developing English reading materials for eighth grade of Islamic junior high school Jambi.

²⁵ Cunningsworth, A. (1995). Choosing your coursebook. Cambridge: University Press.

²⁶ Graves, Kathleen. (1995). Designing Language Courses: A Guide for Teachers. Heinle & Heinle Publisher.

2. Teachers' Beliefs

Beliefs are assumptions that people hold to be true and use as a basis for action. Beliefs have a significant impact on how teachers conduct themselves in the classroom. Beliefs can provide insights into teachers' practices. Borg defined teachers' beliefs as their knowledge, theories, attitudes, images, metaphors, conceptions and views on themselves, their students, teaching, curriculum, materials, and instructional activities²⁷. Borg also stated those teachers' beliefs consist of a collection of self-described also understanding of teaching and learning that would be practice-oriented²⁸. In addition, to focus on how instructors view the nature of teaching and learning, Aguirre and Speer characterized teachers' beliefs found in the education literature²⁹. Furthermore, according to Richard and Lockhart, beliefs are "the objectives and principles that guide the majority of teachers' decisions and actions"³⁰. This is consistent with Borg's theory that because an individual accepts their beliefs as true, decisions made while under the influence of teaching and beliefs become personal acts³¹.

According to Richard and Lockhart, teachers' beliefs can be classified as follows: beliefs regarding English language, learning, teaching practice, program and curriculum, and the teaching profession³². Since we focus on beliefs in the context of learning, the question is often raised regarding the teachers' beliefs on teaching materials utilized in the classroom and how they used them in their

²⁷ Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language teacher*, 36, 81 – 10.

²⁸ Borg, M. (2001). Teachers' beliefs. *ELT Journal*, 55(2), 186 – 187.

²⁹ Aguirre, J., & Speer, N. M. (1999). Examining the relationship between beliefs and goals in teacher practice. *Journal of Mathematical Behavior*, 18(3), 327–356. [https://doi.org/10.1016/s0732-3123\(99\)00034-6](https://doi.org/10.1016/s0732-3123(99)00034-6).

³⁰ Richards, J. C., & Lockhart, C. (1995). *Reflective teaching in second language classrooms*. Cambridge: University Press. <https://doi.org/10.2307/329404>.

³¹ Borg, M. (2001). Teachers' beliefs. *ELT Journal*, 55(2), 186 – 187.

³² Richards, J. C., & Lockhart, C. (1995). *Reflective teaching in second language classrooms*. Cambridge: University Press. <https://doi.org/10.2307/329404>.

English teaching practices. Moreover, beliefs about learning reflect the things that teachers do in the classroom. Some teachers might believe that materials have a significant role in supporting students in achieving learning goals, so teachers will select appropriate materials for students based on some considerations. Teachers' beliefs can help teachers choose appropriate materials for students and implement various strategies in teaching according to characteristics of students in the classroom setting.

The sources of these beliefs are quite complicated. It may come from a teacher's experience, culture, education, or another factor entirely. Kindsvatter, Willen, and Isher claim that the following are the sources of teachers' beliefs:³³

- 1) Language acquisition experiences of teachers. Basically, teachers are previously learners. Their opinions of teaching may change as a result of the way teachers were trained.
- 2) Teaching – related experience. One of the sources of teachers' opinions about how a particular method is applied for a set of learners is their classroom experiences.
- 3) Personalities of the teachers. Some teachers prefer a certain method that fits their personalities.
- 4) Research or education based principles. Teachers' beliefs may come from psychological schools of thinking or second language acquisition research learning concepts.

³³ Kindsvatter, R., Willen, W., & Isher, M. (1988). *Dynamics of Effective Teaching*. New York: Longman.

3. Instructional Practices

Teachers' practices determine the effectiveness of their teaching and the success of their students. Practices are the integration of ideas and actions that people do in context. In the educational context, "practice" means the teachers' behavior both outside and inside the classroom in achieving the objectives of the lesson. According to Anjani, every single activity that teachers engage in when teaching and learning are taking place in the classroom is called practice. In general, their teaching methods are reflections of their views on the method of teaching and learning³⁴.

Teachers' beliefs and teachers' practices are connected to each other. According to Petermann and Vorholzer, beliefs serve as filters in how we perceive and understand events or as manuals for choosing what to do³⁵. Additionally, Oktaviani, Mirizon, and Vianty claimed that teachers implemented what they thought in the methods used in the classroom³⁶. Hence, it can be stated that teachers taught using their theoretical beliefs. In addition, Gilakjani and Saburi stated that teachers use their previous beliefs to facilitate teaching and learning, and both what they learn and how they learn are affected by it in their teaching programs. For instance, teachers believe that the materials they choose will be incorporated into their teaching methods when they use them in the classroom³⁷.

Teachers, for example, believe that good materials should make a learner feel at

³⁴ Anjani, R. (2020). Teachers' beliefs in teaching writing and its practice: a case study at senior high school 1 kampar.

³⁵ Petermann, V., & Vorholzer, A. (2022). Education sciences relationship between beliefs of teachers about and their use of explicit instruction when fostering students' scientific inquiry competencies. *Educ. Sci*, 12, 59. <https://doi.org/10.3390/educsci12090593>.

³⁶ Oktaviani, U., Mirizon, S., Vianty, M. (2021). Teachers' beliefs and classroom practices in teaching content subjects through EMI. *10(1)*, 287–296. <https://doi.org/10.25134/erjee.v10i1.5399>.

³⁷ Gilakjani, A. P., & Sabouri, N. B. (2017). Teachers' beliefs in english language teaching and learning : a review of the literature. *English Language Teaching*, 10(4), 78–86. <https://doi.org/10.5539/elt.v10n4p78>.

ease, so in classroom practices, teachers select and use materials with simple language so that learners can easily read and understand the materials.

B. Review of Previous Study

The researcher examines a few studies that relate to this subject. The first research, entitled *Language Teachers' Beliefs on Materials Use and Their Locus of Control: Case Studies from Iran and Japan*, has been conducted by Amerian and Pouromid³⁸. The investigation's objective is to discover how teachers feel about using materials to teach languages. By using data from five English as foreign language teachers from Iran and five from Japan, the case study to research design was created to add to the knowledge base on teacher beliefs and materials. The research instruments utilized in this study were interviews, questionnaires, and observations. According to the research findings, the results of a simulated recall session that used the locus of control construct as an interpretative lens, it was further claimed that in contrast to the Japanese teachers, the majority Iranian teachers assumed responsibility for their decisions regarding the instructional strategies employed.

The next research, entitled "*Teachers' Beliefs in Developing English Materials for Vocational School*," has been conducted by Khosiyono³⁹. The study looks into how Indonesian teachers feel about providing students in Vocational High Schools with appropriate teaching materials. The data for this study, which has a qualitative research approach, came from interviews and classroom observations. The results indicate that teachers thought they had some control over what was incorporated into the creation of the textbooks. The students' interest, experience, needs, and other things can all have an impact on their opinions.

³⁸ Amerian, M., & Pouromid, S. (2018). Language teachers' beliefs on materials use and their locus of control: Case-studies from Iran and Japan. *Indonesian Journal of Applied Linguistics*, 7(3), 583–593. <https://doi.org/10.17509/ijal.v7i3.9808>.

