

## CONTENT ANALYSIS ON THE ENGLISH TEXTBOOK ENTITLED ‘*ENGLISH IN MIND STARTER (STUDENT’S BOOK)*’

**Reinildis Atjna Cyntia Rynanta, Suharmanto Ruslan**

Email: reinildisatjna@gmail.com; suharmanto\_ruslan@yahoo.com

State University of Malang

**ABSTRACT:** This study was intended to analyse the English textbook “*English in Mind Starter (Student’s Book)*” published by Cambridge University Press. The textbook analysis in this study considered eight factors, namely: (1) the availability of materials based on Standard of Content 2006; (2) methodology; (3) language skills; (4) topics; (5) design and layout; (6) organization; (7) language appropriacy; and (8) cultural aspects. The factors were developed based on the adaptation of good EFL textbook criteria proposed by Sheldon (1988), Board of National Standard Education of Indonesia (2006), and Harmer (2007). The design of this study was descriptive qualitative. The method of this study was content analysis. The collection of the data was done through evaluation rating scale as the instrument. The overall fulfilment of the textbook entitled “*English in Mind Starter (Student’s Book)*” toward the eight factors of consideration reached 79.86%. It means that the textbook was categorized as *good*.

**Keywords:** Content analysis, *English in Mind Starter*, English textbook, evaluation.

An English textbook has an essential role in English as a Foreign Language (EFL) classrooms. The use of English textbooks has a prominent merit for both teachers and students. Harmer (2007) states that the most important aspect of textbook use is for teachers to try to engage students with the content they are going to be dealing with. According to Yulianti (2011), a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process. In sum, a textbook is the complete package of English skills and components that helps teachers and learners as their source of materials and exercises in EFL learning.

In this era, there are several varieties of ELT textbooks widely used in school. Those textbooks are published by various publishers. “*English in Mind Starter*” is an EFL textbook edition series published by Cambridge University Press. This textbook is used by seventh graders of SMPK Kolese Santo Yusuf 1 Malang who have used this textbook for three years. Published by a well-known foreign publisher, this textbook absolutely must have had various stages of

planning, writing, and production of “*English in Mind*” edition. Grant (1987:118) inferred that “the perfect book does not exist”. It means that this textbook might also have weaknesses even though it was published by a trustworthy publisher. Therefore, any textbook to be used in the classroom should undergo an analysis. The consideration is made based on the vivid rejoinder whether the textbook meets the need of teaching’s goal and value, teacher’s syllabus, and other significant aspects.

According to Hutchinson and Waters (1987:97), cited in Sheldon (1988:237), textbook evaluation is basically a straightforward, analytical ‘matching process: matching needs to available solution’. Textbook evaluation is a process of choosing what textbook to use in a particular course considering the need and value of teaching. The purpose of textbook evaluation is to support the teacher development and help teachers in order to gain good and useful insights into the nature of material (Cunningsworth : 1995). In short, the goal of textbook analysis is to decide on ‘best of the best’ material functioning as framework and resource of EFL teaching.

There are many criteria proposed by several experts that can be used for evaluating course books. Those criteria are introduced by many experts of EFL textbook evaluation, for instance, Sheldon (1988), Grant (1987), Cunningsworth (1995), Jahangard (2007), and the last but not least Harmer (2007). Additionally, Indonesia also has a national board, the Board of National Educational Standard, one of the tasks of which is to analyse textbooks and to evaluate the quality of textbooks used. Each expert has their own belief about the criteria of a good EFL textbook. The crucial aspects in evaluating textbook are quite distinct among them. However, those particular differences are not problematic cases to be debated because over the years the relative importance of different textbook criteria would change, along with the interpretation given to the scores assigned in each category (Sheldon, 1988).

According to Cunningsworth (1995), it is best for a textbook evaluator to identify her or his own priorities and draw up her or his own checklist by using some criteria mentioned in one book and adding others based on personal priorities. Concerning the statement of Cunningsworth, the researcher prefers to

adapt the EFL textbook criteria and checklist from some experts, that is, Sheldon (1988) and Harmer (2007) without neglecting the requirement of good EFL textbook from The Board of National Educational Standard (BSNP) in order to analyse “*English in Mind Starter (Student’s Book)*”. Thus, the adaptation of good EFL textbook criteria taken from Sheldon (1988), Harmer (2007), and BSNP (2006) bring about the formulation of criteria of good EFL textbooks that consider several factors, namely: (1) the availability of materials based on Standard of Content 2006, (2) methodology, (3) language skills, (4) topics, (5) design and layout, (6) organization, (7) language appropriateness, (8) cultural aspect. These eight factors of consideration are used by the researcher to analyse “*English in Mind Starter (Student’s Book)*”.

