

Linguistic Features and Presentation of Material in English Textbook “Stop Bullying Now” Based on Badan Standar Nasional Pendidikan

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Abstract: The purpose of the research is to investigate to what extent the English textbook "Stop Bullying Now" meets the criteria of Badan Standar Nasional Pendidikan (BSNP), those are appropriateness of language, appropriateness of content, appropriateness of presentation, and appropriateness of graphic. This research used a descriptive qualitative method. The instruments provided by BSNP were used to measure the appropriateness of the textbook. The result of the research revealed that based on the criteria of BSNP, the English textbook "Stop Bullying Now" is appropriate to be used in the English teaching and learning process. For the focus of linguistic features, the textbook has scored 90,10% that came from the appropriateness of language 96,87%, and appropriateness of content 83,33%. While for the focus of presentation of material, the textbook has also scored 90,10% that came from appropriateness of presentation 88,54%, and appropriateness of graphics 91,66%. These fulfilments led the textbook to achieve final score of 90,10% and is categorized into “good”. Based on the result above, it can be concluded that linguistic features and presentation of material in English textbook "Stop Bullying Now" has met the criteria of BSNP.

Key Words: textbook, analysis, BSNP criteria

Introduction

One of the most important educational inputs is a textbook. For teachers, textbooks are valuable input providers in achieving educational goals, such as material, exercises, instructions and texts. In addition, textbooks also provide frameworks for teachers in realizing effective learning activities to achieve educational goals. However, although there are many textbooks that can be selected as a reference, the contribution of teachers as individual educators is still a must. In other words, to support learning activities, teachers have the convenience of adopting one or more EFL textbooks; despite the fact that some teachers cannot find textbooks that truly meet the needs of their classrooms. However, the use of textbooks provides many benefits as long as it is done correctly. Thus, teachers must be able to choose and determine the best textbooks that can meet the needs of their students.

In language learning, textbooks play an important role that is useful for students and teachers in the learning process. In addition to input from teachers, textbooks can be a supporting resource for students that teachers can use to create effective learning. Teachers usually use textbooks as a guide in the learning process, because it gives them information about the syllabus, teaching methods, and material to be taught (Fatima et al., 2015: 10). Textbooks also assist teachers in understanding, following and achieving curriculum goals (Mukundan et al., 2011: 115). Textbooks are the most important source of knowledge and information for students in a simple and organized manner (Ahour & Ahmadi, 2012: 33). Because in addition to providing explanations about the material, textbooks are generally equipped with exercises that can facilitate students to



learn better on their own. It can be said that textbooks have a very important role for teachers and students in realizing an effective learning process.

Based on the writer's experience as a teacher, choosing the appropriate textbook for classroom learning is an important thing to do. The quality of the learning process can be determined by the selection of the right textbook (Mukundan & Kalajahi, 2013: 78). A good quality book will be very useful for teachers and students. Teachers are facilitated in achieving educational goals, whereas students are facilitated to be able to improve their language and communication skills through some material and exercises in textbooks. In the contrary, low-quality books can cause students to gain inappropriate competencies, and can even cause students to fail in language learning (Mukundan & Kalajahi, 2013: 90). For this reason, choosing a good textbook is a must.

Student learning activities by teachers are inseparable from teaching material. Teaching material is an important part of the implementation of learning activities in the classroom. Teaching material must be made according to the needs of the student. The Minister of Education (2008: 6) stated that teaching material is learning resource used to help students learn. By using teaching material, teachers will be easier to convey learning objectives and students will be easier to understand the teaching material that they learn. Textbook is a form of teaching material.

In learning activities, teachers need textbooks or additional content that suits their needs. The most of what happens in the classroom are referred to the textbooks. Textbooks provide core material for language learning and are intended to understand what students and teachers need in the learning process. Textbooks are best regarded as a means to achieve the goals and objectives that have been set in meeting the needs of students. Textbooks provide the purpose of the educational process that teachers can choose which goals to use as a reference in the learning process (Richards, 2001: 252).

Gebhard (2009: 101) noted that there are 4 groups of people who essentially create EFL/ESL textbooks used in the classroom: publishers, government agencies, school-level curriculum development teams, and classroom teachers. In addition, teachers must implement new approaches, methods and techniques that correspond to the new curriculum. Some of the curricula that have been launched by the National Education Standards Agency (BSNP) and applied in ELT of Indonesia are the Competency-Based Curriculum (KBK), School-Based Curriculum (KTSP), and most recently, the 2013 Curriculum (Curriculum 2013). Along with constant curriculum changes, English textbooks must be developed, adapted or revised based on the applicable curriculum. In addition, textbooks undoubtedly make an important contribution to support the implementation of the curriculum. whenever the Indonesian Ministry of National Education launched a new curriculum, a number of publishers competed by involving professional authors of instructional material in designing or developing new textbooks that were in line with the curriculum.

