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PROMOTING SUPPLEMENTARY MATERIALS BASED ON PUPIL'S BOOK: A SOLUTION FROM INTEGRATED TEXTBOOK INTERPLAYED CONTENT

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ABSTRACT

The prominence of integrated textbooks in English Language Teaching (ELT) has significantly increased, as many textbooks now include not only a primary book (Pupil's book) but also supplementary materials such as Teacher's Handbook, Students' Workbook, Cassette, etc. Despite this, the utilization of the pupil's book, along with its additional resources, remains relatively low. This raises the question of whether there is still potential for teachers and students to effectively employ the pupil's book without relying on its supplementary materials. Utilizing a case study research design, this study examined key aspects of the pupil's book that are considered advantageous in the materials development process. The findings indicate that elements such as the aims and approach, content, methodology, exercises, and activities in the pupil's book exhibit strong coherence with its supplementary materials, providing educators with a reassuring foundation for their teaching. Notwithstanding this circumstance, educators possess the capacity to formulate both individual and group activities exclusively through the utilization of the pupil's book as a foundational resource, without dependence on supplementary materials.

Keywords: Textbook Evaluation; Pupil's Book; Supplementary Materials; Integrated textbook

INTRODUCTION

The involvement of textbooks during the learning process has taken space, specifically in English Language Teaching (ELT). Not only one, but teachers can also use several related sources to attain additional information about the materials (Tedesse and Malesse, 2022). Nowadays, some authors have published not only one book, but there are more attachments for one main book, such as a workbook for students, a teacher guidebook, a cassette for audio listening, and links to websites with more content from the book. Gigushvili and Gurgenzidze (2014) stated that various types of supplementary materials, including skill development and practice materials, collection of communicative activities, and authentic sources, as additions to course books, have always been significant in the process of teaching the English language. The statement points out that textbooks and supplementary materials are assumed to be essential needs for effective language learning. The connection of each attachment is considered to be crucial, especially for students' workbooks as a tool for students' additional activities which enhance the learning process (Tedesse and Malesse, 2022, Osborn 1994). A

workbook is provided for students to attain two purposes: (a) it provides the teacher with what is often the only clear and uncompromised information about what each student can do; (b) Workbook activities train students to work independently (Osborn 1984).

Based on preliminary observation, there are some teachers who prefer to develop comprehensive material independently. They prefer not to lay on the workbook. Instead, they are developing methodologies and activities which meet the student's needs more based on the main book. One of the teacher's tasks is to develop relevant approaches and methodologies of learning that could achieve the targeted outcomes (Panezai, 2017; Harsono, 2017). By having the objectives of the teaching/learning or being familiar with the needs of the learners, then teachers can develop their own materials for the learners to achieve the objectives or to fulfill the needs of the learners Harsono (2017). Teachers are expected to develop their materials based on their students' needs and capabilities. English teachers usually teach their students by using available textbooks (Maklakova, 2020). A good textbook provides supportive content that is not only used as a guideline but is also expected to provide teachers with ideas to develop more creative and innovative materials. However, Harsono (2017) reported that such learning materials that are suitable to the needs of the students are not always available. In supporting the teachers in achieving objectives that are familiar to students' needs, some relevant circumstances should be provided by instructional materials (Maklakova, 2020; Harsono, 2017).

Due to this phenomenon, the writer intended to analyze the pupil's book *My Pals Are Here!* English International 2nd edition. It was first published by Marshall Cavendish Education in 2006, came with its 1st edition, and was fully updated and packed with new features in 2016, then released as its 2nd edition. Pupil's book *My Pals Are Here* contains comprehensive information about a course in English for Young Learners to get through the academic year. Presented in two-stage programs, it begins with learning to communicate in English and is completed with learning to learn in English. As used for the pupil's book, *My Pals Are Here*, it was published along with supplementary materials, which include a workbook, teacher's guide, e-book, and online teacher's resources. In contrast, significant cases report either the modest utilization of workbooks or limited access to digital online. Findings reported by Rigianti (2020) mentioned that minimum access to the internet is an issue that is not only happening in rural areas but also in the city due to low bandwidth. In addition, Adi (2016) mentioned the restricted use of workbooks due to economic issues in distribution and how it kills teachers' creativity. Hence, the objective of this study is to

evaluate the Pupil's Book My Pals Are Here! English International 2nd Edition and to answer the following questions?

1. To what extent is the Pupil's Book My Pals Are Here! coherence with its supplementary materials?
2. Is the Pupil's Book My Pals Are Here! equipped teachers for further materials development?
3. How close is the coherency between materials in the Pupil's Book My Pals Are Here! and the materials developed by the teacher?