This study was expected to give contribution for the following study and may contribute ideas to people involved in the education field. This study was intended to help the English teachers to be more selective in choosing textbooks for students and in selecting the materials in order to expose the students to the best of the best materials that meet the teaching’s value, teacher’s syllabus, and other aspects. Additionally, this study could help future researchers as a useful reference. This study was also expected to help future materials writers to develop better materials.

The primary problem of this textbook content analysis was whether the content of ‘*English in Mind Starter (Student’s Book)*’ met the requirements of good EFL textbook criteria cover eight factors of consideration namely availability of materials toward Standard of Content, methodology, language skill, topic, design and layout, organization, language appropriacy, and cultural aspect.

## **METHOD**

Dealing with analysis of textbook, this study was categorized as documentary analysis research. Since this study was categorized as documentary analysis, this study was s on umbrella of qualitative research design. This study was also classified as Descriptive Qualitative Research 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. Moreover, this study is categorized as qualitative research design because this study is aimed to check the quality of the textbook and find out its strengths and weaknesses toward the criteria of good textbook. Anderson (2007) defined a descriptive presentation of qualitative data as content analysis. Content analysis is also a method used in analysing qualitative data. Content analysis is applicable to various studies including language studies, which concern with analysing content of certain matter through classification, tabulation, and evaluation (Pamungkas:2010). Based on the above-mentioned theory and elaboration, it can be concluded that the research design of analysis on “*English in Mind Starter (Student’s Book)*” is categorized as descriptive qualitative content analysis.

The main source of data in this study is the content of English textbook entitled “*English in Mind Starter (Student’s Book)*”. “*English in Mind Starter (Student’s Book)*” is used by the seventh graders of SMPK Kolose Santo Yusuf I and SMPK Kolose Santo Yusuf II Malang. This textbook is the first edition of *English in Mind* series. This textbook is published by Cambridge University Press 2007 and designed for English learners worldwide. This textbook is authored by Herbert Puchta and Jeff Stranks. “*English in Mind Starter (Student’s Book)*” has 128 pages.

The data were collected using an instrument called evaluation rating scale. . By using evaluation rating scale, the data were collected from the content of textbook that was evaluated based on the requirement of good EFL textbook factors that vividly elaborate on identifier row on rating scale. There were two stages of data collection.. First, the researcher overviewed the general content of the textbook and familiarized herself with the data. Second, the researcher focused on the analysis identifiers on rating scale and checked the textbook “quality” based on the scoring guide. The result of the data collection from evaluation rating scale was in form of position on specific ordinal level based on several factors and identifiers.

Evaluation rating scale was chosen as the instrument because the source of the data was in the form of document material. A rating scale is a method that requires the rater to assign a value, sometimes numeric to rated object as a

measurement of some rated attribute (Andrich, 1978). Evaluation rating scale that was used by the researcher is Likert-Scale. Likert Scale is a kind of rating scale that is able to measure the quality of textbook based on several factors by rating it into ordinal level. Each ordinal level has specific position and scoring number indication. The scoring number indication used by the researcher was adapted from four scoring categories of Gonia (2009:50) and Yulianti (2011). The four categories are poor, fair, good, and excellent. The range of score is started from 10 up to 100. The four scoring number indications and categories are shown on Table 2.1.

**Table 2.1 Scoring Number Indication**

*	**	***	****
(10-40)	(41-60)	(61-80)	(81-100)
POOR	FAIR	GOOD	EXCELLENT

After the data had been collected, the next step was data analysis. Analysing and interpreting documentary data (textbook) refered to content analysis. As to analysis of the data which were collected using evaluation rating scale, the researcher followed the following steps.

Firstly, the researcher got to know the data which was the textbook itself and tried to familiarize herself with the whole content of the book. This is because the better analysis depends on the better understanding about the data.

Secondly, the researcher focused on the analysis which emphasized on factors and identifiers of each arranged in evaluation rating scale that is (1) the availability of materials based on Standard of Content 2006, (2) methodology, (3) language skill, (4) topics, (5) design and layout, (6) organization, (7) language appropriacy, (8) cultural aspects.