A good textbook must have quality content in accordance with the applicable curriculum, both from the aspect of content standards, as well as from the aspect of the level of ease to be understood by teachers and students and the aspect of its interesting presentation. Among the factors that determine student success in the use of textbooks is the quality of the textbooks themselves. High-quality textbooks can give optimal results in the learning process.

Experts, such as Cunningsworth (1995), Harmer (2007b) and Brown (2001) proposed several evaluation criteria for textbooks. The evaluation of the textbook is usually to analyze the content of the textbook. A good English textbook must meet physical external criteria, such as the suitability of the textbook design and the completeness of the textbook package (Cunningsworth, 1995: 9). In addition, Indonesia has a Badan Standar Nasional Pendidikan (BSNP), one of its tasks is to analyze textbooks and evaluate the quality of textbooks used. The National Standardization of Education has several criteria for assessing the suitability of textbooks used in the learning process. The textbook must have all the eligibility criteria, namely the suitability of the content, the suitability of the language and the suitability of the material presentation.

Based on Government Regulation No. 19 of 2005, Article 43 (5), important aspects that must be considered when measuring the quality of textbooks, namely the suitability of content, language, presentation and graphic. If the textbook used does not meet the criteria, it is feared that the student's understanding will be different from the content of the textbook. Therefore, as a textbook user, a teacher needs to first analyze the content of teaching material in the textbook.

The 2013 curriculum is actually a revised version of the 2006 KTSP. Based on the KTSP design guidelines issued by BSNP in 2006, a school-based curriculum is implemented based on the philosophy that

every school in Indonesia has the right to manage its own competencies based on the competencies of its teachers and students as well as local potential resources and is feasible to manage its own curriculum based on content standards provided by BSNP. The responsibility of the curriculum is only to outline the content standards and competencies that students want to achieve, while the implementation of the curriculum and syllabus is in the hands of the school management. Communication practices and interaction patterns in English classes are expected to encourage students to become polite, tolerant, appreciative, confident, creative and critical individuals through good communication activities, both oral and written. It is updated for communication purposes related to interpersonal and transactional. Using the same philosophy, applying the same responsibilities and applying the same communication practices, the 2013 curriculum adds another communication goal, that is, the purpose of a presentation in which students use language not only to socialize and get things done, but also to inform a piece of knowledge. Both curricula also require students to master several types of texts with different functions and objectives through a series of activities in the oral or written cycle, such as: 1) building contexts, 2) modeling and deconstructing texts, 3) co-constructing texts and 4) independent text constructions (Feez & Joyce, 2002). What the curriculum and textbooks look like should be one of the questions when we want to analyze how textbooks affect the progress of the implementation of the new curriculum in schools.

English Language Teaching (ELT) textbooks play a very important role in language classes. More importantly because in Indonesia English is studied as a foreign language. As a language learned alongside the mother tongue, English may only be learned in the classroom by Indonesian students. As a result, English textbooks may be the only access of students to English in the classroom. Most teachers often use textbooks as the primary source book for educational ideas and activities and provide guidance for what they do. Garinger (2002: 1) stated: "A textbook can serve different purposes for the teacher: as a core resource, as a source of additional material, as inspiration for classroom activities, even as the curriculum itself". In short, as the most important teaching material, English textbooks in the learning of English as a Foreign Language (EFL) play a very important role in facilitating the acquisition of English in the classroom.

English teachers in Indonesia rely heavily on textbooks to teach in the classroom. Ena (2013), in her research as cited in (Masyi'ah & Ciptaningrum, 2018: 17) showed that many Indonesian EFL teachers use textbooks as the only teaching material to teach students. In this way, they have a great dependence on commercial textbooks available on the market. In reality, there are many publishers who create many textbooks to be the most important material in the classroom. Therefore, the criteria for a good textbook are very important. With so many English textbooks available, it is necessary to conduct research by analyzing English textbooks to be able to find out the quality and suitability of textbooks with student needs.

