

CONTENT OF THE TEXTBOOK ENTITLED “PATHWAY TO ENGLISH” FOR THE TWELFTH GRADE OF HIGH SCHOOL

¹David Ricardo Sianipar, ¹Rahel Lolita Ginting,
¹Kristina Elisabeth S, ²Erikson Saragih

¹English Language Education, Prima Indonesia University, Indonesia

²English Lecturer, Prima Indonesia University, Indonesia

Corresponding email: davidricardo19051997@gmail.com

Article Info	Abstract
<p>Article History Received: November 2019 Revised: December 2019 Published: January 2020</p> <p>Keywords English Textbook; Content Analysis; High Schools;</p>	<p><i>A Textbook has a big role to make the process of learning and teaching running well. The good textbook will influence on the students' ability toward the lesson in the classroom. Before getting an explanation from the teachers, the students will learn the material first in their homes. It will let them comprehend the material before being explained by their teachers. It will make the learners easily understanding the lesson which is explained by the teachers in the classroom. By doing so, it will not be complicated for the students in mastering each lesson. The purpose of this research is to know whether the textbook integrates all learning skills and to find out whether the textbook gives assessment or self-reflection to the students about each chapter. In order to do this research, the checklist and documentation method is used to investigate the content of the textbook. The result will be shown by using the table and explained clearly to avoid misunderstanding against the readers. Briefly, a good textbook used by teachers and students in the classroom plays a crucial role in the process of learning and teaching.</i></p>
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INTRODUCTION

Learning English is affected by several aspects where the aspects are related to each other in order to support success in learning. The aspects consist of the quality of the teachers, atmosphere of the classroom, facilities that support the learning, interactive learning activities, and the content of the textbook (Haerazi et al., 2018). All aspects are in synergy to support success in the learning process. The good quality of learning in terms of learning English and teaching cannot be separated from the role of all aspects of learning (Lail, 2019; Kusumastuti, 2018). It is because they are in unity to make the process learning and teaching running well and the goals of learning can be achieved by the teachers and the students because of those aspects.

One of the aspects is the textbook. The textbook is a book used as a standard source of information for a formal study of a subject and an instrument for teaching and learning (Graves, 2000:175). In terms of its role in learning, learning is crucial in the process of learning. Before the students are taught by the teachers, they need to read the lesson from the English textbook in advance. By doing so, the students will have a brief understanding of what material is going to be conducted by the teachers (Haerazi, Prayati, & Vikasari, 2019). In the learning process in the classroom, the material will be explained by the teachers to the

students so that the understanding of students toward the material will be increased. If there is a misunderstanding, the teachers can overcome it.

Related to learning English, there are four learning skills that are discussed. It is the same in the case of the textbook. There are several skills discussed altogether. The skills are listening, speaking, reading, and writing. They are discussed at the same time with the aim to improve students' abilities in relation to mastering English. This is referred to as integrated skills, discussing all the skills in each chapter by combining them all. Learning will be arrived at its goal because of the existence of integrated skills in each chapter of the book. Integrated skills in the textbook are intended to make learning more effective and successful.

In this research, it will be concentrated to analyze the content of the English textbook entitled "Pathway to English" for the twelfth grade of high school. All learning skills are analyzed in each chapter. Each chapter will be checked whether it has the integrated skills discussed in the book. Absolutely, the book has a way to implement all learning skills in the book and they all need to be analyzed. It is also intended to know the advantage inside of this book. The advantage will make the book good for students in the process of learning and also for teachers as their reference in conducting each lesson in the classroom.

There are previous studies that deal with content analysis. One of them is a thesis written by Agni Kusti Kinasih (2014) entitled "A Content Analysis on English Textbooks for the Tenth Graders". The research was intended to know whether the books have good criteria and related to curriculum 2013. To make it different from previous studies, this research will be focused on analyzing integrated skills in each chapter of the book and to find the advantage inside the book by connecting it with bloom's taxonomy.

The importance of the research is to investigate whether the book entitled "Pathway to English for the Twelfth Grade" is good and effective for both teachers and students. The textbook is particularly useful in providing support and security for new inexperienced teachers or teachers, who have relatively low confidence to deliver ELT lesson in a communicative way (Edge & Wharton 1998, Mares 2003, Tomlinson 2008). In other words, a good textbook will help the teacher in conducting a lesson in the classroom, especially for inexperienced teachers.