³⁹ Khosiyono, B. H. cahyo. (2021). Teachers' beliefs in developing English materials for vocational schools. *Journal of Languages and Language Teaching*, 9(2), 196. <https://doi.org/10.33394/jollt.v9i2.3373>.

The following research, entitled "*Teachers' Belief in Teaching Writing and Its Practice: A Case Study at Senior High School 1 Kampar*," has been conducted by Anjani⁴⁰. The focus of the study is to look into the teaching strategies used by the teachers at Senior High School 1 in Kampar. The study is qualitative in nature and uses a case study methodology. Interviews, questionnaires, and classroom observations are methods used for data collection. The study's results then revealed that there are a few elements that teachers utilize to teach writing, including the teaching strategy, the kind of materials they use, inspiring creativity, and classroom practice.

Another research entitled "*Teachers' Beliefs and Practice of Learner-Generated Material in a Flipped-Speaking Class*," has been conducted by Aniq, Anisa, and Kristina⁴¹. The study's goal is to investigate how professors feel about using student-generated content in their flipped speaking classes when discussing job interview preparation. The study utilizes a case study methodology and a qualitative research design. The result of observation, interviews, and documentation serve as the study's primary data sources. According to the study's findings, the teacher's attitudes regarding learning goals, modeling learning, learner-generated materials, teaching materials, classroom organization, the teacher's role, and evaluation are usually in line with what she does in the classroom setting.

Next, the research entitled "*Teachers' Beliefs about Teaching English to Young Learners in Primary School: A Study of Classroom Practice*," has been conducted by Muryanti⁴². The research aims to learn what primary school English

⁴⁰ Anjani, R. (2020). Teachers' beliefs in teaching writing and its practice: a case study at senior high school 1 Kampar.

⁴¹ Aniq, L. N., Anisa, K. D., & Kristina, D. (2020). Teachers beliefs and practice of learner -generated material in a flipped-speaking class. 6(1), 29–40. <http://dx.doi.org/10.31332/lkw.v6i1.1675>.

⁴² Muryanti, V. (2016). Teachers' beliefs about teaching English to young learners in primary school: a study of classroom practice.

teachers think about teaching English to young students. A qualitative research design was used for this study. Focus group interviews and videotape observations of the teachers were used to gather the data. The study's outcomes demonstrate that almost all teachers are compatible with the TEYL principles, indicating that the teachers' ideas are appropriate for teaching English to young learners.

In addition, the next research entitled *Teachers' Beliefs and Practices of English Teaching (A Case study at MTS.N Jeketro)* has been conducted by Wafa⁴³. The study intends to examine teachers' attitudes toward English instruction at MTSN Jakerto and the influences on those attitudes. Semi-structured interviews, classroom observations, and document analysis are the methods utilized to gather data. The results demonstrate that a variety of factors, such as instructors' prior experience as language learners, seminars or training they have taken, what is most effective for teachers, and instructional policies, all of them have an impact on their beliefs.

Furthermore, the next research entitled *A Teachers' Beliefs on the Integration of Video Technology in Teaching Speaking: A Case Study* has been conducted by Fauzi, Damayanti, and Ilahi⁴⁴. The goal of the study is investigating teachers' attitudes on using video technology in ELT. A variety of methods, including conducting in-depth interviews, observation, documentation, and the use of audiovisual materials are used to acquire the data. The study's findings show a close relationship between the teachers' teaching strategies and their ideas about English, teaching, learning, and video technology.

The last research entitled *Teachers' Beliefs and Classroom Practices in Teaching Content Subjects through EMI* has been conducted by Oktaviani, Mirizon,

⁴³ Wafa, Z. (2016). Teachers' beliefs and practices of English teaching (a case study at MTSN jeketro).

⁴⁴ Fauzi, A., Damayanti, D., & Ilahi, T. (2017). A teacher's beliefs on the integration of video technology in teaching speaking: a case study. *1*(1), 46–54. <http://dx.doi.org/10.20961/ijpte.v1i1.4914>.

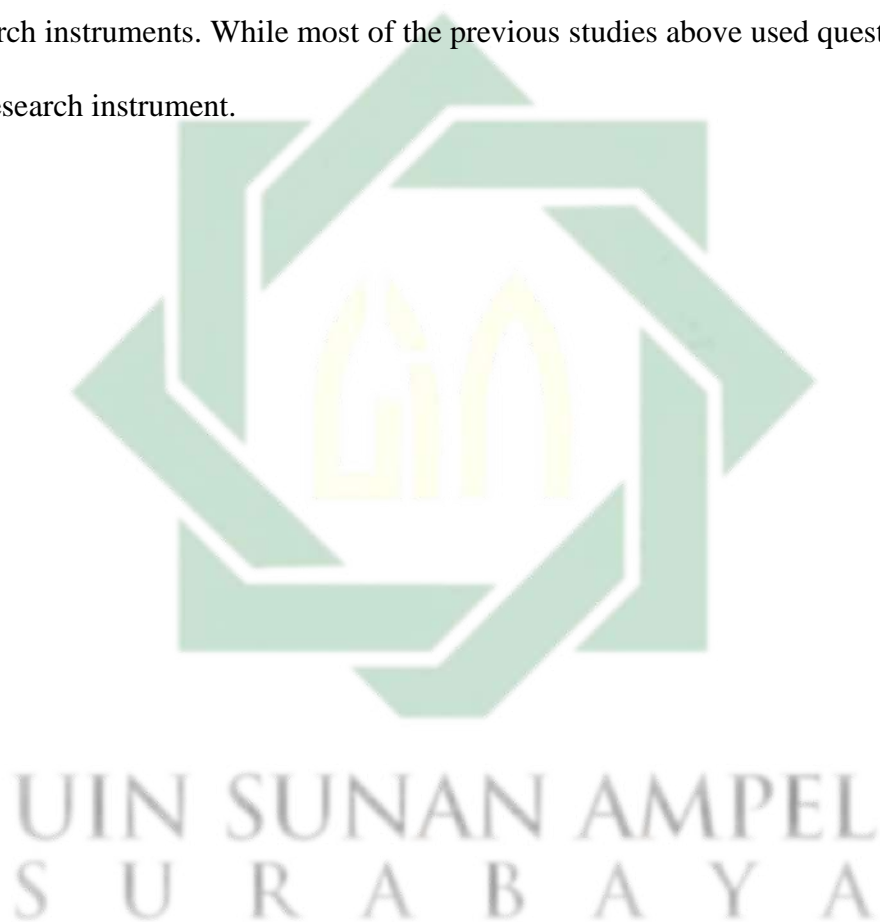
and Vianty⁴⁵. The purpose of the investigation was to examine teachers' beliefs toward EMI, determine how those beliefs affected the way they taught in the classroom, and identify the difficulties they faced. The data was gathered through utilizing instruments like questionnaires, observation, and interviews. The study's finding explains that the majority of teachers of content subjects at SIS Palembang were enthusiastic supporters of EMI. They demonstrated this belief in their classroom practices, which included using English in class, using specific techniques to illustrate new vocabulary, using teacher manuals that were prescribed by administrators, giving explicit and clear instructions, engaging the students, and rarely doing code – switching.

