

EVALUATING THE COMPATIBILITY OF THE ENGLISH TEXTBOOKS WITH THE CURRICULUM OF THE VOCATIONAL HIGH SCHOOL

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ABSTRACT

The textbook is defined as the learning materials that are commonly used in the teaching and learning process, are easy to get, and are also commercially provided. There will be different needs for textbooks in senior high school and vocational high school. For that reason, some questions need to be answered. Those were the characteristics of the compatibility of the English textbooks for the marketing and online business program for eleventh grade with the curriculum in terms of completeness, up-to-dateness, depth, difficulty levels, and accuracy. This research was conducted to explain the compatibility of the materials in the textbooks used by the marketing and online business programs of vocational high schools in Semarang with the 2013 curriculum. There are two books analyzed, an English textbook for the eleventh grade of senior and vocational high school entitled "bahasa inggris," published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia, and an English textbook for the eleventh grade of vocational high school entitled "english," published by Bumi Aksara. It uses the theories of many experts and BNSP. The technique used to collect the data is observation and a document checklist, which is described qualitatively. The result of this research shows that both textbook 1 and textbook 2 are good in terms of their compatibility with the 2013 curriculum. The lack was that those books were not suited enough to students' needs in the marketing and online business fields.

Keywords: textbook marketing, online business, vocational high school

1.0 INTRODUCTION

Textbooks are one of the instruments in the teaching and learning process. Textbooks are important media to achieve learning objectives in teaching and learning activities in schools. They can be used as a guide in teaching and learning through a scientific discipline. They also help teachers determine the material to be delivered today and tomorrow or facilitate students to be able to study the material that has been delivered or prepare what will be the material for the next day. Therefore, textbooks must be perfect in terms of various aspects of presenting materials that will be used as sources of information for the community, especially students and teachers. Textbooks are handbooks for a course that are written and compiled by experts in related fields and meet the rules which are officially published and disseminated.

One of the curricula proposed by the Ministry of Education is the 2013 curriculum. In this curriculum, the teacher may imply character education based on the syllabus and the needs of

the students. Then, the textbooks used, it also should contain the materials including activities and exercises which support mastering skills and achieving character education. Regarding that decision, many students of the Marketing and Online Business Program of vocational high schools in Semarang still has many problems in the aspect of English as Specific Purpose especially related to their major.

The textbooks were evaluated for some reasons. First, in developing a textbook, the Ministry of Education only provides the English textbook used by both senior high school and vocational high schools every major had its purpose of English. Second, in choosing and using textbooks as the main materials to teach students, teachers should know whether the book is appropriate to the curriculum and students' needs or not. Third, there are less of textbook evaluations that concern needs relating to the curriculum and the application in teaching English in vocational high schools. As the basic reason, it was conducted preliminary research in the form of observation. It was in several vocational high schools in Semarang in the marketing management program.

English Textbooks evaluated were an English textbook for the eleventh grade of senior and vocational high school entitled "Bahasa Inggris" published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia, and an English textbook for the eleventh grade of vocational high school entitled "English" published by Bumi Aksara which all are used by the Marketing and Online Bussines Program of vocational high schools in Semarang. Those books were analyzed for the suitability of the material with the syllabus. The suitability of the book material with the English syllabus of vocational high school discussed in this research included completeness of the material, material depth, breadth materials, material updates, and the suitability of the material. To sum up the result of the observation, it could be concluded that all the marketing and online business programs of vocational high schools in Semarang used the same 2013 curriculum books which were also used by senior high schools.

Based on the description above, researchers are interested in researching the suitability of the material with the syllabus English Curriculum 2013 with the title "Evaluating the Compatibility of the English Text Books for The Marketing and Online Business Program with the Curriculum of the Vocational High Schools in Semarang". Competence Core and Basic Competencies in This research is used to reveal the fit between the materials with the Indonesian syllabus 2013 curriculum based on five suitability aspects.

Some studies have been concerned with evaluating a textbook. Some of the researchers had research in designing materials whether as a textbook or supplementary material. Hustarna and Melati (2019), Kusnandi and Bharati (2012), Zanatika et al. (2019), and Kiss (2017) conducted studies related to textbooks. They did research and development research as well to develop and design textbooks. Those were different from this research which will be focused on the evaluation of textbooks. There was also a study focused on General English textbook evaluation (Chegeni, 2016; Bojanic & Tapalov, 2016; and Miguel & Santos, 2017) that evaluated educational materials based on dependable and valid instruments. In a different aspect of analysis, Mardhatillah et al. (2017) conducted an analysis related to English teaching material quality based on the English teachers' responses.