REVIEW OF THE LITERATURE

Textbook and Supplementary Materials

The production of integrated textbooks has gained popularity among publishers. Pupil's book as the main resource and its' supplementary material are perceived as integrated instructional resources. Supplementary materials are the form of extended materials designed to provide sufficient exposure and opportunities for language skill practice (Cahyaningrum et al., 2015). Some authors have considered publishing one package of books containing the main book and other supplementary materials that are objectified to optimize the function of the book. Supported by findings, Sah & Karki (2020) mentioned that teaching materials should support or enhance curricula and be relevant to the learning outcomes and contents of the course. It adequately supports that the production of textbooks should be accompanied by additional materials that could enhance the main book. Visualizing a set of textbooks, an author must have created a framework in which the main course book and the supplementary materials fit into the process of the curriculum.

Recently, most textbooks specifically for the language used have been published with some additional attachments. Specifically, supplementary materials which could support four skills practices. Considering this development, then it is crucial to understand the coherency of each attachment of an integrated textbook. Gueudet et al. (2013) emphasize a conceptual coherence of integrated textbooks, which encompasses 1) content that is aligned or consistent with the official curriculum, 2) a correct articulation between the text of the course and the associated exercises, 3) abstraction as an umbrella for further exercises and activities. Those are implied, a notion for a textbook to reach a potential coherency, and it should interact with the other supplementary materials. Considering how instruction from the main book is important to assist the following instruction contained in the supplementary materials.

Materials Development Procedure and Principles

Materials mean anything that is used to help teach language learners. According to Tomlinson (2010), there are at least two things to be elaborated on regarding materials development. It is both a field of study and a practical undertaking. As a field of study, it studies the principles and procedures of the design, implementation, and evaluation of language teaching materials. As a practical undertaking, it involves the production, evaluation, and adaptation of language teaching materials by teachers for their own classrooms and by materials writers for sale or distribution. Referring to the role of the textbooks as an ideal base for material development and what has been mentioned as a notion of materials as a field of study, it takes into account that to optimize the materials development, we should capitalize the utilization of the textbook in accordance with procedure and principle.

Developing teaching materials involves several key considerations to ensure they are effective and supportive of student learning. Dick and Carey (1990) suggest ten components of the systems approach model, that is, identify an instructional goal, conduct an instructional analysis, identify entry behaviors and characteristics, write performance objectives, develop criterion-referenced test items, develop an instructional strategy, develop and/or select instructional materials, design, and conduct the formative evaluation, revise instruction, and conduct the summative evaluation. What has been discussed in his paper is that each of those steps has cohesion and coherence to maximize the systemic approach model. The assumption is that when the procedure is synchronized with the optimum use of textbooks, it carries out the sixteen principles of materials, according to Tomlinson (1998).

Textbook as Foundation for Further Materials Development

In consonance with the role of textbook, according to Richard (2001), if teachers have limited teaching experience, a textbook, together with the teacher's manual, can serve as a medium of initial teacher training. Hence, it is essential to accommodate the procedure of material development with a textbook in a particular portion. Munir et al. (2021) developed a criterion for textbook analysis that could optimize the utilization of textbooks. 10 stages of analysis are (1) aims and approaches, (2) design and organization, (3) content, (4) skills, (5) vocabulary, (6) exercises and activities, (7) methodology, (8) attractiveness of the textbook and physical make-up, (9) teacher's manual, and (10) practical consideration. Their works

reflect a deep analysis of textbook use. Moreover, Richards (2011) adds that the positive effect of using textbooks in the teaching-learning process is that they provide a systematically planned and developed structure and also give various learning sources. Hence, teachers agree that textbooks are commonly used as guides for further materials development. However, not every aspect of the textbook is utilized in the procedure of materials development, for instance, textbook design and organization; it perhaps supports learners to understand the order of materials. However, it will not be necessary for teachers to see the layout for a basic understanding before developing materials. Therefore, to develop a learning material based on a textbook, there should be a limitation of references.

To synchronize the procedure undertaken and the parts of the textbook that will be evaluated, the following framework is formulated based on the function of each aspect of the textbook and what teachers need during the procedure of materials development.