From the previous studies mentioned before, the researcher classified that three studies discussed about teachers' beliefs about the materials that are highlighted by research related to the use of the materials and where control originates by Amerian and Pouromid, the research related to developing English materials by Khosiyono, and the research related to learner-generated materials in a flipped-speaking class by Aniq, Anisa, and Kristina.

Moreover, five studies discussed about teachers' beliefs about teaching English and its practices which are highlighted by the following: the research related to teaching writing and its practice by Anjani; the research related to teaching English to young learners by Muryanti; the research related to English teaching and practices by Wafa; the research related to the incorporation of video technology in spoken instruction by Fauzi, Damayanti, and Ilahi; and the research related to teaching content subjects through EMI and classroom practices Oktaviani, Mirizon, and Vianty.

⁴⁵ Oktaviani, U., Mirizon, S., Vianty, M. (2021). Teachers' beliefs and classroom practices in teaching content subjects through EMI. *10*(1), 287–296. <https://doi.org/10.25134/erjee.v10i1.5399>.

Considering the previous explanation, the researcher concluded that the current study had a different focus from the previous studies that had been mentioned, which discussed the beliefs of the teachers regarding the teaching materials the teachers used in their English teaching practices and how the materials were implemented in the classroom. Moreover, the other gap was that the current research used the interview guide, the document or artifact, and observation sheets as the research instruments. While most of the previous studies above used questionnaires as the research instrument.



CHAPTER III

RESEARCH METHOD

This chapter explains how to conduct the research related to the topic of teachers' beliefs and their practices regarding the teaching materials they use in the classroom. This research involved the following steps: (1) Research design and approach, (2) Research setting, (3) Data and source of data, (4) Research instruments, (5) Data collection techniques, (4) Data analysis techniques, and (7) Checking validity of research.

A. Research Design and Approach

This study employed a qualitative research approach to investigate teachers' beliefs and how they will be practiced about the materials they used in the classrooms, with all data been expressed as words, whether they were written or spoken, and no numbers being considered. According to Merriam, qualitative researchers were primarily interested in discovering how individuals construct their worlds, interpret their experiences, and give those experiences meaning⁴⁶.

To respond to the research inquiries, a qualitative case study design was chosen. There was no sufficient evidence to support teachers' beliefs regarding teaching materials and their utilization in the classroom. This type of research design involved reporting specific information on a subject or a phenomenon that was reported from an interview, behavior, and documents that would not be analyzed through statistical analysis.

B. Research Setting

This research conducted in an Islamic private junior high school Az-Zahra in Surabaya, particularly in the classroom where 7th and 8th graders were doing teaching-

⁴⁶ Merriam, S. B. (2009). *A Guide to Design and Implementation*. Jossey – Bass: A Wiley Imprint.

learning activities. Moreover, for the place of the interview section, the researcher conducted flexibly, because it depended on the teachers.

C. Data and source of data

1. Data

The data from the study were the information from English teachers of an Islamic private junior high school Az-Zahra in Surabaya about the types of teaching materials used by teachers in the classroom. The second set of data revealed the beliefs of English teachers regarding the teaching materials they utilized in the classroom, and the third set of data revealed the implementation of the teaching materials in English teaching practices.

2. Source of Data

The information was gathered from two English teachers at an Islamic private junior high school Az-Zahra in Surabaya to know about the types of teaching materials used in the classroom, the English teachers' beliefs about teaching materials, and the way they were implemented in English teaching practices. The researcher observed the teaching-learning activity in the classroom and conducted the interview for teachers.

D. Research Instrument

The researcher has the instruments to get the data, namely interview guidelines, observation sheets, and documents or artifacts to answer the first and the second questions.

1. Interview Guideline

The instrument used in this study is interview guidelines. The researcher used this instrument to gain a deeper understanding and subjective answers from English teachers since the interview had no exact answers, either true or false, yes

or no, or agree or disagree responses. This instrument was utilized to respond to the second research question. The teacher asked some questions related to the beliefs of the teachers and considerations about the teaching materials utilized in the classroom. This type of interview was semi-structured. According to Merriam, in this type of interview, all questions were expressed with more flexibility, or the interview was a mix of structured and unstructured questions that to learn in-depth information about the subject since there were a lot of opportunities for the teachers to answer the question with their words, thoughts, feelings, and opinions without any limitation⁴⁷. The interview had 10 questions that had to be answered by the teachers and would be recorded with a smartphone or tape recorder. The answer might be subjective and vary; it depended on the teacher's beliefs or perceptions, the teacher's experience, and so on.

2. Observation Sheets

This instrument was used to respond to the second research question about the implementation of teaching materials used by teachers in English teaching practice. The type of this observation was non-participant observation to find out and describe in depth the English teachers' steps to put the teaching materials in the classroom and to know whether the teachers' beliefs related to the teaching materials would be implemented into English teaching practice. The researcher conducted observation without participating in or taking any part in the English teaching practices. The researcher looked the learning teaching activity from the back of the class. The researcher used observation checklists and field notes while doing the observation. The researcher systematically tracked every step that took

⁴⁷ Merriam, S. B. (2009). *A Guide to Design and Implementation*. Jossey – Bass: A Wiley Imprint.

place throughout the teaching and learning process, particularly when teachers implemented or used teaching materials in their classrooms.

2.1 Observation Checklist

The researcher used an observation checklist that is known as a list of items that the researcher looked at during an observation. The result of the observation checklist made you feel better at ease, and you received detailed feedback on certain elements of the lesson. This observation checklist used to determine how materials used by teachers in English teaching practices are implemented.

2.2 Observation Field Notes

The researcher used field notes to add some incomplete information from the observation checklist. The researcher recorded the observations in the field during the teaching process, especially when the teachers were utilizing materials in the classrooms.

3. Documents or Artifacts

This instrument meant to gather data regarding the types of teaching materials used by English teachers. Here, the term "document" refers to the materials utilized by the English teachers, such as textbooks, learning media, and so on. The relevant documents would be collected and classified based on the type of materials. Then, it would be analyzed.

E. Data Collection Technique

This study used several data collection techniques, namely: semi-structured interviews, classroom observation, and document analysis such as materials that teachers use, learning media, and so on.

1. Semi-Structured Interview

The interview aimed to deepen comprehension of the responses from English teachers related to their beliefs about the teaching materials used in the classroom. According to Marrais, cited in Merriam, in an interview, a participant and a researcher have a talk about subjects related to a research study⁴⁸. All the English teachers were given a set of open-ended questions containing what they considered to be their beliefs about the kind of materials they used in their English teaching practices.

Firstly, the researcher created the interview guideline. This type of interview was semi-structured so that the researcher can obtain more in-depth information about teachers' thoughts, feelings, and opinions. Second, the researcher made an appointment with the teachers to choose the interview's date, time, and place. Third, the researcher gathered the necessary equipment for conducting interviews, such as notebooks, tape recorders, and so on. The researcher used a notebook to write down the crucial information, and then also used a tape recorder to record the full speeches given by the teachers. Fourthly, the researcher rearranged the manually written data to understand it easily and transcribed the recorded speech into a written text. Lastly, the researcher compared the results of the handwritten information with the recorded speech in order to make the data more valid and applicable.