Before formulating the research problems of this research, one of the previous studies was investigated. In the thesis written by Agni Kusti Kinasih (2014) with the title "A Content Analysis on English Textbooks for the Tenth Graders", Agni Kusti Kinasih (2014) formulated a few research-problems of the study. The Problems of that study were as follows (1) Do the English textbooks meet the criteria of a good textbook suggested by *Pusat Perbukuan* (Pusbuk) and some ELT experts and were they relevant to the 2013 Curriculum? (2) How are those criteria fulfilled by those textbooks and in what way were they relevant to the 2013 Curriculum?

In the main point, the research written by Agni Kusti is the same with this study that is to analyze the content of the English textbooks that are used by teachers in the classroom. In order to make it different from one of the previous studies, the problems of this study will make it specifically that is to investigate the content of the English textbook that relates to integrated skills and bloom's taxonomy. Shortly, the research problems of this research were formulated as follows (1) does each chapter have the four learning skills? (2) How are the four learning skills implemented? (3) How does the textbook make the assessment to the students? Besides the research problems, this research also formulated several objectives as follows (1) to analyze all four learning skills in the textbook entitled "Pathway to English" for the twelfth grade of high school, (2) to find out the way the four learning skills implemented, and (3) to investigate whether the textbook provides the assessment to the learners.

Literature Review

Textbook

A textbook can be referred to as a published book specially designed to help language learners to improve their linguistic and communicative abilities (Sheldon, 1987). The availability of textbooks is quite important to learners. Actually, the textbook designed is not only for students but also for teachers who are the actors of the teaching-learning process in the classroom. The teachers will act as actors to guide the lesson and invite the learners to participate in the teaching process by involving the part of the learning that is the textbook. Without a textbook, the learning will not be so enthusiastic and attractive to the learners because the book contributes to making the learning running well and systematically.

In addition, textbooks can act as a reference point for their learning process and keep track of their development (O'Neil, 1982). In preparing themselves, teachers need to plan what topic is going to be taught by them to the students in the classroom, what things are going to be made during the teaching process, what activities are interested in the students dealing with the material. That is why teachers need the textbook to do it all. Without the textbook, it will be complicated for the teacher in making a plan in the teaching-learning process. They need the textbook to guide them to teach the learner. The presence of textbooks makes them confident in leading the class and start learning.

Advantage and Disadvantage of Textbook

Grave (2000:175) states the use of textbooks in teaching has both advantages and disadvantages, depending on how they are used and what the contexts for their use. What one teacher considers an advantage in a textbook, another teacher may consider a disadvantage. Furthermore, the textbook will give a big contribution to the teaching process perfectly as long as the teachers know how to use the book and in what content it is for. Each textbook is used for various purposes and they are different from each other. The teacher needs to be selective to choose the textbook for being used by them in the process of teaching. The textbook will not give a big contribution to the teaching process if students' need in the learning process doesn't correspond with the content textbook. Suitability is a must between the students' needs and teachers with the textbook.

One of the advantages of the textbook is to support teachers and students in mastering each material in the process of learning and teaching. The textbook will guide students to understand the material before being taught by the teacher in the classroom and to help teachers conducting the teaching process well. While the disadvantage of the textbook is the content of the textbook is too monotonous and unclearly explained. Words used by the author to arrange the textbook are not simple and unfamiliar to the students and teachers. So, it will be difficult to understand the content of the textbook.

Integrated Skills

The term integrates means "to combine two or more things so that they work together" (Hornby, 2000). In learning English, there are several skills learned by students in the classroom such as listening, speaking, reading, and writing. They all are learning skills. In order to reach goals in learning language, all learning skills must be combined all together. This is called as integrated skills. In addition, Wagner (1985) states integrating the language arts means providing natural learning situations in which listening, speaking, reading, and writing can be developed together for real purposes and real audiences. In the process of learning, integrated skills must be realized. It means that what lessons learned by students must integrate those learning skills. The learning of a language will be effective because of the integrated skills applied in the process of learning.

It is not only teachers who need to realize the integrated skills in the process of teaching but also the textbooks have to make integrated skills happen in the classroom by providing the content that discusses all learning skills in each chapter. Each chapter needs to discuss the four skills together to make the purpose of learning achieved. Briefly, integrated skills are crucial in the process of learning in the classroom to reach their goals.