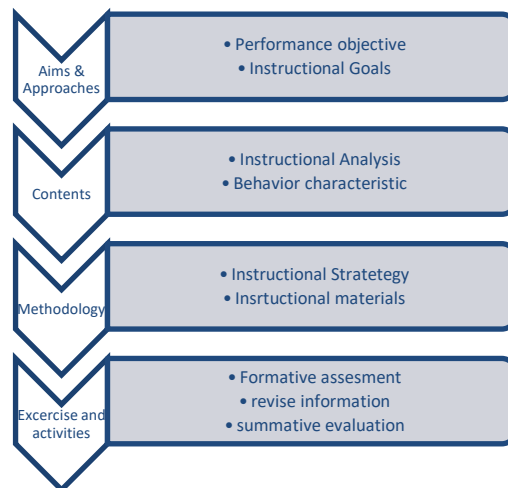


Figure 1

The procedure of materials development encompassed four aspects of the textbook, that is evaluated according to Munir et al. (2021): 1) Aims and Approaches: A process of identifying the aims and objectives, and approaches that carry out expected the learning output based on to whom materials will be delivered (for the students and the teachers themselves) by giving a special attention on their need 2) Content; the content of a textbook should also reflect the cultural settings includes the image of life presented by a textbook, the attitude it conveys, consciously or unconsciously, and the values of social and culture that they communicate. 3) Methodology: The methodology of a textbook can describe how it sees the learning process, how it analyses the needs and roles of learners, and how it can help learners learn. 4) A good textbook provides its users with some tasks and activities that are important

to determine their progress and achievement after a single topic or theme.

METHODOLOGY

This research implements a qualitative research design methodology. Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem (Creswell, 2014). This research investigates 1) the significance of coherency contained in the Pupil's book to the other supplementary materials and 2) an evaluation of aspects of the book that support further materials development. The data will be reported and evaluated to perform a complete study that reports the Reliability of Pupil's Book *My Pals Are Here! English International, 2nd Edition 2A for Further Material Development*.

In this study, an exemplar of Pupil's book *My Pals Are Here! Were* associated with a set of interview questions to obtain the data. The interview questions have been incorporated with a general discussion from the literature review to provide a broader perspective of the quality and compatibility of a textbook. The participant of the study was an elementary school teacher in a private school who used Pupil's Book *My Pals Are Here English 2nd edition*. To consider teacher eligibility, the study chose an English teacher with a bachelor's degree in English Education and five years of experience. More information is needed on the participant, who is mentioned in this paper as Ms. Y. With her degree and teaching experiences, she currently has a position as a lead teacher for the English department in a private school where the research is based.

FINDINGS AND DISCUSSION

This section presents the findings and discussion of the research and may include tables, charts, and graphs to help illustrate the data. It should provide a clear and concise summary of the results and address the research questions. Further, the data were interpreted in synchronization with the research questions and previous literature. It should highlight the key findings, discuss their implications, and provide recommendations for future research.

An indication of how the book coherence with other supplementary materials

As a preliminary assumption, Pupil's book, which is published along with its supplementary materials, was created by the authors to reinforce one another. Moreover, each of the materials has its own place in the curriculum process. Hence, this following data makes it necessary to analyze how the Pupil's book was strongly coherent by its supplementary materials. According to Gueudet et al. (2015), the coherency of a textbook means how each

document discusses similar concepts and sequences of each property correctly.



Figure 2

“As we know, English has four general skills: reading, writing, listening, and speaking. So that book has material for practicing those four skills even though for more additional exercise there will always be an instruction to go to the workbook.”

“As well as for scaffolding, in the teacher’s guide, there is content that provides more information for giving instruction to help students with lower or higher capabilities.”

The documents presented above depict materials for developing four main skills of English learning (Listening, Writing, Reading, and Speaking). Each skill practice is presented on one page, along with an explanation of the materials. However, there is less exercise and activity within the one page of materials. In every corner of the page, a note is written as a direction for additional materials in the workbooks, in the assumption further exercise activities are provided in the workbook. This is supported by the statement from a teacher that in terms of students’ scaffolding, teachers got more information from another attachment, which is the teacher’s guidebook. Based on the result, it is enough to objectify that the book has many linkages to other supplementary materials, although it is not qualified to inform whether the practice of the workbook or instruction in the teacher’s guide was relevant to materials in the textbook.

A consistent interaction between Pupil’s book and workbook clarifies the connection between the books. Most importantly, the result defines the role and function of each book. Purposely, the pupil’s book delivered fewer exercises and activities and more explanation materials. This is supported by a statement from Cunningsworth (1995), who mentioned that to adapt the textbooks, we should extend the task. Furthermore, he explained that exercises may contain insufficient practice and additional practice may need to be added. Clearly, the


workbook holds the role of an extension of the pupil’s book to provide additional exercises and activities. Osborn (1984) also conducted an examination of the workbook and uncovered the sufficiency, efficiency, and effectiveness of the content from the workbook in providing students with practice. Moreover, the interview results indicate the role of the teacher’s guide in providing more instruction before using the pupil’s book. To sum up, the interaction between the book is quite significant in presenting the purpose of the pupil’s book to introduce the lesson and the other attachments it has, such as a workbook for additional exercises and activities and a teacher’s guide as a prior instruction for every material.