2. Classroom Observation

This data collection technique aimed to respond to the second research question. According to Racco, as cited in Farkhi, in qualitative research, observation is intimately connected to the research process. The researcher

⁴⁸ Merriam, S. B. (2009). *A guide to design and implementation*. Jossey – Bass: A Wiley Imprint

observed how the materials are used in the classroom from behind the scenes⁴⁹. The researcher used field notes and observation checklists during observation.

First, the researcher met with the English teachers to discuss the timing of the observations. Second, the researcher prepared the notes to record the important information and any mechanical tools that can be used to record the observation, like video cameras or laptop, computers. Third, the researcher recorded field notes as soon as possible after observing. Fourth, the researcher outlined or summarized the observations and finally, the researcher drew a diagram of the setting and trace movement through it.

3. Document Analysis

The aim of using these data collection techniques was to know the kind of teaching materials that English teachers use in the classroom. This data collection technique focused on analyzing relevant documents such as materials that teachers use, learning media, and assessment rubrics that are utilized by English teachers of an Islamic private junior high school Az-Zahra in Surabaya. According to Merriam, "document" is a term referring to printed and other materials relevant to a study in order to get clear information to support this study⁵⁰.

Firstly, the researcher collected the relevant documents that are used by English teachers of an Islamic private junior high school Az-Zahra in Surabaya. Secondly, the researcher determined as much detailed information as she can about the document, such as its origin and reasons for being written or selected. Lastly, the document would be classified based on its type.

⁴⁹ Hakim, M. F. (2019). *The use of telegram to facilitate students' vocabulary learning at SMPN 1 Surabaya*.

⁵⁰ Merriam, S. B. (2009). *A guide to design and implementation*. Jossey – Bass: A Wiley Imprint

F. Data Analysis Techniques

Analyzing the data is the next step that the researcher takes after collecting the data. This process was used to answer all the research questions. According to Merriam, data analysis also known as data interpretation is the procedure for interpreting the data.

For this study, the researcher will make use of six steps based on Creswell:

1. Prepare and organize data for analysis.

Prepare the data for analysis through transcription of interviews, and gathering of notes, documents, images, and other materials. Mark the source of any demographic or other information that has been collected to help in analyzing the data.

2. Explore and code data

Exploring the data aimed to obtain a general understanding of the data by reading the interviews' transcripts several times and attempting to understand the entire interview before dividing it. Then, the researcher wrote memos such as ideas, phrases, concepts, etc., marginally in the field notes, observation checklists, or interview transcripts.

The researcher first identified the text segments, put a bracket around them, and provided the text a code word or phrase that correctly captures its meaning. The researchers created a collection of codes, put similar codes together, and eliminated unnecessary codes after coding an entire document.

3. Coding to build descriptions and themes

The researcher reduced these codes to five or seven main themes during the process of eliminating redundant codes, then created a description of the setting for the people, places, or events to be analyzed, as well as categories, and themes. The

description contains specific information about the people, places, or events involved in the study.

4. Report or write the findings.

In this step, the researcher displayed the results in tables and figures, and then wrote a narrative about them to explain what she had found during the analysis. This step would provide the findings of the analysis.

5. Analytical Results Interpretation

Understanding the data is the art of interpretation. According to Creswell, interpretation in qualitative research requires taking a step back and constructing a bigger explanation of the phenomenon. Here, the researcher provided the findings, including all the information gained from all of the research, including reviews, personal experience, history, and literature. First, the researcher summarized the findings. Then the researcher delivered their personal views about the significance of the research study's data since they had been to the field and visited personally to gain the data. The last was to make comparisons to the literature by providing some previous studies and demonstrating how the results may support or contradict the previous studies⁵¹.

G. Validate the accuracy of findings

In this stage, the researcher validated the finding. It implied that the researcher determined the accuracy or credibility of the data. In Creswell's opinion, Member checking and triangulation are two techniques for obtaining accurate qualitative data. For this study, the researcher made use of a triangulation method. Triangulation was a method of determining validity by gathering evidence from multiple sources (for example, two 7th and 8th grade English teachers) and data collection methods (for

⁵¹ Creswell, J., W. (2012). Educational research: Planning, Conducting and Evaluating quantitative and qualitative research. Pearson Education.

example, a semi-structured interview, classroom observation, and document analysis). Triangulation aimed to enhance the validity, reduce any misconceptions, and strengthen the conclusion by providing several pieces of evidence from (1) different studies and individuals from written information from documents (materials) by English teachers and the spoken information of interviews and the data from observations; (2) different types of data and data collection techniques where the researcher analyzed the document, conducted the interview and did an observation; and (3) member checking, which the researcher reconfirmed the information gathered from English teachers of an Islamic private school Az-Zahra in Surabaya.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the study from the interviews and classroom observations. The chapter also describes the discussion of the main findings by linking to the previous studies and relevant theories. There are two research questions addressed in this study namely English teachers' beliefs about teaching materials and the implementation of the materials they use in the classroom. The organization of the findings and discussion will follow these two research questions.

A. Findings

As mentioned earlier, this study addressed two research questions namely English teachers' beliefs about the teaching materials they use and also the implementation of how they use the materials in their practices. To answer the two research questions, the researcher interviewed English teachers about teaching materials they use in their teaching practices and observed their classrooms to know how they implemented them. Detailed information on teachers' beliefs about teaching materials and the implementations of the materials they use are described in the following section:

1. The English teachers' beliefs about teaching materials used in their classrooms

Teachers' beliefs are the basis on which teachers make decisions on how they select the teaching materials they use in their practices. To identify teachers' beliefs about the teaching materials they used in the classroom, the researcher interviewed two English teachers. The results of the interview are focusing on

two different aspects. The first is the type of materials and the second is the beliefs about the chosen particular materials.

a. Type of materials

This study identified the teaching materials the teachers used two types of materials based on Richard that are classified in the table below:

Table 4.1. Type of materials

No	Categories	Materials
1.	Authentic materials	<ul style="list-style-type: none"> a. Article b. Short story c. Brochure d. Invitation card e. YouTube video
2.	Created materials	<ul style="list-style-type: none"> a. Course book <ul style="list-style-type: none"> 1) Practice Your English Competence book 2) Bright an English book 3) Gold Experience students' book and workbook 4) Sidak book 5) Students' workbook from teachers' association b. Audio from English Language Teaching of Islam (ELTIS) c. PowerPoint d. APE (Educational Game Tools)

		<ul style="list-style-type: none"> e. Worksheet f. Flashcard g. Quiz
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Table 4.1., shows that the teachers utilized various kinds of teaching materials in their teaching practices namely authentic materials and created materials. The first type of materials were authentic materials that teachers used in the classroom were taken from the internet such as articles, short stories, brochures, YouTube videos, and invitation cards. The second materials were created materials, including course books, PowerPoint, APE (Educational Game Tools), worksheets, quizzes, flashcards, and audio from English Language Teaching of Islam (ELTIS).