Bloom's Taxonomy

The term Bloom's taxonomy was firstly introduced by Dr. Benjamin Bloom with his collaborators. Forehand (2005) states Bloom's taxonomy is a skeleton that was constructed to categorize the goals of any curriculum in terms of explicit and implicit cognitive skills and abilities. The skills and abilities in the learning process would be categorized in the term of Bloom's taxonomy. According to the revision of Bloom's taxonomy, the order of Bloom's taxonomy started from the lowest to the highest: remember, understand, apply, analyze, evaluate, and create (Anderson & Krathwohl, 2001). The evaluation dimension was included as the higher thinking order in the Bloom's taxonomy. It was included as one of the most important parts of the learning process. After being taught by the teachers, the learners needed to be evaluated by the exercises or exams given by teachers. In fact, it is not only the teacher who is responsible for giving evaluations to students but also the textbook must provide an evaluation to the learners in the learning-teaching process.

RESEARCH METHOD

Research Design

This study was about analyzing the content of the English textbook. It was classified as documentary analysis. Because the study was about documentary analysis, it would be conducted by using descriptive qualitative design. According to Bogdan and Biklen (2003) descriptive is the characteristic of data in qualitative research because it was taken from documents, audio-video recordings, transcripts, words, pictures etc. Furthermore, the study was included as qualitative research design because it was aimed to explore the content of the English textbook whether the English textbook has all integrated learning skills, how the book implements those learning skills at the same time and also to investigate the advantages of the English textbook by looking at the content that makes the English textbook well. The study was also known as content analysis. Content analysis is one of the methods used by the researcher to analyze data in qualitative research. In the content analysis, the researcher will be asked to analyze the content of the textbook. The content of the English textbook can be description and explanation on the inside. The content of the book should be easy to be understood by the learners, interesting, and also attractive for the learners.

According to Creswell (2009:177) Qualitative methods and techniques that are available for interpretive studies; draw from phenomenology, hermeneutics, feminism, constructivism, and may take the form of ethnographies, interviews, psychoanalysis, culture studies, participant observation, grounded theory, just to name a few. The researcher will select the best method (s) based on her/his research questions; will the researcher study individuals (narrative, phenomenology); explore processes, activities and events (grounded theory); or learn about the broad cultural-sharing behavior or individuals or groups (ethnography). Based on the research questions, the English textbook would be analyzed by using qualitative research in order to get the answers to the research question. The answer to the research questions will be full in the form of description, explanation, and result in doing analysis. By applying this method, it was expected to get the data of content from the English textbook entitled "Pathway to English" which is for twelfth-grade students.

Data can be explanation and information which are supported by the facts of something. The data of this study were the materials on the English textbook. The data should correspond with the criteria that make the textbook good for students and English teachers who use the

book. The source of data in doing this study was an English textbook from Erlangga publisher. The book is for the twelfth grade of High school. The English textbook entitled "Pathway to English" is the third book of the Pathway to English edition. Data would be collected from that textbook and would be arranged in the form of a document.

Instrument

In doing this study, the researcher played an important role in making the study running well. In other words, we called as the main user of the instrument in collecting data. The content of the book with the title English to Pathway should be analyzed by the researcher who must be able to understand in applying the research method. If the researcher could not use the instrument well, the data would not be gotten as well. The instrument used by the researchers was the checklist. The checklist is one of the instruments to identify each material in the English textbook. By applying this instrument, it was intended to investigate whether there are integrated skills in each chapter of the textbook. Another instrument used by the researchers is documentation. Each chapter would be investigated how they implement all learning skills and how they integrate all learning skills at the same time.

Data Source

The data source of this research was the English textbook used by the twelfth grade of high school entitled "Pathway to English". The textbook was published by Erlangga. It is one of the well-known book publishers in Indonesia. Since this research was content analysis, the data gotten of the research would be described in the form of the document.

Procedure

There were several steps in conducting this research which were as follows: (1) prepare the textbook entitled "Pathway to English" which is for the twelfth grade of high school, (2) Investigate each chapter one by one because it is intended to find out all learning skills discussed on each chapter and how each chapter implement those learning skills. Those will be checked, (3) find out whether the book gives a self-evaluation to the learners after learning each material. In giving the self-evaluation, it is not the only teacher but also textbook has to provide questions in order to know before and after learning the material on each chapter.

Data Analysis Technique

The data were gathered and analyzed by doing these series of steps: (1) the textbook entitled "Pathway to English" for the twelfth grade of high school consisted 7 chapters in which each chapter discussed different topic each other; (2) each chapter would be investigated properly whether each material included all learning skills like listening, speaking, reading, and speaking on each chapter; (3) finding out how each chapter implemented all learning skills based on each topic; (4) then all chapters would be analyzed how all four learning skills integrated on each chapter; and (5) after analyzing the integrated skills, each chapter would be explored if the textbook published by Erlangga publisher-provided self-evaluation to the learners or in other words whether the textbook provided self-reflection to the learners about the lesson on each chapter.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research was carried out by analyzing the content of the English textbook with the title "Pathway to English" for the twelfth grade of high school. The result of this research which is about all learning skills integrated on each chapter of the textbook, the way of the

textbook implemented those learning skills, and how the textbook gave an assessment to the learners is explained as follows:

- a. After analyzing the content of each chapter, all learning skills were checked whether they all existed in each chapter. The summary of each content can be elaborated in Table 1 as follows.