Because teachers and students really rely on textbooks, so many textbooks have been published. While textbooks must be in line with the curriculum. As stated in Regulation No. 159 (2014) of the Ministry of Education and Culture, textbooks are one of the curriculum documents that act as an operational tool for the curriculum. When the new curriculum is enacted, there will be many new textbooks referring to the new curriculum, not only will the objectives of the curriculum change, the material will also experience the same thing.

In the education system in Indonesia, English is categorized as a foreign language. The government has provided English textbooks for middle and high schools. As mentioned earlier, the textbooks provided must be in line with the curriculum used in the educational system, in this case it is the curriculum 2013. The government has published numerous series of English textbooks as a primary source for implementing the 2013 curriculum in EFL classrooms. The 11th grade students have used the English textbook "Stop Bullying Now" published by the Indonesian Ministry of Education and Culture.

Although the government has published textbooks, the analysis of textbooks is seen as being carried out. The result of the analysis process will be the material used to evaluate the textbook. In the process of analysis, textbooks are analyzed on the basis of good textbook criteria. A good English textbook is not only presented in good graphics. Linguistic characteristics and presentation of the material should also be considered. Several criteria have been set by experts for evaluating textbooks. This criterion was introduced by many experts, for example Sheldon (1988), Cunningsworth (1995), Jahangard (2007) and Harmer (2007).

In addition, the Indonesian government has an institution called the National Standards Board for Education (BSNP) which places standards for the quality of textbooks used in the education system. BSNP has a number of criteria for determining the suitability of elements in textbooks used in the learning process. And it has established that textbooks must meet all the necessary standards of criteria, namely: content, presentation, linguistics and graphic.

This study aims to investigate the extent to which an English textbook entitled "Stop Bullying Now" meets the BSNP criteria (linguistic features and presentation of the material). Although this book is published by the Ministry of Education and Culture, no one can guarantee whether the material in this book is relevant to the standards and criteria set by the BSNP in particular and the 2013 Curriculum in general. Therefore, the researcher decided to conduct an analysis of this textbook.

Several studies to analyze English textbooks have been conducted. A study by Pratiwi (2017) titled "English: When English Rings a Bell", analyzed English textbooks using the principles of Tomlison (2011). According to research, this book is suitable for teaching and learning English. The results of the analysis show that the material in the English textbook "When English Rings a Bell" for eighth graders corresponds to the principles of Tomlinson (2011), including (1) material that exposes students to the language in authentic use, (2) the material provides opportunities for students to use, (3) the material considers that students differ in learning styles (4) the material takes into account the fact that students differ affective attitudes, and (5) the material provides an opportunity for feedback on the effectiveness of language use by language for further language outcomes. Suryani (2018) tries to find out if an English textbook titled When English Rings the Bell meets the textbook evaluation criteria. The findings showed that the English textbooks examined met 79.86% of the textbook evaluation criteria adjusted by some experts. However, there are still 26% of criteria that textbooks do not meet, especially in terms of language proficiency and design.

Another study by Adi & Astuti (2019), analyzed textbooks in terms of cognitive and psychomotor domains using the taxonomy of cognitive domains of Anderson and Krathwohl (2001) and the taxonomy of psychomotor domains of Simpson (1972). The results of the analysis showed that the material in this textbook is relevant to the 2013 curriculum, in terms of cognitive domains.

Previous studies mentioned above may of course have conflicting views on what a good/standard textbook is. However, the question is how to make the right decision and choose the appropriate textbook. English textbooks play an important role in the successful implementation of the 2013 curriculum. Thus, referring to all the above statements, this study was conducted to see that the English textbooks for the 11th grade students meets the textbook evaluation criteria of BSNP. The purpose of this research was to investigate to what extent the English textbook entitled "Stop Bullying Now" meets the criteria of Badan Standar Nasional Pendidikan (BSNP) for a good/standard EFL textbook.

Based on the background above, the writer wants to conduct research with the title: "Linguistic Features and Presentation of Material in English Textbook 'Stop Bullying Now' Based on Badan Standar Nasional Pendidikan".

Method

This research used qualitative research methods based on the opinions of Ary et al. (2010: 33). Qualitative research design is a qualitative method that focuses on understanding social phenomena and provides rich oral explanations of settings, situations, and participants. In addition, this research is classified as a qualitative research design because it aims to find the quality of textbooks for superior textbook standards. In qualitative research, document analysis is used as a method. In this Research, document analysis/textbook analysis was used for textbook analysis.

Based on the opinion of Creswell (2009:3), qualitative research is a means by which individuals or groups explore and understand the meanings resulting from social or human problems. The research process involves questions and procedures that arise, and the data typically collected in participant settings focuses on individual meaning.