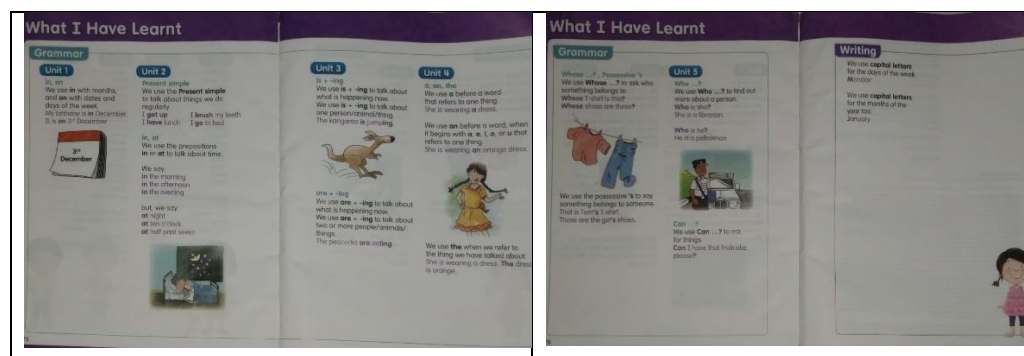
Equipment provided as a foundation for further materials development

The following section displays a collection of information related to how the pupil’s book was involved in the procedure of materials development. In accordance with the framework of the materials development manual, relevant aspects that will be evaluated are aims and approaches, content, methodology, exercise, and activities. Further analysis below elaborates on the reliability of pupil’s book materials in performing those aspects in an advance way for further use by teachers.

Aims and Approaches

Munir et al. (2021) elaborate an excellent criterion of aims that is similar to curriculum objective, meet the needs of the learners, followed by an appropriate approach that could accommodate both teaching and learning.

Aims and Approaches listed in Tables of Content	
	
Aims and Approaches Emphasized in ‘What I Have Learnt’ Section	



Teacher Interview Result

“For the objective of the study, 85% match. So, I am basically following the syllabus from the curriculum. One thing that I remember very much is a lesson about the present tense. It is one of the objectives in the syllabus; therefore, I use the materials in the textbook for practice.”

Figure 3

Aims and approaches are the first criteria displayed on the first page of the book. It is elaborated in the form of a table of contents. Each unit presents the topic of the content followed by detailed information on lesson objectives for every skill in English learning, such as vocabulary, grammar, speaking, writing, reading, listening, and even phonics. In addition, to emphasize the learning outcomes, detailed information is displayed on page 76. In the “What I have learned” section, the pupil’s book highlighted a grammar context that had been discussed in each unit. Assisted by the teacher’s interview, the statement revealed the coherency of the aims and approaches of the book with the syllabus. To be more specific, the objective in the syllabus is the main objective followed by the teacher, and it has been synchronized with the objective contained in the textbook. The data provide evidence that Aims and Approaches contain information that is possibly to be utilized as a prior procedure for establishing further materials.

As a foremost part of the procedure of materials development, research has reported results from need analysis to become the objective of the learning output. Grant (1987) specified that the textbook must require an official public teaching syllabus. From the result, it is important to highlight that the teacher did not adhere to the aims and approach of the book but put forward the students’ needs to synchronize with the syllabus. However, the Pupil’s book provided a similar performance objective to the teacher's needs. The criterion developed by Munir et al. (2021) implied that the Aims of the study have been identified, and the approach of the following materials will follow. Furthermore, the following materials in the

pupil's book were elaborated based on the learning objectives that are similar to the teacher's objective. Hence, these approaches could contribute to the procedure of identifying instructional goals for further materials development.

Content

The content criterion developed by Munir et al. (2021) refers to how it represents authentic language components or even real-life situations and as a variation of the topics that could expand their knowledge and deepen their experience.