Thirdly, the researcher categorize the information by rating and scoring each factors based on the fulfilment of identifiers. Rating and scoring the fulfilment of each identifier is guided by the assessment guidance on evaluation rating scale. In this step, the researcher also made a note, comments, and evidence of the rating she had made.

Fourthly, the researcher identified connections and patterns within and between the factors of evaluation according to the result of her rating. Lastly but not least, the researcher drew an interpretation about whether the textbook met the requirement of good EFL textbook criteria. The interpretation is made by giving a score toward each factor of consideration and categorizing it based on the score obtained by each factor. First step, on each factor, the researcher figures out the mean of score obtained by sub-factors. The researcher defines her own formula for score of sub-factor by adding the total score of identifier and dividing it by the total number of identifiers on sub-factor. The formula for score of sub-factor is showed on Figure 2.1.

$$\text{Score of sub-factor} = \frac{\text{The total score of identifier fulfilled}}{\text{Total number of identifier}}$$

**Figure 2.1 The formula for score of sub-factor**

The second step, after figuring out the score of sub-factor, the researcher found out the level of fulfilment obtained by each factor. The average score of sub-factor was gained from the total score of sub-factors divided by total number of sub-factor criteria. The formula for level of fulfilment in rating scale is defined by Sugiyono (2009:99) by dividing the score from data collection with the ideal score times 100%. The formula is showed on figure 2.2.

$$\text{Level of fulfilment} = \frac{\text{The average score of sub-factor}}{100 \text{ (as the ideal score)}} \times 100\%$$

**Figure 2.2 The formula for level of fulfilment**

The third step was by bringing it all together, the researcher was able to draw the overall level of fulfilment of the textbook from the mean of factors percentage fulfilment. The researcher draws up her own formula for textbook level of fulfilment that is showed on figure 2.3.

$$\text{Textbook level of fulfillment} = \frac{\text{The total score of factors}}{\text{Total number of EFL factors}} \quad (8)$$

**Figure 2.3 The formula for textbook level of fulfilment**

## **FINDINGS AND DISCUSSIONS**

After doing content analysis of the textbook entitled “*English in Mind Starter (Student’s Book)*”, the researcher summed up the level of fulfilment of textbook toward the eight factors of consideration as showed on Table 3.1

**Table 3.10 The Overall Fulfilment of Textbook**

<b>No.</b>	<b>Factors</b>	<b>Level of Fulfilment</b>
1.	The availability of materials based on Standard of Content 2006	60%
2.	Methodology	86.2%
3.	Language Skills	96.2%
4.	Topics	86 %
5.	Design and Layout	94.4%
6.	Organization	47.8%
7.	Language Appropriacy	97.5%
8.	Cultural Aspects	70.8%
<b>Total Score</b>		<b>79.86%</b>

The average of percentage obtained by textbook reached 60% of material availability based on Standard of Content. It was categorized as *good*. Transactional and interpersonal texts which are available on textbook are greeting, introducing, command and prohibition, asking and giving information, expressing gratitude, apology, and politeness, and asking and giving opinion. Transactional and interpersonal texts on this textbook are followed by interesting activity to develop students’ language skills, for instance, speaking and listening skill. Short functional texts which are available on textbook are greeting cards, personal letter, and caution. Notes and advertisement, however, are kind of short functional texts which are not available on the textbook. Kind of monologue text which is available on textbook is descriptive text. The researcher did not find procedure texts in the textbook.

“*English in Mind Starter (Student’s Book)*” gained 86.25% level of fulfilment toward the criteria of methodology factor. This means that “*English in Mind Starter (Student’s Book)*” is categorized as *excellent* in terms of methodology factor. The writing and reading materials presented by the textbook are always flexible. However, the dominance of listening material made this textbook less flexible. That is because most of listening materials are integrated in

sequence with speaking, pronunciation, and grammar. The textbook presents the material followed by vivid examples and models in order to facilitate the students' learning. In contrast, the materials on this textbook are mostly too dense. This fact seems too difficult for beginners and poor learners. This textbook also promotes a good balance between study and activation in delivering the material. "*English in Mind Starter (Student's Book)*" concerns about the concept of development in younger learners since the publisher claimed that this textbook is designed for teenagers. The researcher found that the textbook develops self-study and self-evaluation of students. The weakness is that there are no key answers to "Check Your Progress" parts. Additionally, this textbook refers to students-centred approach. Every activity on this textbook is designed to help students develop "can-do attitude" attitude and support students' active participation.