From the two different types of materials, two teachers used all of them. However, there were slight differences in choosing particular teaching materials. For instance, two teachers used authentic materials that were taken from the internet. Teacher A used all of them namely articles, short stories, brochures, and invitation cards in the teaching practices. Meanwhile, teacher B only used two of them, namely an article and a short story. The same thing when they used created materials when they chose the course book. Teacher A used three course books namely Practice Your English Competence, Gold Experience students' book and workbook, and Sidak book. Meanwhile, teacher B used two books namely Bright an English and Students' Workbook from the teachers' association. Furthermore, to make the students get a better understanding of the lesson, all the teachers also created the materials by themselves. For instance, teacher A created

PowerPoint, worksheets, quizzes, and flashcards. Then, teacher B created PowerPoint, APE (Educational Game Tools), and worksheets. In addition, to increase students' listening skills, teacher A used both audio from English Language Teaching of Islam (ELTIS) and YouTube videos. Meanwhile, teacher B only used YouTube videos.

b. Teachers' beliefs about the chosen materials

The English teachers had some beliefs as the basis for the chosen teaching materials that will be outlined below:

Table 4.2. Beliefs about the chosen materials

NO	Categories	Beliefs
1.	Authentic materials	<ul style="list-style-type: none"> a. Using real – life language b. Improving students' reading skills c. Increasing students' creativity d. Teaching social values e. Improving students' listening skills
2.	Created materials	<ul style="list-style-type: none"> a. Having established partnership with publisher b. Using simple language c. Providing lots of exercises d. Using high - vocabulary level e. Containing colorful pictures f. Appropriate with students' abilities g. Making the learning process fun and interesting for students

		<ul style="list-style-type: none"> h. Having better understanding for students i. Evaluating students' competency j. Teaching Islamic values
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Table 4.2., shows that beliefs become the basis for teachers in selecting teaching materials. The detailed explanations based on the findings of this study will be explained in each type of material in the following section.

1. Authentic materials

The first teaching materials that the teachers used were authentic materials that were taken from the internet. The materials that teachers downloaded from the internet included articles, short stories, brochures, and invitation cards. The teachers mentioned several reasons why they used authentic materials namely: (a) using real-life language, (b) Improving the students' reading skills, (c) increasing students' creativity, (d) teaching social value, and (e) Improving students' listening skills. (See table 4.2.)

The first reason to choose authentic materials that were taken from the internet was using real-life language. Teacher A believed that the use of real-life language was beneficial to make the students feel comfortable and to optimize students ability.

"I used to take materials from the internet such as articles and short stories. Because, mostly the materials, especially the reading text, used a real-life language so that the students felt comfortable since the language was related to their world". (Teacher A)

The second reason for using materials from the internet was to improve students' reading skills. Both teachers believed that it can support students' learning, especially in reading skills. For instance, the teacher took some reading text from the internet such as short stories, articles, etc.

“For reading text, I used the internet as an additional source, because sometimes the course book only provided a few examples of reading text, therefore I tried to find another example from the internet and it can improve students' reading skills”. (Teacher A)

“I used to take materials from the internet for reading text such as descriptive text, narrative text, etc.”.

(Teacher B)

The next reason to choose authentic materials was to increase students' creativity. Teacher B believed that the materials that were taken from the internet such as invitation cards, brochures, and so on, became good examples for students and can boost students' creativity.

“...when I took the example of an invitation card and showed it to the students. They got inspired by those examples and got a new idea on how to make an interesting invitation card. I believed from the materials that I took from the internet, can increase their creativity”. (Teacher

B)

Furthermore, both teachers believed that authentic materials can teach the student about social values. This confirmed the teacher that gave the students some short stories that contained social value and can be useful for students' lives.

“In my opinion, the important thing was the teaching materials contained social values such as teaching about attitude, politeness, and made students more aware of their environment”. (Teacher A)

“Social values must be taught to students. Therefore, to select the reading text, especially the teacher should add social value. Therefore, students can learn the topic during the day and also get an insight about social value at once”.

(Teacher B)

Next, the teachers believed that authentic materials such as YouTube videos can improve students' listening abilities. For instance, the teachers took a video from YouTube and then they asked the students to complete the song lyrics. Both the teachers believed that it can increase students' listening skills because students will listen carefully to the song and try to understand the pronunciation of native speakers so that they can complete the lyrics.

“I used a video from YouTube for listening. I played several songs for students then, I asked them to find about 10 vocabularies about simple past tense. It helped students to improve students listening skills”. (Teacher A)

“To improve listening skills, I used a video from YouTube for a certain topic”. (Teacher B)

2. Created materials

The second teaching materials that the teacher used in the classroom were created materials such as course books and teachers' created materials. The explanation will be described below.

a. Coursebooks

There were several course books namely Practice Your English Competence, Bright an English, Gold Experience students' book and workbook, Sidak book, and students' workbook from the teachers' association. The result of the research indicated the use of Coursebook was because the teachers had several beliefs included: (a) having established a partnership with a publisher, (b) using simple language, (c) providing lots of exercises, (d) using high - vocabulary level, (e) containing colorful pictures, (f) appropriate with students' ability (*see table 4.2.*)

Both English teachers believed in the use of Course books because the school had established a partnership with publishers. Therefore, the teachers used particular Course books from certain publishers that had partnerships with the school such as Erlangga and Pearson publisher.

"The first was a book from Erlangga. This school had established a partnership with the Erlangga publisher at the beginning of the academic year. Before entering the new academic year at school, the school provided some kind of course books then the teachers had to choose the course book for one academic year based on their beliefs". (Teacher A)

"The teacher usually used a course book from Erlangga because the school had established a partnership with an Erlangga publisher". (Teacher B)

Another reason was that the Course books used simple language. Both teachers believed that the vocabulary used in the Course book was

standard, that it was not too easy or difficult so that it matched students' abilities. Therefore, the students can understand the content easily.

"I thought the language of the course book was easy to understand because the vocabulary in the course book was suitable with the students' ability". (Teacher A)

"Then, I thought the course book used simple language, therefore students did not feel difficult when they read the course book". (Teacher B)

The next reason was the course books provided lots of exercises in a variety of forms such as fill-in-the-blank with the correct words, multiple choice, essay, etc. Both teachers stated that some exercises can help teachers to evaluate the student's understanding after they have learned the lesson and push them to think critically.

"The course book provides lots of exercise for students. Then, the form of exercises is varied, for example: fill in the blank with the correct answer, multiple choices, essays, crossword, etc." (Teacher A)

"Moreover, the book provides lots of exercises that can push the critical thinking of the students". (Teacher B)

Furthermore, teacher A believed that the use of the course book was because the course book used a high – vocabulary level that was very useful for students since it can increase the vocabulary level of both students and teachers.

"The Gold Experience book by Pearson had high- level vocabulary. However, it can expand the students' vocabulary even the teacher too". (Teacher A)

The other reason for using a particular course book was to provide colorful pictures of each topic. For example, there was a picture of animals, fruits, tools, or anything else that reflected the topic to be learned. Teacher A believed that the picture can attract students' interest and motivate students in learning.

"...The course book was colorful and covered with many interesting pictures so the students were motivated to read the book". (Teacher A)

Furthermore, the reason for using a particular course book was because of the appropriateness of the student's ability. The teacher B believed that the appropriateness of the course book to students' level is the important thing that must be considered to achieve learning goals.