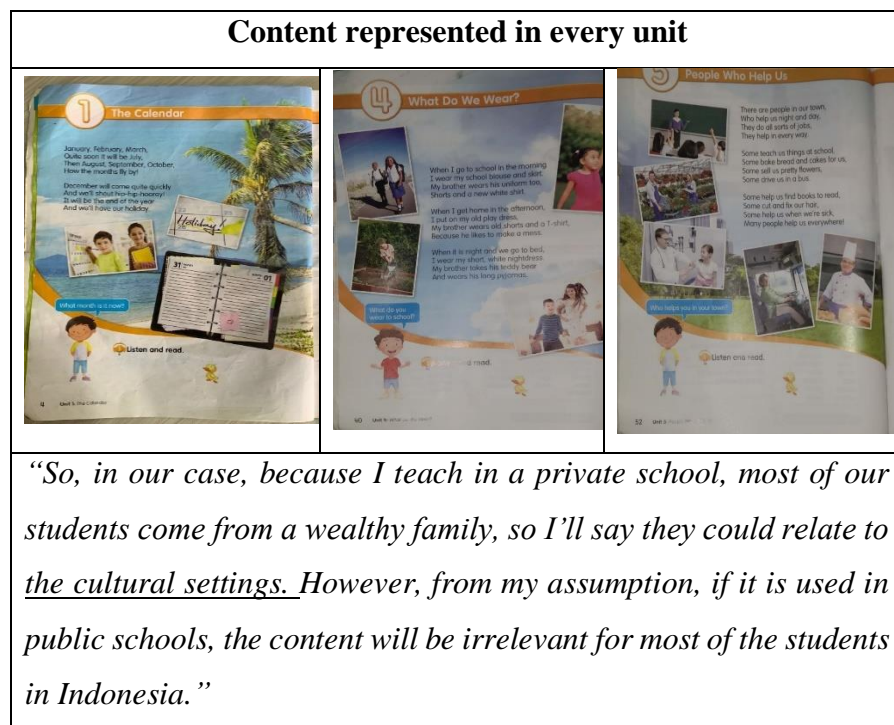


Figure 4

To begin, the opening page of each unit was displayed in numerical order, along with a title of the content. Every unit demonstrates the topic similarly, a short story related to the topic followed by an audio to hear. In addition, audio could be heard from the book's supplementary material, a cassette, which contains an audio form of the story. So, the instruction tells the students to listen to the audio while reading the story. Moreover, the pages provide images to visualize the topic of the content.

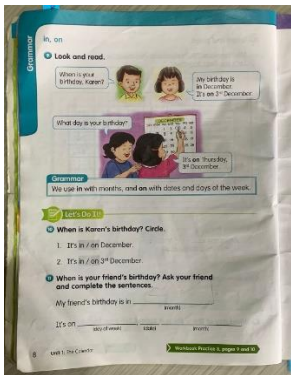
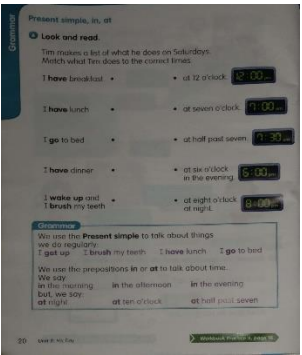
Uniquely, when the pictures are arranged, they show one form of storyboard that could help students build an imagination regarding the story. Lastly, as a matter-of-fact teacher, inform students how the content matches their family background, particularly if they come from wealthy families.

In the procedure of instructional analysis and behavior characteristics, we evaluate the

content provided in the textbook to identify whether consciously or unconsciously the value contained in it could be understood by the students or not. According to Harsono (2017), textbook content should present authentic materials for students. As it is coherence with the interview result, there is no indication of an issue regarding the cultural setting of the content with students' specifically for those who study at the private school. Although the content is mostly presented similarly, which is a short story, the textbook provides an image that is useful as a storyboard and relates to the story delivered in the content. Supported by Baig et al., (2021) who expanded the conceptions of cultural products that manifested in causal attribution could be dispositional or situational. Moreover, English textbook should possess curricular-cultural artifacts which help students to communicate important cultural content and contextual aspects, content, design, meaningfully (Weninger, 2018). In recapitulation, the content of the textbook fit the students background as well as convey the value in, even if it is presented mostly in similar way the images increase the possibility for teachers to present a similar topic in a different way.

Methodology

Criterion for excellent methodology of a textbook according to Munir et al. (2021) depends on its variation developing four skills also suitable for learning style and expectation of the students.

Methodology for Grammar Activity	
 <p style="text-align: center; margin-top: 10px;">1</p>	 <p style="text-align: center; margin-top: 10px;">2</p>
Methodology for Oral Activity	