In terms of language skill, the textbook gained 96.2%. This means that "*English in Mind Starter (Student's Book)*" is categorized as *excellent*. In the textbook, there are four skills which are developed in each unit. The four skills are designed integratedly or discretely. They are designed integratedly with other language skill and other language components depending on the activity. However, the four skills that are developed are not really designed equal and balanced. The skill activities also truly engage the students. Additionally, the listening materials presented by the textbook are authentic. The authenticity of all listening material in the textbook are surely trusted because they are in real language and produced by native speakers. The researcher found that the records of listening materials are well recorded. There are sufficient reading materials in the textbook. The intensity of reading activity also increases in sequences. Moreover, the researcher also found that the reading materials in the textbook are suitable with students' interest. The reading materials on the textbook are able to engage students' attention because the topics are really "full of knowledge". Unfortunately, for poor and beginner learner, some of reading material is too hard for them because of the length, vocabulary used, and topics. The speaking skill activities in the textbook are equipped with well-design and real life situation. Speaking materials in this textbook are presented integratedly and discretely. "*English in Mind Starter (Student's Book)*" also delivers the writing material by

introducing systematic organization of longer pieces writing products in good sequence. Additionally, there is accurate guidance of writing skill materials presented by the textbook.

This textbook gained 86% as a level of fulfilment toward the criteria of topics. This means that “*English in Mind Starter (Student’s Book)*” is categorized as *excellent* in terms of topic. The variation of topics in the textbook is not organized in a systematic sequence chapter by chapter. The topics of the textbook also support the development of students’ creativity and critical thinking. Moreover, in “*Culture in Mind*”, students have to compare and share their own culture based on the topics. The textbook develops students’ life skill by presenting both, formal English and everyday English.

In terms of design and layout, this textbook gained 92%. This means that “*English in Mind Starter (Student’s Book)*” is categorized as *excellent* in terms of design and layout. The size of the textbook is appropriate. In addition, the design of the textbook is completely easy to follow because there are always a clear direction and guidance about what to do and how to do. The researcher found some pages in the textbook which are too dense. Additionally, in the first unit, the text need to be bigger to support the learning for beginners and poor learners.

This textbook gained 48% as a level of fulfilment toward the criteria of organization. This means that “*English in Mind Starter (Student’s Book)*” is categorized as *fair* in terms of organization. The organization of materials is systematic and in-balanced but not very good. There are different portion about the deliverer of language skills and components on each unit. There is no systematic rule in presentation organization of language skill and component. , There is no reflection of four skills. Another weakness found by the researcher was that there is no summary about the content of the chapter, or even module. The researcher analysed the content of the textbook toward the criteria on evaluation rating scale, then came to the conclusion: (1) “How to use book” part is not available on *English in Mind Starter (Student’s Book)*, (2) There is no “add-ons” part on the textbook, (3) In the textbook, there is answer key to support students’ self-evaluation, and there is a guidance to help students categorize their progress.

“*English in Mind Starter (Student’s Book)*” gained 97.5% in terms of language appropriacy. This means that “*English in Mind Starter (Student’s Book)*” is categorized as *excellent* in term of language appropriacy. The language used in the textbook is on the right level of maturity of the book users who are teenagers. The difficulty level of language in this textbook is appropriate with intermediate and upper intermediate learners, while for beginners and poor learner, the language used in the textbook seems quite difficult to be grasped. “*English in Mind Starter (Student’s Book)*” successfully fulfilled the criteria of communicative language and realistic language content. All the materials on textbook are designed communicatively and realistically because they are functional and also aimed for interaction and communication. As a evidence, every writing material on textbook are real and functional.

In terms of cultural aspects, this textbook gained 70.8% as a level of fulfilment toward the criteria of cultural aspects. This means that “*English in Mind Starter (Student’s Book)*” is categorized as *good* in term of cultural aspects. All materials in the textbook are appropriate with students’ cultural situation. The materials are appropriate with Indonesian value and norm because the materials are neutral and the portraits are suitable. Unfortunately, researcher was not able to find the portrait of religious environment and ethnic origin. This textbook successfully throws away the stereotyped and offensive images of custom, gender, race, social class, and nationality. Every material is neutral and equal. , The researcher did not find any definition of accurate uncomfortable social realities on English Speaking Country.