"The consideration of using the course book was about the appropriateness with students. We had to adjust to the student's abilities. Several course books were good and expensive, but they were not suitable for student's abilities and the students found them difficult to understand.

Therefore, the teachers have to find the course book that was appropriate with their students". (Teacher B)

b. Teachers' Created materials

Besides course books, the teachers also created materials by themselves such as PowerPoint, APE (Educational Game Tools), worksheets, and flashcards. The finding indicated that teachers created materials for several reasons namely: (a) making the learning process fun and interesting, (b) having better understanding, and (c) evaluating students' competency. (See table 4.2.).

The first reason was to make the learning process fun and interesting. Both teachers believed that the use of created materials by themselves will make the learning process fun and interesting. For example, the teachers created the game for students or the teachers taught the students using APE (Educational Game Tools). It made the students feel excited about the learning process.

“...the students were very enthusiastic, for example, when I created the games, the students were happy and enjoyed it. Then, it will make the students understand the materials easily”. (Teacher A)

“...most students were enthusiastic when I created teaching materials by myself, for example, when I created several pictures of animals for descriptive text topics”. (Teacher B)

The other reason for creating teaching materials was to have a better understanding of students. Teacher A believed that the students would understand better the teacher's created materials such as PowerPoint. Since the teacher can explain each point clearly through PowerPoint that they create.

“I usually created PowerPoint for explaining the lesson to students. Because mostly the course book contained very long explanations so it causes students to fail to understand the point of the lesson”. (Teacher A)

Moreover, both teachers believed through the teachers' created materials, they can evaluate students' competency. For example, when the teacher created several worksheets to check the student's understanding of the lesson that they have learned.

“I created several worksheets for students to evaluate students’ competency. Then, sometimes I created some quizzes to review the lessons”. (Teacher A)

“Sometimes I created several worksheets for students to assess how well students understand the materials”.

(Teacher B)

The teachers also used YouTube and audio from English Language Teaching of Islam (ELTIS). The teachers believed that the use of it would improve students’ listening ability, and teach Islamic values. (*See table 4.2.*) It was confirmed by teacher A that the audio provided some materials that contained Islamic value in each episode.

“A video that I use contains an Islamic value. So, I teach the students an Islamic value in the lesson indirectly through the video that I play in the classroom”. (Teacher A)

2. The implementation of the teaching materials in the classroom

Based on the classroom observation the researcher did, the researcher found that the teachers used a variety of teaching materials in the classroom. The researcher classified into three stages of the learning process namely introduction, main activity, and closing. The introduction stage was the initial stage before teaching. The teachers prepared the students to be ready for learning by engaging the students in several activities. For example, the teacher did a question-and-answer session with the students. They asked the students to tell about their experiences while on vacation. The next stage was the main-activity. In this stage, the teachers focused on the main topic that they will learn. The teachers mostly used course books, PowerPoint, and learning videos in the teaching process. The

last stage was closing which aimed to increase students' understanding of the lesson. The teacher gave the students several questions about the topic through the quiz or worksheet. The figure below will describe the way two teachers implemented teaching materials in their English teaching practices.

Figure 4.1. The implementation of materials in the classroom

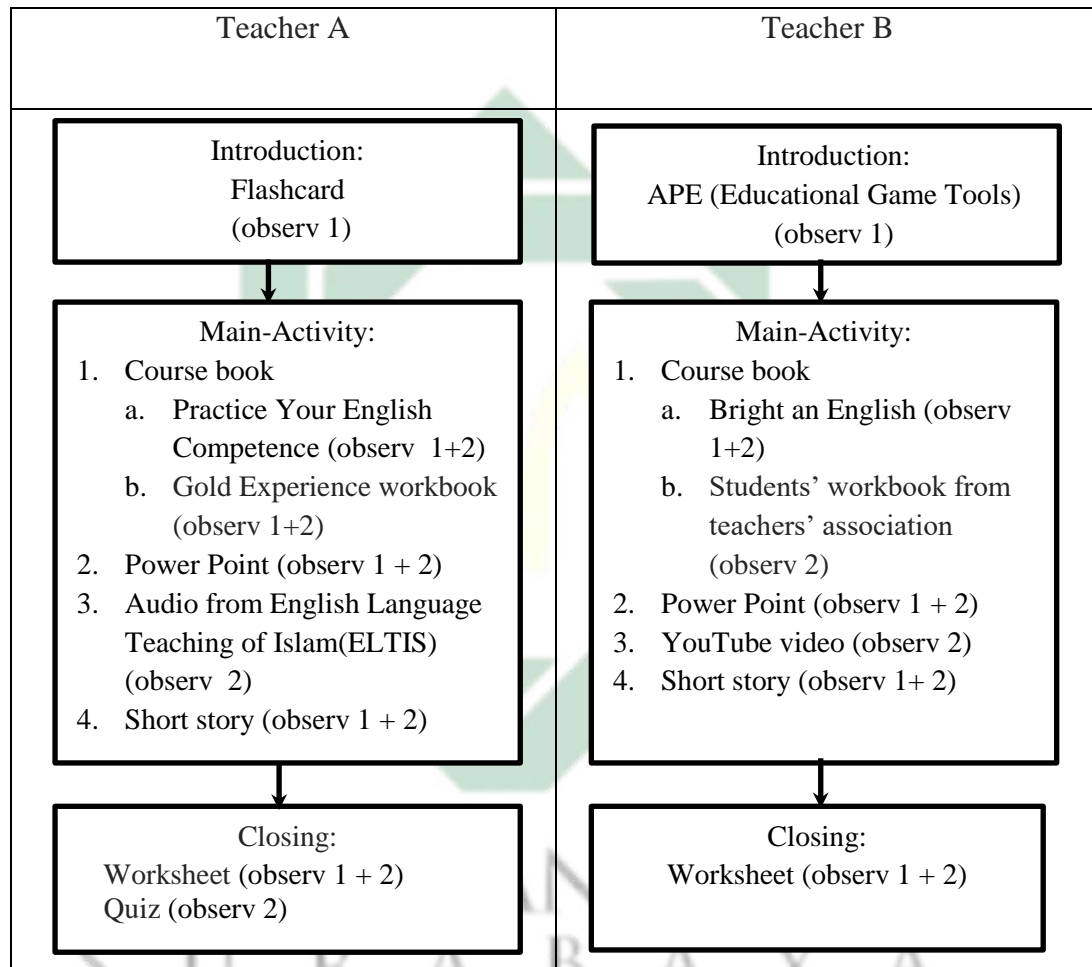


Figure 4.1., shows the way both teachers implemented the teaching materials in every stage of the learning process namely the introduction, main-activity, and closing. Both teachers used teaching materials in their teaching. However, there were slight differences in the teaching materials that the two teachers used in the classroom which will be explained below.

Referring to Figure 4.1., we can see that teacher A used various kinds of teaching materials in every stage of the learning process. Teacher A taught 8th grade with the topic meeting recount text. In the introduction stage, firstly, the teacher did some activities to lead the students and prepared them for the main topic. The teacher used teaching materials namely flashcards that contained several pictures about theme parks. The teacher showed it and asked the students to share their experiences when they visited the theme park. Then, the teacher also explained a little about simple past tense that students should use when they talked about the experience.