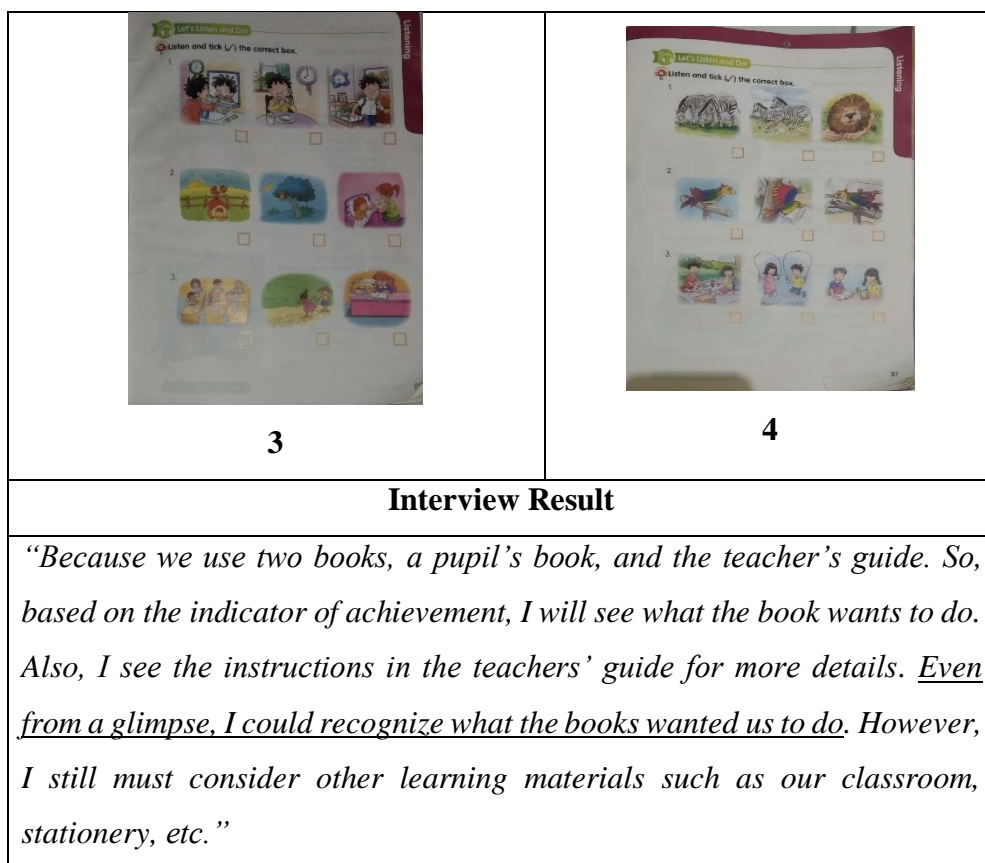


Figure 4

There are few methodologies applied in a book to deliver different lessons and skills practices. Start with simple instructions for each methodology, such as 1) “Let’s do it,” “Let’s talk,” and “Let’s listen and do,” followed by individual activities for practice. Picture 3 represents matching games as a method for grammar lessons. In another picture, numbers 3 and 4 use the same listening practice methodology. Overall, the methodology was quite repetitive in delivering different lessons but with the same skills. Except for grammatical context, the book has more variation in methodologies. This is followed by the teacher’s opinion, commenting on the book that it conveys a kind of activity ideas that could be developed for a whole group activity. When combined with the input from the teacher’s guide, the teacher could enhance the lesson by developing the materials by the classroom situation and condition.

Some researchers have been consistent in reporting the importance of variative methodology in supporting the ELT class, specifically for the EYL class. As this book objectified for its use in the EYL class, the methodology should have been more variative. In fact, it used a similar methodology in practicing a repetitive skill. Another result shows that despite the repetitive methodology delivered to practice the four English skills, the

methodology used in the grammar context is enough to provide ideas for developing learning activities suitable for the classroom condition. Moreover, Brown (1995) and Cunningsworth (1995) suggest that it is essential to evaluate any textbook to determine whether its inherent methodology will reinforce the institutional aims and conform to the classroom context. To conclude, the materials for oral practice were found to be boring, but teachers could use methodology presented from grammar context to enhance material development.

Exercise and Activities

According to Munir et al. (2021), an excellent aspect of exercises and activities uphold a standard of how the exercises have well instructed the students to understand the activity and assign intensive and extensive activities for lesson assessment.

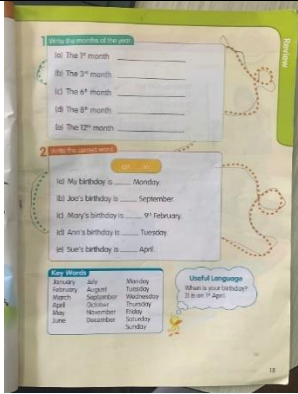
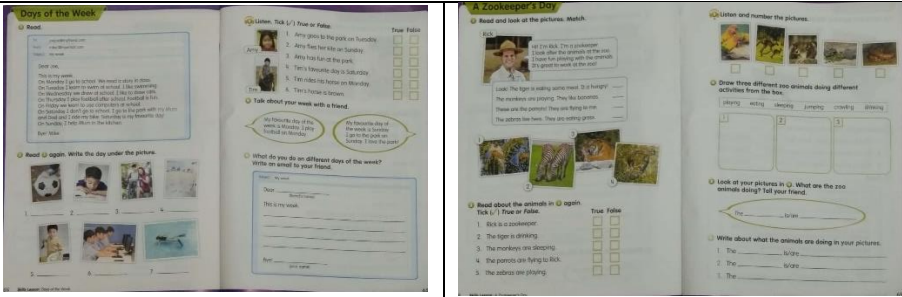
Pupil's book Formative Assessment