Table 1. Learning Skills Discussed in Each Chapter

Chapter	Main Topic	Listening	Writing	Speaking	Reading
1	Offering for help, asking for help, and responding for help	✓	✓	✓	✓
2	Application letter	✓	✓	✓	✓
3	Captions	✓	✓	✓	✓
4	News	✓	✓	✓	✓
5	Giving instructions, suggestions, or advice	✓	✓	✓	✓
6	Procedure Text	✓	✓	✓	✓
7	Lyrics of songs	✓	✓	✓	✓

According to the table above, we can see that all learning skills were found in each chapter of the textbook. It showed by the symbol tick on the table above. The textbook in each chapter gave the learners exercises or even explain that they dealt with all learning skills. By doing so, the textbook realized integrated skills in each chapter to the students in the teaching and learning process. They all were combined in each chapter to train the learners' abilities in the teaching-learning process. Integrated skills found the English textbook shows that the textbook has one of the criteria to make the book good for the learners. Thus, the textbook integrated all learning skills in the textbook.

- b. Investigating how each learning skill implemented in each chapter of the textbook. The result of this can be presented in Table 2 as follows.

Table 2. All Learning Skills Implemented on Each Chapter

Chapter	Ways in Implementing			
	Listening	Writing	Reading	Speaking
1	Listening to a dialog	Filling in the blanks	Reading a material Reading a poster	Making a dialog Making role play
2	Listening to a monolog	Filling on the black space	Reading the application letters and	Discussing with friends

			resume	
3	Listening to someone reading photo captions	Writing captions	1. Reading about "wild art" 2. Reading photo caption	Discussing with friends
4	1. Listening to a recording 2. Listening to the news 3. Listening to a radio	1. Completing a table 2. Writing a news item text	Reading news	Discussing with friends
5	Listening to the recording	Writing a letter	Reading texts and announcement	Discussing with friends
6	Listening to the recording	1. Making procedure text 2. Filling in the blacks	Reading a text	Discussing with friends
7	Listening to the song	Writing a message	Reading the lyrics	Discuss with friends

c. Finding out whether the textbook gave an assessment to the students. Its results can be seen in Table 3 as follows.

Table 3. Self-reflection

Before studying this chapter	I didn't understand _____ _____ _____
When studying this chapter	I had difficulties with _____ _____ _____
	I overcome these difficulties by _____ _____ _____

Having studied this chapter	I think

Table 3 shown above, that was a self-reflection. At the end of each chapter in the textbook, it gave a self-reflection to the learners to assess them. By giving a table which was self-reflection, it was expected to know how the students before studying the chapter, when studying the chapter, and also what they got after studying the chapter.

Discussion

One of the previous studies that dealt with content analysis was about “A Content Analysis of English Textbooks for the Tenth Graders” by Agni Kusti Kinasih (2014). The research is written by Agni Kusti Kinasih (2014) focused on investigating the relevance of the material to the curriculum, material accuracy, supporting learning material, language appropriateness and so on. In order to make the research different from previous studies, it was concentrated to find all integrated skills in each chapter and to find out the positivity of the English textbook.

Implementation of all Learning Skills

Based on the result of the analysis of the textbook entitled “Pathway to English” for the twelfth grade of high school, it was found that each chapter integrated all learning skills into one lesson with a different implementation. Julia (2008) states that when a person uses a language in an authentic setting, skills such as speaking, reading, writing and listening are naturally integrated to achieve communicative competence. So, all learning skills would be helpful to help the students to achieve the goals in learning.

Each chapter in the textbook discussed all learning skills. There were several ways to implement all learning skills. In the first chapter in order to implement the listening skills, the students were asked to listen to the dialog. It would train their ears to comprehend the dialog that was used by English. Then it happened to other skills. The writing skill of students was trained by asking them to fill in the blank. It is in line with Haerazi and Irawan (2019) who conducted a study in writing in which students must be given many more exercises to fill blank in sentences and jumbled sentences or phrases. They were also asked to read the material, to read a poster, to make a dialog with their friends, and to do a role play with their partners.