In the main-activity stage, the students opened the course book, namely Practice Your English Competence, and looked at the example of the reading text in the course book. The teacher questioned the students to guess what kind of reading text they were reading. Afterward, the teacher showed the PowerPoint and explained more details to the students about recount text especially related to generic structure and language features. The teacher required the students to make a group and found more examples of recount text on the internet then classified the generic structure of it and found the simple past tense (V2) on the text as much as possible. The teacher also gave the students more examples of short stories that were downloaded from the internet. For listening skills, the teacher played several audios from English Language Teaching of Islam (ELTIS). The audio gave more examples of recount text especially containing Islamic values. For instance, the audio talked about fasting, prayer, good morals, and so on. Then, from the audio that had been played, the teacher usually asked the students to do the activities such as fill in the blank with the correct answer or summarized the audio story with their words then present it orally in front of the class. If there was still time

left, the teacher required the students to do some activities in the course book namely Gold Experience Workbook to increase some vocabulary since the course book contains high-level vocabulary.

Before the teacher ended the session, the teacher gave the quiz to review the materials that had been learned. Sometimes, the teacher gave the students a worksheet such as a reflection on the topic of the day.

Meanwhile, teacher B used different teaching materials from Teacher A. Refer to Figure 4.2., which shows the way Teacher B implemented the teaching materials in every stage of the learning process namely the introduction, main-activity, and closing. Teacher B taught 7th grade with the topic meeting was descriptive text. In the introduction stage, the teacher bought APE (Educational game tools) such as pictures of animals and showed them in the classroom. The teacher chose the students randomly and asked them to describe the animal as much as possible. This activity aimed to lead the students to the main topic which was descriptive text.

In the main-activity stage, the teacher students opened the course book and looked at the example of the descriptive text in the course book namely Bright an English. The teacher instructed the students to read the passage aloud. Then, the teacher showed the PowerPoint and explained more in detail to the students about descriptive text especially related to generic structure and language features. The teacher gave the students more examples of descriptive text through short stories that had been downloaded from the internet. The teacher instructed the students to create a descriptive text about their favorite animal. Then, the students should present it orally in front of the class. To get more understanding of the topic, the teacher also told the students to open the second course book, namely the

students' workbook from the teachers' association and answered several questions such as multiple choice and essay about the descriptive text. For listening skills, the teacher played several audios from YouTube about the descriptive text. Then the teacher asked them to analyze the generic structure and language features of descriptive text. The teacher sometimes required the students to retell the story in their words. The teacher will choose some students randomly and present the summary in the classroom.

To review today's materials; the teacher gave the students some worksheets such as a reflection of what they had learned about the topic during the day or did some exercises. Teacher sometimes reviewed all the materials for the students to remember the materials.

In the teaching practices, the teachers used several teaching materials namely created materials and authentic materials. They created materials including course books and teachers' created materials. The teachers used course books as they believed that first, the course book provided lots of exercises for students such as multiple choice, essay questions, fill-in-the-blank sentences, crossword, and so on which helped students quickly master the topic. Second, the design of the course books was interesting and contained colorful pictures. Third, the course books also referred to the existing curriculum so that it was appropriate for student's abilities. Furthermore, the teachers also created the materials by themselves such as PowerPoint, APE (Educational game tools), flashcards, and so on as they trust that creating the materials was beneficial for students. One of them was to make students have a better understanding of learning. Because the teaching-learning process was not enough if the class just relied on the course books. Since the course books provided a simple explanation about a particular topic. Therefore,

the teachers needed to utilize other teaching materials such as PowerPoint that they created as a complement as well as further explanation about the topic. Meanwhile, the teachers used authentic materials that they downloaded from the internet such as articles, short stories, brochures, and so on as the teachers affirmed that these teaching materials can improve students' reading skills. Since the materials from the internet are varied, the students get to know more about reading text and improve their reading skills. In addition, the teacher also used teaching materials such as YouTube videos and audio from English Language Teaching of Islam (ELTIS) as they claimed that the YouTube video obviously can improve students' skills especially in listening. Since they will get used to listening to the native speakers. Teachers showed a YouTube video from native speakers that related to the topic to the students. Then, the students tried to summarize the video by listening to native speakers with various accents and paying attention to their gestures.

B. Discussion

This section will elaborate on the finding of the study as outlined earlier by reflecting on the existing related theory and previous research. Two things that will be discussed in this part namely the English teachers' beliefs about teaching materials they use and the way the teachers implemented them in their teaching practices.

1. The English teachers' beliefs about the teaching materials they use in the classroom

The findings of this study indicated that teachers utilized a variety of teaching materials in their teaching practices to motivate students' learning, namely authentic materials and created materials. The use of mentioned materials helps facilitate learning. It might help improve the quality of the teaching and learning

process. Teaching materials had a fundamental role to assist students in achieving the learning objectives. For instance, the created materials such as course books contained clear explanations about each topic and provided a lot of exercises that helped students in improving their academic performance. As mentioned by Ajoke, the effectiveness of teaching materials used in teaching can promote the student's academic performance⁵². In addition, Mathew stated that the use of teaching materials improves teaching since it allows students to actively participate in lessons⁵³.

Another finding of the study identified that there were several aspects that teachers' beliefs in choosing particular teaching materials including making the students feel at ease, should correspond to learners' needs, increasing students' skills, being useful and relevant for students, and should be interesting and make the learning fun. Those beliefs will be classified based on the Tomlinson in this section.

The first was making the students feel at ease. The teachers stated that the students had to understand the teaching materials that the teachers use since it helped the students to accomplish the learning objectives. It might be extremely hard for students to meet learning objectives if they found it difficult to understand the teaching materials they used. As the teachers trust that the course book should use simple language, so that the message conveyed in the materials can be easily understood by students. As mentioned by Tomlinson, the students were more relaxed when using the materials that are intended to help them in their

⁵² Ajoke, A. R., Languages, M., & Utara, U. (2017). The Importance of Instructional Materials in Teaching English as a Second Language. *International Journal of Humanities and Social Science Invention*.6 (9), 36 – 44.

⁵³ Mathew, N. G. (2012). Reflective classroom practice for effective classroom instruction. *International Education Studies*, 5(3), 205–211. <https://doi.org/10.5539/ies.v5n3p205>.

learning than the materials that are constantly being tested.⁵⁴ In addition, the content of the course book should be appropriate with students' ability to facilitate students' comprehension of the materials. The course book that the teacher chose should be suitable for students' level of vocabulary. As claimed by Graves, the students have different degrees of vocabulary knowledge when they come to school. Therefore the teacher must be responsive to the needs of students so that the students can learn the whole book effectively.⁵⁵

Next, the teachers believed that the teaching materials should relate to learners' needs. They should correspond to the learning objectives and guide students to accomplish the goals. Course books are needed to facilitate students' progress and move them as effectively as possible toward the goals.⁵⁶ For instance, the course book provided a lot of exercises to measure the student's abilities and to make them think critically. The exercise that was given by the teachers should be appropriate with the students' ability level. According to Tomlinson, engaging the students in some tasks or exercises which are stimulating and problematic but still achievable for students can build students' confidence.⁵⁷ Moreover, the teachers' created materials such as PowerPoint, quizzes and worksheets can be beneficial for students such as making them get a better understanding of the lesson and evaluating students' competency.