Pupil's book Summative Assessment

Interview Result
<p><i>“For the evaluation, usually I ask them to go one by one writing something on the board. At that moment, I recognized who needed further explanation and who needed additional tests. For another evaluation I usually conduct individually, I’ll just ask them to fill out the exercise in their own book... I use a lot of exercises from the book to make an assessment tool.”</i></p>

Figure 5

The data above shows that the pupil's book provides enough exercise and activity tools. Briefly seen from each page of the book, every lesson was delivered through exercises and activities. In-depth, to objectify the exercises and activities utilized as assessment tools, they are presented on every closing page of each unit. The book is furnished with a review page from a whole lesson of the unit. As it was used for formative assessment, the book has a few questions only. For summative assessment, it was provided through the end of the pages; it was packed in one unit of "Skill Lesson." Each unit topic was evaluated again through exercises and activities for every skill. Based on the interview results, it is pointed out that teachers developed a direct assessment to analyze students' understanding in synchronization with activities in class. Furthermore, regarding individual assessment, most of the materials used by the teacher were adopted from the textbook.

Exercises and activities in this textbook have provided a relevant kind of assessment and are organized according to the type of assessment. Munir et al. (2021) elaborated on the function of exercises and activities. They pointed out that the exercises and activities are important to determine their progress and achievement after a single topic or theme. Further, Rahmawati (2018) proposed that activities and exercises should support students in developing their lexis. That supports an idea of how the arrangement of this textbook could be useful for assessing students' progress. The formative assessment is provided on the last page of the unit, and there is a summative assessment in the last chapter right after all the units have been discussed. To put it briefly, the task was presented in various methodologies in line with what has been stated by Ayu (2020) that the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with. It can be concluded that if teachers adopt the material from this textbook a lot, the materials developed by teachers are assumed to be more variable.

Coherency of textbook and teacher's materials

Regarding foundation, textbooks should be utilized to develop teacher's creativity. Syatriana (2013) mentioned that appropriate instructional materials, which refer to the textbook function, may help students to improve their language skills completely based on the school curriculum. This leads to an assumption that textbooks are developed to fit the curriculum for the targeted educational system. Thus, if teachers decide not to rely on the supplementary materials, they should develop additional materials independently based on the terms of bad and good evaluation of the pupil's book. In expectation, materials developed by teachers are better in use since it combines textbook materials and the classroom terms and

conditions. The following pictures represent a coherency between the pupil's book and the teacher's materials development.