Based on the previous studies described, it will be the supporting references and the standard of comparisons for this research to have a more detailed study. It is the study of textbook

content analysis in identifying and examining the compatibility of English textbooks that is not only in terms of the relation to the curriculum but also concerning the students' needs.

To reach a comprehensive analysis, the study explored six questions: (1) how is the compatibility of the English textbooks for the Marketing and Online Business Program for the eleventh grade with the curriculum in terms of completeness?; (2) how is the compatibility of the English textbooks for the Marketing and Online Business Program for the eleventh grade with the curriculum in terms of the up-to-dateness?; (3) how is the compatibility of the English textbooks for the Marketing and Online Business Program for eleventh grade with the curriculum in terms of the depth?; (4) how is the compatibility of the English textbooks for the Marketing and Online Business Program for eleventh grade with the curriculum in terms of the difficulty levels?; (5) how is the compatibility of the English textbooks for the Marketing and Online Business Program for eleventh grade with the curriculum in terms of accuracy?

2.0 METHODS

In this study, a qualitative approach was applied to expose document analysis in gathering the textual and written documents in textbooks. The textbooks used were English textbooks for the eleventh grade of senior and vocational high school entitled "Bahasa Inggris" published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Ministry of Education and Culture of Indonesia), and "English" published by Bumi Aksara which all were used by the Marketing and Online Bussines Program of vocational high schools in Semarang, Indonesia.

To be accurate in collecting, analyzing, and interpreting data, a documentation technique was used to collect the data which was derived from the revised curriculum of 2013 for the eleventh grades of senior high school and the rubric assessment adapted from BSNP (Badan Standar Nasional Pendidikan) and the experts (Cunningsworth, year; Krippendorf, year; and Mukundan, (year). They were then summarized into checklists covering nine criteria used to evaluate the two textbooks.

Another instrument was the interview. The interviewees were one English teacher from SMKN 2 Semarang and one English teacher from SMK Muhammadiyah 1 Semarang. The data was analyzed from the textbook with the summarizing of the rubric evaluation from BSNP and the experts. The analysis was meant to evaluate the materials which were confirmed in the Curriculum 2013.

3.0 RESULTS AND DISCUSSIONS

This section presents the findings and discusses the completeness, up-to-datedness, depth, difficulty level, and accuracy of the textbooks with the curriculum of vocational high school.

3.1 The Compatibility of English Textbooks with the Curriculum in Terms of the Completeness of Materials

The material completeness is determined by seven aspects as followed:

3.1.1 Comprehension and Production of Transactional and Interpersonal Texts

Textbook 1 had eight Chapters and enrichment. There were five discussions related to interpersonal texts both oral and written. They were suggestions and offering something in Chapter 1, giving and responding to opinions in Chapter 2, giving and responding to invitations in Chapter 3, giving arguments in Chapter 4, and expressing cause and effect in Chapter 6. Some chapters in Textbook 1 have fulfilled the criterion of interpersonal communication and some others did not. Thus, textbook 1 had not perfectly met the first criterion on this sub-aspect, the Relevance of the Materials to the Curriculum. It was because the four chapters, Chapters 5, 6, 7, and 8 did not meet the criterion of interpersonal communication comprehension and production, and only four chapters, Chapters 1, 2, 3, and 4 met the interpersonal criterion without any transactional aspect. In..Short, Textbook 1 did not meet this. Criterion Moreover some contexts of each provided text in this textbook did not match the major of Marketing and Online Business.

Textbook.2 had seven Chapters. Most of the Chapters in Textbook.2 met several criteria related to comprehension and production in transactional and interpersonal. Communication. The conversation samples and speaking activities provided in Textbook.2 were in the. Form of transactional. Texts which were followed by interpersonal texts, such as asking for and giving suggestions, asking for and giving opinions, asking for and giving information, conversation by phone, making planning, and so forth. Some chapters did not provide interpersonal texts. Nevertheless, there were two chapters concerning the interpersonal texts. Those were chapters 2 and 6. In sum, Textbook..2 met the criterion of comprehension. And production of interpersonal communication.