Despite that, the teachers believed that the selected teaching materials should increase students' skills such as reading, listening, speaking, and writing skills.

Those basics must be established for the students to completely and correctly

⁵⁴ Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge University Press.

⁵⁵ Graves, M.F. (2006). *The Vocabulary book: Learning and instruction*. New York: Teachers College, Columbia University.

⁵⁶ Cunningsworth, A. (1995). *Choosing your coursebook*. Cambridge: University Press

⁵⁷ Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge University Press.

master English.⁵⁸ The selection of teaching materials that were appropriate for students was required, so that they would improve these skills. Based on the findings of the study, the teacher used to play a YouTube video to increase students' listening skills. The YouTube video was effectively improving listening skills since it enhanced the students' ability to translate the words of speakers with different accents. According to Harmer, students can identify mimicry, gestures, and motions from each speaker in a dialogue by watching videos.⁵⁹ Furthermore, the teacher took materials from the internet to increase students' reading skill. It was considered an effective way to teach reading skills, since it introduces students to various texts. As mentioned by Dina, the use of materials from the internet helped the students attain better reading comprehension and build their critical thinking, creative, and intellectual capabilities.⁶⁰

Moreover, the teachers believed that the content of the teaching materials should be useful and relevant for students. Instead of the teachers using the teaching materials that only taught about the topic in the syllabus, the teacher also would like to teach about values as well. The teachers believed that the teaching materials contained moral values, and would be very useful for the future of the students. According to Tomlinson, it is quite simple to persuade the students that the lessons are valuable and relevant by relating the teaching points to the known learner interests and real-life situations that the students face.⁶¹

The last was that the teaching materials should be interesting and make the learning fun. Making learning enjoyable will improve learning. It significantly

⁵⁸Fahari, I. N. (2021). How to improve your English skills.

⁵⁹ Harmer, J. (2007). How to teach English Edinburgh: Pearson Education Limited.

⁶⁰ Destari, Dina. (2010). *The effectiveness of internet-based material to teach reading comprehension viewed from learning motivation.*

⁶¹ Tomlinson, B. (2011). Materials development in language teaching. Cambridge University Press.

affected how the students learnt in the classroom. When students were engaged in fun activities, they were more likely to study in a relaxed, joyful, and without being forced so that students accomplished their learning objectives more quickly. As mentioned by Tomlinson, the positive impact was accomplished when learning materials have an obvious effect on students that are when curiosity, interest, and attention are attracted.

2. The implementation of the teaching materials in the classroom.

Indeed, the quality of the teaching materials was crucial to the learning success of the students. As believed by Adebimpe, materials are capable of accomplishing the goals of the concepts being taught.⁶² However, there was another important factor that should be paid attention to, like how the teachers implemented the teaching materials to students effectively.

Refer to *Figure 4.1*. There was a slight difference in the implementation of teaching materials the teacher used in the classroom. Each teacher had a different way of implementing it based on their beliefs. Teaching materials were implemented in every stage of teaching namely introduction, main – activity, and review materials. In the introduction stage, both teachers used teaching materials to elicit and prepare students for the topic of the lesson. Based on the findings of the study, the teacher used teaching materials namely flashcards and APE (Educational Game Tools). These kinds of teaching materials aim to encourage students so they can talk actively by asking certain topic related questions to them through flashcards or APE (Educational Game Tools). Elicitation allows lecturers to introduce the speaking elements by directly engaging the students in an

⁶² Akhiruddin & Sujarwo. (2020). The implementation of instructional materials development based on inside outside circle (IOC) for students' sociology education of Megarezky University. *Journal of Etika Demokrasi*. 5(1). 86 – 94.

engaged dialogue where the lecturer often asks questions and then evaluates and corrects the students' responses.⁶³

Meanwhile, both teachers used more than one teaching material for the main activity such as a course book, PowerPoint, short story, video, and so on. However, not every meeting the teachers used all of them. It depended on the topic of the day and the student's needs. The teachers mostly used course books as the main teaching materials. The teachers not only used one course book but several of them. This was because for the teachers, course books serve as the primary source of guidance in the learning process. According to Harmer, the course book being used by the teacher has a significant impact on many teachers' decisions regarding what to teach. Course books are usually chosen by academic coordinators and other school authorities, therefore so many teachers have little choice but they have to utilize the course book and follow the methodology they contain.⁶⁴

The last was reviewing the materials learned that day. Teachers used to create some interesting worksheets or quizzes to review materials. It was regrettable to skip this stage because it can strengthen students' memory of what they had learned and helped students to better understand materials, especially the difficult ones. This was accomplished through active participation using formal and informal procedures such as exercises, assignments, discussions, and evaluations.

⁶³ Usman, B., Ayouni, N., Samad, I. A., & Fitriani, S. S. (2018). Teachers' elicitation: Inviting students to speak. *Journal of English Education, Literature, and Culture*, 3(1), 51 – 65.

⁶⁴ Harmer, J. (2015). *The practice of English language teaching*. Pearson Education Limited.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter defines the conclusion and recommendation on the finding and discussion as well as the recommendation for future research regarding the teachers' beliefs about teaching materials and the way they implement them in their teaching practices.

A. Conclusion

Based on the finding of the study, two points that can be concluded namely:

1. There are several aspects that teachers believe in choosing particular teaching materials that have been classified by Tomlinson. The first is making the students feel at ease. The second is that the teaching materials should correspond to learners' needs. The next is that the teaching materials should increase students' skills such as reading, listening, speaking, and writing. In addition, the teachers believe that the content of the teaching materials should be useful and relevant for students. Then the last consideration is that the teaching materials should be interesting and make the learning fun.
2. Besides the teaching materials used by the teachers, there are important factors that should be paid attention to, like how the teachers implement the teaching materials to students effectively. The teachers implement the teaching materials in every stage of teaching namely introduction, main – activity, and closing. There is little difference from each other regarding the way teachers implement teaching materials. In the introduction stage, the teachers used teaching materials to elicit and prepare students for the topic of the lesson. In this stage, the teachers used several teaching materials such as flashcards and APE (Educational Game Tools) aimed to encourage students so they can talk actively by asking certain topic

related questions to them through flashcards or APE. Meanwhile, in the main activity, the teachers mostly used course books in every meeting because the teachers assume that course books as the primary source of guidance in the learning process. In closing, the teachers have to review all the lessons of the day using the teaching materials such as worksheets and quizzes to strengthen students' memory of what they have learned and help students to better understand materials, especially the difficult ones.

B. Suggestion

Based on the conclusion, the researcher has several suggestions for English teachers especially in junior high school and future researchers as follows:

1. For teachers, it is required to use the available teaching materials as effectively as possible for the teaching materials to bring a positive impact on the students. The teachers should be wiser in selecting the appropriate teaching materials. If it feels not suitable with the students' condition, it is better to use a more suitable one since the most important thing in learning is the students feel comfortable with what they use so that learning will be more fascinating and encourage them in achieving the learning objectives quickly.
2. The researcher has some recommendations for future researchers. First, it will be interesting to have more participants in the research to get rich data. The next is that future research might also have different cases by identifying the gaps that the present study has not yet filled.

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