According to Bogdan and Biklen (1982), qualitative research is descriptive, and data is collected in the form of words and images rather than numbers. The results of the Research are presented using data in the



form of excerpts from documents, field notes, excerpts from interviews or excerpts from video recordings, audio recordings or electronic correspondence.

According to Bodgan and Biken (2012: 21) from Sugiyono, qualitative research has several characteristics, including:

1. Qualitative research has the natural environment as a direct source of data, and researchers are important instruments.
2. Qualitative research is descriptive. The data collected is pictorial words, not numbers.
3. Qualitative research is not just about the result or product, but about the process.
4. Qualitative research tends to analyze data inductively.
5. " Meaning" is essential for a qualitative approach.

According to Creswell (2012:16), qualitative studies show some differences regarding key characteristics at each stage of the author's process.

1. Investigate the problem and develop a detailed understanding of the central phenomenon.
2. Plays a small role in the review of literature, but makes the problem justified.
3. State the purpose of the research question in a general and broad manner, according to the experience of the participants.
4. Collect data based on the results of analysis content activities.
5. Data analysis for illustration using error analysis types and interpreting the greater meaning of the results.
6. Use flexible and new evaluation structures and criteria, and generate reports that include subjective reflectivity and researcher bias.

This research uses a descriptive qualitative method, and the qualitative method depends on text and image data. The descriptive qualitative method of work is to collect data, organize data, interpret data. According to Moleong (2003:3), qualitative research is related to a type of research that does not use statistical procedures to analyze data. In qualitative research, researchers tend to give an accurate explanation first, analyze and present what is found.

As described by Merriam (1988), types of research can be distinguished by descriptive, interpretive, and evaluative research. The method used in this Research is a descriptive research method. Best (1982: 119) describes descriptive research as a research method that seeks to describe and interpret objects as they are. Descriptive research is generally carried out with the main objective of describing the facts and characteristics of the object or subject under Research precisely and systematically. In descriptive studies, researchers do not manipulate variables and do not determine the events that will occur, and usually concern the events that are happening. In descriptive research, content analysis is included in observational research. In observational studies, the current status of phenomena is determined not by asking questions but by observing.

A descriptive qualitative approach was used to analyze the English textbook "Stop Bullying Now" published by the Ministry of Education and Culture (Kemdikbud) for grade 11 students. Qualitative methods are carried out using qualitative research designs because they focus on understanding social phenomena and provide rich oral explanations of settings, situations, and participants (Ary et al, 2010). The author adopts the Research of documents as an instrument. Ary et al (2010) state that document analysis focuses on the analysis and interpretation of recorded material to identify the characteristics of textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or many other types of documents.

Content analysis is used to analyze and describe data. Anderson (2007: 7) defines the descriptive presentation of qualitative data as content analysis. Content analysis is also a method used in analyzing qualitative data. Content analysis applies to a variety of studies including language studies, which relate to the analysis of the content of certain matters through classification, tabulation, and evaluation. According to Krippendorff (1990: 37), "Content analysis is a research technique for making replicable and valid conclusions from text (printed material, recorded speech, visual communication, artwork, artifacts) or other meaningful material with the context in which it is used".

Results and Discussion

Results

From the qualitative descriptions and quantitative data of all the elements of all the chapters, the complete analysis has been done. Here are the tables showing the research findings.

Table 1. Summary of The Analysis

No.	Elements	ΣX	N	Percentage
1	Linguistic Features			
	a. Appropriateness of Language			
	1) Chapter 1	12	12	100
	2) Chapter 2	12	12	100
	3) Chapter 3	11	12	91,66
	4) Chapter 4	12	12	100
	5) Chapter 5	10	12	83,33
	6) Chapter 6	12	12	100
	7) Chapter 7	12	12	100
	8) Chapter 8	12	12	100
	Sub-total	93	96	96,87
	b. Appropriateness of Content			
	1) Chapter 1	10	12	83,33
	2) Chapter 2	12	12	100
	3) Chapter 3	9	12	75
	4) Chapter 4	12	12	100
	5) Chapter 5	9	12	75
	6) Chapter 6	7	12	58,33
	7) Chapter 7	10	12	83,33
	8) Chapter 8	11	12	91,66
	Sub-total	80	96	83,33
	Total	173	192	90,10
2	Presentation of Material			
	a. Appropriateness of Presentation			
	1) Chapter 1	9	12	75
	2) Chapter 2	11	12	91,66
	3) Chapter 3	11	12	91,66
	4) Chapter 4	11	12	91,66
	5) Chapter 5	11	12	91,66
	6) Chapter 6	11	12	91,66
	7) Chapter 7	10	12	83,33
	8) Chapter 8	11	12	91,66
	Sub-total	85	96	88,54
	b. Appropriateness of Graphic			
	1) Chapter 1	11	12	91,66
	2) Chapter 2	11	12	91,66
	3) Chapter 3	10	12	83,33
	4) Chapter 4	11	12	91,66
	5) Chapter 5	11	12	91,66