3.1.2 The Functional Communication and Various Text Genres

In Textbook 1, it was found that there were four main discussions related to functional texts and monologues in various genres. Those were the exposition and pamphlet in Chapter 4, the letter in Chapter 5, the cause and effect in Chapter 6, and the explanation in Chapter 8. In general, the discussions can improve students' speaking, reading, and writing skills, except for the listening skill, with some notes for the context of the texts on functional text and monologue that relate to four skills, listening, speaking, reading, and writing. For example, in improving students' writing skills, they were requested to complete exposition text by writing down their arguments. It showed that Textbook 1 had given some activities that can support students to improve their skills from the various functional texts and monologues. Therefore, it can be concluded that Textbook 1 met the third criterion in this sub-aspect.

While in Chapter 2, there were seven discussions related to functional texts and monologues from several different genres of the text. These were Speech in Chapter 2, Invitation Texts in Chapter 3, Formal and Informal letters in Chapter 4, Procedure Text in Chapter 5, Report in Chapter 6, and Analytical Exposition in Chapter 7. The discussions had improved students' listening, speaking, and reading. For example, in improving listening skills, there was a request to listen and fill in the blank in the speech. After that, in the second activity, they were requested to answer the following questions based on what they listened about writing skills quite far from the student's life in the marketing field.

Activities for Character Building

Activities for character value development can be got in each chapter. In exploring the value of having a caring manner towards others, for example, students are requested to make advice and suggestions. The article is proposed to develop students' manners of students. Therefore, it can be concluded that Textbook 1 and Textbook 2 fulfilled character-building activities

Exposure of Text Types

It was found that Textbook 1 had tried to make students express several types of texts on various topics that were not quite relevant to students' daily life in the marketing and online business field. There were several discussions related to written texts and monologues in the various genres. Narrative text in Enrichment 1, expository text in Enrichment 2, biographical text in Enrichment 3 & 7, drama in Enrichment 4, short story in Enrichment 5 & 6. In exploring narrative text, for example, there was narrative text entitled The Enchanted Fish telling related to a fisherman's life that met a magic fish, an expository text telling related to bullying.

Textbook 2 required students to reveal many genres of text on various topics which were not quite applicable to their daily life. There were five main discussions related to the functional texts and monologues/dialogues from several genres. Those are the report text in Chapter 2, the letter in Chapters 3 & 4, the procedure text in Chapter 5 descriptive text in Chapter 6, and the exposition text in Chapter 7.

The Retention of the Explicit Guide to Social Function, Generic Structure, and Linguistic Features of the Text

The research found that Textbook 1 gave the students an explicit guide to gain an understanding of the functional text elements production, which were social functions, generic structure, and linguistic features. In this book, there were seven discussions related to functional texts and monologues from various genres of the text. Narrative text in Enrichment 1, expository text in Enrichment 2, biographical text in Enrichment 3 & 7, drama in Enrichment 4, short story in Enrichment 5 & 6. In general, Textbook 1 met the criteria that can provide clear guidelines to assist students in understanding the elements of text production, such as generic structure, linguistic features, and social functions. This is because most of the provided texts in Textbook 1 provide descriptions of generic structures and linguistic features in addition to the texts to facilitate students' understanding of the two elements of text production, grammar and vocabulary exercises, and grammar and vocabulary explanations.

Textbook 2 also provided students a clear guidance to gain an understanding of the functional text production elements, such as social functions, generic structure, and linguistic features. There are five discussions related to functional texts and monologues/dialogues from various genres. Those are the argumentative text in Chapter 2, the invitation text in Chapter 3, the letter in Chapter 4, the procedure text in Chapter 5, and the exposition text in Chapter 7. As shown, in the discussion of argumentative texts in Chapter 2, there was a sample text in the form of a speech script. Thus, Textbook 2 also met the criterion because most of the sample texts in Textbook 2 explained generic structure even though it was less of a grammar explanation and exercise.

3.1.3 Syllabus Systematic Coverage

Textbook 1 did not provide a syllabus or course grid that included the scope of discussions in the textbook. However, at the beginning of each Chapter, there was always an outline of the Chapter (basic competencies) that summarized the contents of the Chapter which could be used as a syllabus or map of the Chapter.