Moving to the chapter 2, all learning skills were implemented by asking students to listen to monolog, to fill on the blank spaces, to make an application letter, to read about application letters and resume, and also to discuss with their partners about the topic. How about the chapter 3, the learning skills were implemented by listening to someone reading a photo caption, writing captions, reading about “wild art” and photo caption, and also discuss with friends about captions. The listening skills are emphasized in this chapter because the listening skills are considered as receptive skills to support other language skills such as reading and writing. It was in accordance with Namaziandost et al. (2019) and Pamuji, Waring, and Kurniawan (2019) who inform that giving many types of genres can improve students' listening skills.

Going on to the next chapter, the learners were asked to listen to recording/radio/news, to complete a table and to write a news item text, to read the news, and to discuss with friends about the topic. It is keeping with Wolf et al. (2018) who state reading activities should be

able to support listening skills. For chapter 5, students needed to listen to the recording, to write a letter, to read a text and announcement, and to discuss with their friends. Continuing to chapter 6, the learners were asked to listen to a recording, to make a procedure text and to fill in the blanks, to read a procedure text, and to discuss with friends. The last one was chapter 7. The learners were asked to the songs, to write the message of the song, to read the lyrics of the songs, and to discuss with their classmates about the songs. Those were ways used by the textbook to implement all learning skills.

Some of the skills were implemented differently but others were the same. It depended on the topic of each chapter. Implementation of the learning skills was affected by material and also the goals of the lesson. By the explanation above, the English textbook entitled "Pathway to English" for the twelfth grade of high school was highly recommended to be used by the learners on the process of learning. It was because of the all integrated skills discussed in the textbook and have various ways to implement each learning skill in the process of learning.

Assessment

It is important to see every progress of students' classroom interaction and achievement (Haerazi, Rully & Zuhairatunniswah, 2019). In order to know the progress of students in the process of teaching and learning, the teachers absolutely provide an examination or project to see the students' achievement. It is not only for teachers but also for the textbook. A good textbook must provide something to see the progress of students and it was a must for all textbooks.

Furthermore, on the process of learning and teaching, English teachers are in charge to evaluate their learners about how well their learners comprehend the material and how well they apply the result of learning in their daily life. Guri Skedsmo (2011) states "it investigates principals' perceptions of the use of the evaluation tools to improve student achievement". In that article, the writers wanted to investigate policy in giving evaluations to the students. Honestly, evaluation or assessment is really important for the students to know their achievement whether they have achieved the purpose of the study or not.

The teachers are not only in charge to evaluate the learners but the government and the textbook have to do it. If the government, they have to provide the national evaluation to the students to check their achievement towards the lesson. For the textbook, it must provide self-reflection or assessment at the end of the chapter to check the understanding of each student towards the material that they have learned. It is in line with Aprianoto and Haerazi (2019) who inform that the assessment is a very crucial thing for teachers to know students' performance after giving learning materials.

In the textbook which was investigated, it was found that at the end of each chapter provided self-achievement to the learners. It was made to know how they learned the topic before, how when they learned it, and how they were after learning the material on each chapter. The students need to fill the self-reflection to assess them about the material.

By the existence of self-reflection, it will help the teachers to know the knowledge of their learners besides giving them an exam that relates to the topic. It is not only for teachers but also for the learners. They will know their ability after learning the material in the textbook or in the classroom that is handled by their teachers. If they don't comprehend the topic clearly, they could ask themselves for making a review in-depth about the lesson or maybe they can ask the teachers for reviewing the lesson one more time before going on to the next chapter of the book. It is because each chapter is discussed systematically from the easiest to be understood to the most complicated to be understood. The learners need to master each chapter one by one.

CONCLUSION

Related to the findings of this research, there were factors to consider the textbook good for students and teachers. They were integrated skills provided in each chapter and also self-reflection. In learning English, the students need to train all learning skills to make them easy to master the language. So, it is a must for the textbook to integrate all learning skills in each chapter of the textbook. By integrating all learning skills in a chapter, it will make all the learning skills of theirs improved. Without integrating all learning skills in each chapter, all learning skills will not be improved to the learners. It is also self-reflection. The textbook has to provide it at the end of each chapter in order to assess each learner in the teaching and learning process. It is much important to make self-reflection on the textbook to help teachers in evaluating the learners. Briefly, the factors that affect the textbook good are integrated learning skills and self-reflection of the book.

The textbook entitled "Pathway to English" for the twelfth grade of high school is highly recommended to be used in the classroom by teachers and students in learning English especially. The textbook is quite suggested to students and also to the teachers that need a reference for teaching English to the students.

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