6)	Chapter 6	11	12	91,66
7)	Chapter 7	11	12	91,66
8)	Chapter 8	12	12	100
Sub-total		88	96	91,66
Total		173	192	90,10
Grand-total		346	384	90,10
Category		Good		

The findings show the percentage of the BSNP criteria fulfilments of English Textbook " Stop Bullying Now". Overall, this textbook is categorized into "good" textbook by achieving the score of 90,10%.

Discussion

1. Linguistic Features in English Textbook "Stop Bullying Now" Based on Badan Standar Nasional Pendidikan.

Regarding the linguistic features in this textbook, the two components have met the criteria determined by Badan Standar Nasional Pendidikan (BSNP), those are appropriateness of language that has scored 96,87%, and appropriateness of content has scored 83,33%. Those scores brought the linguistic features to gain 90,10% and it is categorized as "good".

Based on the information in Table 4.9 above, the appropriateness of language has got minimum score 83,33% of chapter 5. It has scored 91,66% of chapter 3, and the rest 6 chapters have achieved full score 100%. The result showed that this textbook has got the highest score in "appropriateness of language" element compared to 3 other elements. While the appropriateness of content has got minimum score 58,33% of chapter 6. It has scored 75% of chapter 3 and 5, and the rest 5 chapters have gained scores in range of 80-100%.

2. Presentation of Material in English Textbook "Stop Bullying Now" Based on Badan Standar Nasional Pendidikan.

Concerning the presentation of material in this textbook, the two components have met the criteria determined by BSNP, those are appropriateness of presentation that has scored 88,54%, and appropriateness of graphic has scored 91,66%. Those scores led the presentation of material element to be certainly categorized as "good" by 90,10% fulfillment.

According to the information in Table 4.9 above, the appropriateness of presentation has got minimum score 75% of chapter 1. It has scored 83,33% of chapter 7, and the rest 6 chapters have achieved the same score 91,66%. The result showed that this textbook has got the middle score in "appropriateness of presentation" element compared to 3 other elements. While the appropriateness of graphic has got minimum score 83,33% of chapter 3. Six chapters have scored the same 91,66%, and only chapter 8 has got full score 100%.

Conclusions

Based on the results of the analysis and discussion above, it can be concluded as follow:

1. Linguistic Features in English Textbook "Stop Bullying Now" Based on Badan Standar Nasional Pendidikan.

Regarding the focus of linguistic features, the result of the research shows that based on the criteria of Badan Standar Nasional Pendidikan (BSNP), the English textbook "Stop Bullying Now" is appropriate to be used in the English teaching and learning process.

The result of the research also reveals that the English textbook "Stop Bullying Now" has scored 90.10% for the focus of linguistic features. The two components of linguistic features those are appropriateness of language has scored 96,87%, while appropriateness of content has scored 83,33%. These two components' scores brought the linguistic features to fulfill score of 90,10% and is categorize as "good".

Based on the result of the research above, it can be concluded that the linguistic features in English textbook "Stop Bullying Now" have met the criteria of Badan Standar Nasional Pendidikan.

2. Presentation of Material in English Textbook "Stop Bullying Now" Based on Badan Standar Nasional Pendidikan.

Regarding the focus of presentation of material, the result of the research shows that based on the criteria of Badan Standar Nasional Pendidikan (BSNP), the English textbook "Stop Bullying Now" is appropriate be used in the English teaching and learning process.

The result of the research also shows that the textbook met almost all of BSNP's criteria by achieving an average of 90.10%. The two components related to presentation of material, have met the standards determined by BSNP, those are appropriateness of presentation has scored 88,54%, and appropriateness of graphics has scored 91,66%. These fulfilments led the presentation of material to achieve score of 90,10% and is categorize as "good".

Based on the result of the research above, it can be concluded that the presentation of material in English textbook "Stop Bullying Now" has met the criteria of Badan Standar Nasional Pendidikan.

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