Textbook 2 not only provided the basic competencies in each chapter page but also provided a section namely Concept Map. It consisted of the outline chart, the explanation of the content in each chapter, and the objectives of the activities. It could be used as a syllabus as well since it covered the content of the book systematically. Therefore, Textbooks 1 and 2 met the criterion in the sub-aspect which was syllabus systematic coverage.

Number of the Discussions Suitability to the School Period

In Textbook 1, the number of discussions was adjusted according to the school period. Based on the observations of several school academic calendars in general, there were related to 35 to 37 weeks effective for teaching and learning activities. Textbook 1 had eight chapters including eight discussions for interpersonal texts, two discussions for transactional texts, and nine discussions for functional texts. Thus, Textbook 1 had 18 discussions that seek to integrate the four language skills. A teacher might be able to complete one discussion in two weeks. In other words, if there were 18 discussions, it was still possible to complete them in 36 weeks.

On the other hand, the number of discussions in Textbook 2 was not following the school period. Textbook 2 had seven Chapters covering seven discussions for interpersonal texts, two discussions for transactional texts, and seven discussions on functional texts. In a nutshell, Textbook 2 had 16 discussions that attempted to integrate the four skills. This was too short and needed additional material because the teaching and learning cycle used by the book, namely the genre-based approach, required a long process and a series of stages before students were able to produce a functional text or a monologue/dialogue. Therefore, in 37 weeks, it would have more than 4 weeks which were lack of discussions.

3.2 The Compatibility of English Textbooks with the Curriculum in Terms of the Material Up-to-datedness

Some types of text in Textbook 1 were not taken from current references. For example, the reading on global warming in Chapter 4 used data from 2007. There was also a text related to song lyrics which were considered less up-to-date and related to students' current musical tastes. In Chapter 5, in the preparation of the text of the letter, there was an example of a postcard sample that is written in the old year. All of this sample text needs to be replaced with newer text of the same type.

Some of the texts in Textbook 2 are also taken from less recent references. In Chapter 1, there was a text sample entitled Jane Goodall who is one of the lesser-known British scientists in Indonesia. He is also not a recent scientist, but in the 1990s. The rest, of the available text, was the most recent text because it is still around 2012 and above. It can be concluded that these texts are adapted from the most recent references.

3.3 The Compatibility of English Textbooks with the Curriculum in Terms of the Depth of Materials

In this discussion, the criterion of material depth depends on the types of text provided in the textbook. From the finding of this research, it was got that both two books were good in this aspect because there were some text types provided. Most of the text types in Textbook 1 gave students guidance to produce oral and written texts to achieve the social function which was relevant to a particular text type. Textbook 2 met all of the criteria. They were getting things done through transactional texts; enabling students to represent the social functions of functional texts and monologues; elements of chronological and systematic thinking skills in interpersonal and transactional texts; elements of meaning in short functional texts and monologues; accuracy and appropriateness of the language; and relevance of the language towards the communicative context.

Although both two books had different text types, those were stated deeply enough in terms of requiring students to explore quite many types of text which are relevant to students' daily life. This finding was in line with the study conducted by Prasojo (2014). He got that the English textbook materials and exercise was good to be used for first grader of senior high schools because they had varieties types of text which were related to the student's daily life.

The data were reinforced by the results of observation with English teachers. It was stated that in this criterion, teachers saw that both were good.

3.4 The Compatibility of English Textbooks with the Curriculum in Terms of the Material Difficulty Level

The discussions in Textbook 1 had been sequenced and arranged based on the difficulty levels. It started with the pre-activity about trying to read the provided conversations on that topic which was the easiest activity at the beginning of a chapter. Then, it was followed by the other tasks which were sequenced based on the difficulty level. Then, it provided a group of closed questions in multiple-choice forms. After that, it would provide the open question related to the topic. Before the students got the free-guided task (producing text) they would get the semi-guided task which was completing the conversations. By the end of each chapter, it was provided an activity, Let's Create/Contribute which was about creating a product based on the information and materials that they have learned in each chapter.

Textbook 2 had also been graded and sequenced based on their levels of difficulty. Every chapter was divided into several tasks and followed by Competency Test. The tasks were graded based on difficulty levels and based on skills. There were more than two listening tasks but one was as Task 1, and another one was as Task 14. Both of them were the same listening tasks but placed in different graded tasks because of the difficulty levels.