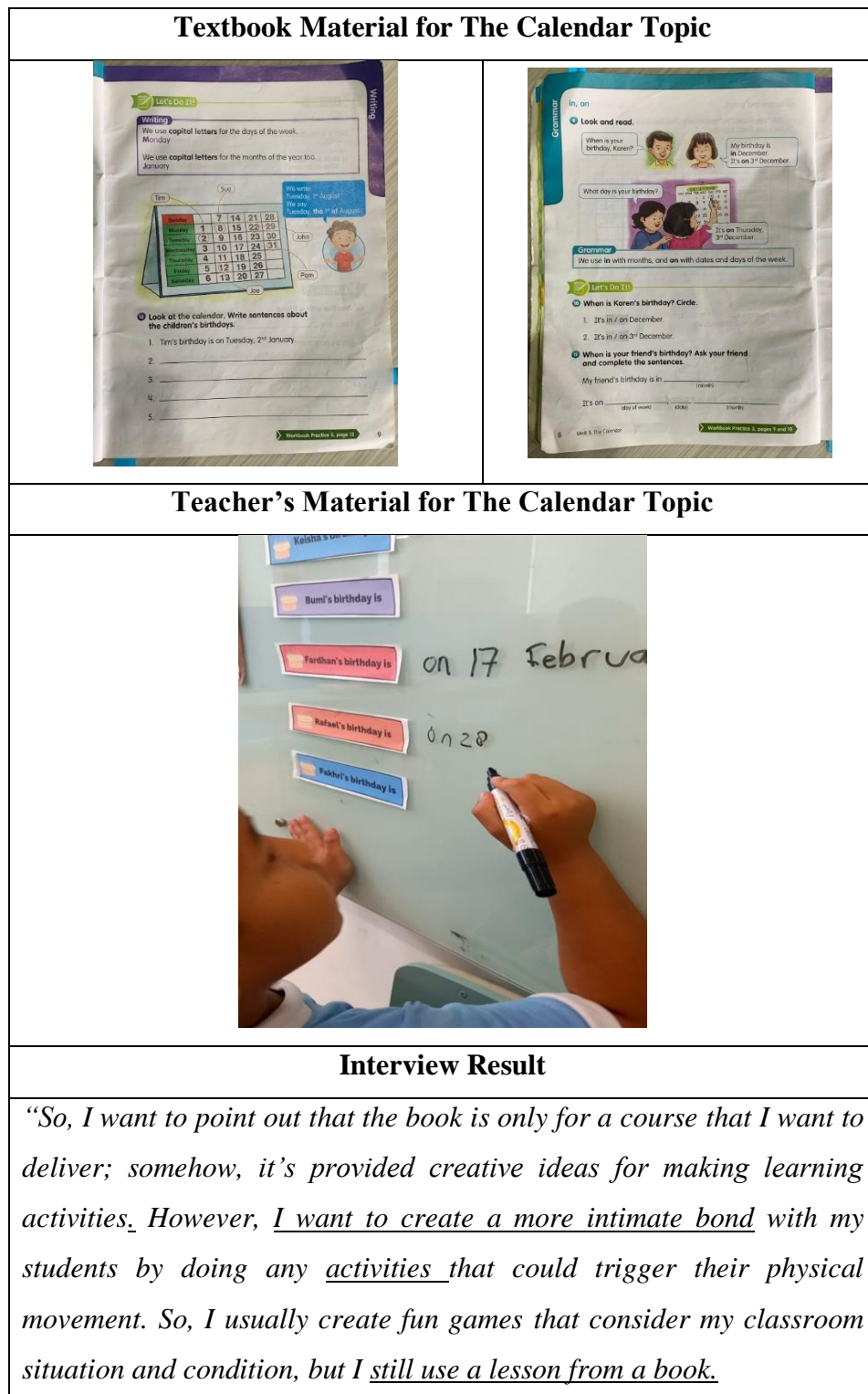


Figure 6

Both pictures above-visualized materials used in the textbook and materials developed by teachers. As it is depicted, the materials in the textbook contemplate an activity where

students could write the date of the birthdays of characters of the book below the calendar. In similarities, the materials developed by the teacher were a set of colorful pieces of paper with students' names written on it, and each student could add their birthday date beside their name. Those images recapitulate a contrasting material, but somehow, it has the same root, which materializes a date of birth to teach day and date. Supported by the statement from a teacher, provide ideas for making a learning activity. Even though the materials in the book were more emphasized for individual activity, it is enough for the teacher to use them and enhance the material that the teacher developed for a whole group activity.

Cunnigsworth (1995) argues that textbooks are an effective resource for self-directed learning, an effective source of presentational material, a source of ideas and activities, a reference source for students, a syllabus where that reflects pre-determined learning objectives and support for less experienced teachers who are yet to gain confidence. Similarly, most of the aspects of the textbook were qualified to be utilized in the procedure of materials development. It could be concluded that using this book independently without supplementary materials could help the teacher to be more encouraged in developing her materials. In comparison, materials that teachers adopt are mostly more advanced, which breaks a statement from the finding from Richard (2011) that mentioned textbooks possibly kill teachers' creativity. To be clearer, using the book as a foundation for material development could enhance teachers' ability to build creative materials. Moreover, another result found that some learning activities cannot fulfill an essential characteristic of a textbook. Ayu and Indrawaty (2018) stated that the students are asked to do tasks independently and collaboratively, for instance, in the form of work in pairs to make them more interesting. In contrast, most of the activities were only beneficial for individual activity. However, the teacher could use a variation of this activity to develop materials for a whole group learning activity.

CONCLUSION

Concerning the previous discussion, it is enough to sum up that the Pupil's Book My Pals Are Here is closely related to its supplementary materials. Not only the workbook but also the teacher's guide, cassette, etc. This is indicated by most of the instructions written on the pages and how the teacher understands it using the teacher's guidebook. However, by using the pupil's book only, the teacher could exploit each aspect of the book and synchronize it with the procedure of developing materials. For instance, 1) Aims and approaches have a lot of

similarities with the syllabus applied in school, and students need 2) the content of the book has no issue with the student's family background, 3) although there were only a few methodologies used in the textbook, it is enough to build the creativity of the teacher 4) the book contains a lot of exercises and activities so teacher mostly adopted the assessment materials from the textbook. Eventually, we could assume that the materials developed by the teacher were quite similar to those in the book; however, the materials developed by the teacher have been through several developments, which could enhance a whole group activity.

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