3.5 The compatibility of English Textbooks with the Curriculum in Terms of the Materials Accuracy

The last criterion was the accuracy of materials. Based on the document observation, it was got as the following explanation.

3.5.1 Representing Social Functions of the Texts

Textbook 1 has allowed students to understand the social function of the texts. It could be seen that most of the discussion on functional texts emphasized the social function of each type of text and many activities in the textbook which were required students to create their functional texts that carried the functions and based on the topic.

Textbook 2 allowed the students to represent the social functions of the texts. It was the discussions on functional texts that emphasized the social functions of each type of text and many activities in the book have requested students to create the texts that carried the functions.

3.5.2 The Chronological and Systematic Thinking Skill Element of the Texts

Textbook 1 covered transactional text and dialogue with several interactive activities. In the first activity, students were provided with a sample of dialogue and were requested to practice them with their friends. Then, their friends might respond to it. In the second activity, students were requested to complete the expressions in the form of conversation. All the students in the class were involved. In the third activity, students were requested to work in groups of three and to perform a role play. In these activities, there was an opportunity to communicate based on the provided situations.

In Textbook 2, there was a discussion on the way the students may understand the meaning of the text, especially on explanation text. From this discussion, there were several activities in which students were requested to do the task in groups by performing a dialogue and interview among the group members. The topic of the dialogue was related to the situation which suit to the information from the text.

It was concluded that both textbooks 1 and 2 had suited to this criterion, interactive activity, such as initiative task in communicating and responding to something, whether information, goods, or services. It was stated that several speaking activities made the students initiate the communications and respond to an offer, request, and also question.

The Content of Transactional Texts

Textbook 1 helped the students to obtain the lesson through the texts, especially transactional texts such as communication texts. Most of the discussions on transactional texts in this book were aimed to support the students to meet their daily needs. The students were also got conditions and they were requested to have the performance of role play based on the topic using the learned expressions before. Therefore, this discussion had been effective in supporting the students to get an understanding of that transactional text.

The second textbook supported students to obtain knowledge and understanding using transactional text. Providing transactional texts was aimed to support the students to meet their daily needs. The materials supported the students to gain knowledge and understanding using transactional communication. Then, the students were requested to listen to the provided example of dialogue before they should answer several questions followed. The students had to practice the conversations related to the topic in pairs. After that, they were given several words and expressions to translate and were requested to complete the missing dialogue by using the provided phrases and expressions. Next, they were requested to do the activity practicing the dialogue in front of the class through the learned expressions interchangeably.

Therefore, the discussion of this material was effective in supporting the students to gain knowledge and understanding through transactional texts.

Language Accuracy and Compatibility

Language generally used through the kinds of texts (functional, interpersonal, and transactional) has no fundamental errors in grammar and vocabulary. In each text, it used grammar and vocabulary correctly and appropriately based on the context. Textbook 1 fulfilled the criteria. It established interpersonal relationships with others through interpersonal texts; solves a problem through transactional text; represents the social function of functional texts and monologues; elements of chronological and systematic thinking skills in interpersonal and transactional texts; language accuracy and compatibility; and the relevance of language to the communicative context.

Textbook 2 fulfilled the criteria. Students complete something through transactional texts; which allows students to represent the social function of functional texts; develops chronological and systematic thinking skills in interpersonal and transactional texts; language accuracy and suitability; and the relevance of language to the communicative context.

For these criteria, it showed that Textbook 1 and Textbook 2 were good in the sub-aspects: the accuracy of the material.

4.0 CONCLUSIONS

Based on the analysis, it shows that both Textbook 1 and Textbook 2 fulfilled most of the textbook evaluation criteria. Textbook 1 fulfilled most of the criteria in the sub-aspects of the relevance of the materials towards the curriculum, material accuracy, and supporting learning materials. However, there are some items on the checklist which are not met especially in terms of the relevance of the materials towards the curriculum.

The analysis shows that Textbook 2 also fulfilled most of the textbook evaluation criteria. It fulfilled most of the criteria in the sub-aspects of the relevance of the materials towards the curriculum, material accuracy, and supporting learning materials. However, it is lacking in fulfilling the criteria of the sub-aspects of language appropriateness and presentation coverage.

Another lack is that in this textbook, the texts and materials provided were not quite proper to the student's need as vocational high school students which was marketing and online business. Therefore, it is better to develop an ESP textbook for each major of vocational high school.

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