According to Grant (1987:118), the textbook must meet the need of official public teaching syllabuses or examinations. In other words, textbooks used in the classroom should contain the materials proposed by Standard of Content 2006 as the national teaching syllabus. In fact,t there are some materials proposed by Standards of Content 2006 which are not found in “*English in Mind Starter (Student’s Book)*”. This happens because the basis between the textbook and the Indonesian Standards of Content might be different . “*English in Mind Starter (Student’s Book)*” which was designed for international EFL learners has the specific focus on developing book user’s vocabulary and grammar. In contrast

to the basis of “*English in Mind Starter (Student’s Book)*”, the basis of Indonesian Standards of Content 2006 is on genre-based which focuses on the communicative purpose, generic structure, and linguistic feature of kind of the texts (BSNP, 2006).

“*English in Mind Starter (Student’s Book)*” perfectly fulfilled the characteristics of students-centred approach in learning method. The textbook focuses on students’ need, ability, interest, style, and active participation. . In the textbook, also, there are lots of realistic group and pair work activities that define the characteristics of students-centred approach. According to Jones (2007), the role of the textbook in students-centred approach is guiding the students, managing students’ activity, and directing students’ learning. The method of “*English in Mind Starter (Student’s Book)*” fits the role of textbook in students-centred approach.

According to Sheldon (1988) and Harmer (2007), the variation of topics in the textbook should be organized in a systematic sequence chapter by chapter. On the textbook, one unit contained one up to two sub-topic based of the title of the topic. Based on the elaboration of evaluation rating scale and the findings, the researcher found out the weaknesses of the textbook in terms of unit systematic sequence. That finding seems contradictory with Mackey’s statement cited in White (1988). Mackey, in White (1988:48) asserts for in a system on thing fits into another, one thing goes with another, and one thing depends on another.

The organization of materials is systematic and in-balanced but not very good. There are different portion about the deliverer of language skills and components on each unit. Sheldon (1988) asserts the clear material organization as on of her criteria in reviewing textbook. There is no systematic rule in presentation organization of language skill and component. Based on the finding, the portions of language skills and components materials on each unit are not equal. Besides, Mackey, in White (1988) states for a system one thing fits into another, one thing goes with another, and one thing depends on another. Thus, the textbook should do the betterment toward the textbook organization in terms of systematic presentation and portion of material in order to make clear, systematic, and in-balanced materials. “*English in Mind Starter (Student’s*

*Book*)” is not able to fulfil the whole criteria from BSNP (2006). The weaknesses are there is no preface, the elaboration of competencies of language skills and components to be reached are presented on the introduction page of each module, not on each unit, there is no reflection of four skills, there is no summary about the content of the chapter, or even module, and there is no index. Summarily, the textbook should do the betterment toward its weaknesses in order to fulfil the criteria of good EFL textbook in Indonesia context.

The language used in the textbook is on the right level of maturity of the book users who are teenagers. The speed at which new language items are introduced by a textbook should be appropriate for the book users (Grant, 1987). The difficulty level of language in this textbook is appropriate with intermediate and upper intermediate learners, while for beginners and poor learners, the language used in the textbook seems quite difficult to be grasped. Concerning the criteria of communicative language and realistic language content, Richards and Rogers (1986), cited in White (2009:10), stated that the primary function of language is for interaction and communication and in discourse the primary units of language is category of functional and communicative meaning. All the materials in the textbook are designed communicatively and realistically because they are functional and they are also aimed for interaction and communication. If the textbook presents the authentic material, it means that the language in the textbook is realistic, and vice versa.

According to Spicuzza (2009) cited in Yulianti (2011), the materials in the textbook should not be culturally biased. As a result from finding, this textbook successfully throws away the stereotyped and offensive images. The presentation of custom, gender, race, social class, and nationality is not stereotyped. Every material is neutral and equal. For instance, in terms of gender, the portraits and opportunity between man and woman are equal and on the whole textbook package there is no offensive image and stereotype of one gender. The above-mentioned fact is also the evidence that the textbook completely throws away offensive images and stereotypes of particular custom, gender, race, social class, and nationality. Moreover, Sheldon (1988) states that on cultural aspect, the accurate views about social realities of USA or Britain should be presented well.

Unfortunately, that criterion above is not successfully fulfilled by the textbook. The researcher did not find any definition of accurate uncomfortable social realities on English Speaking Countries.

## **CONCLUSIONS AND SUGGESTIONS**

The English textbook entitled “*English in Mind Starter (Student’s Book)*” fulfilled 79.86% criteria of the good EFL textbook adapted from some experts. According to the percentage of fulfilment, it can be concluded that the textbook was categorized as *good* in fulfilling the requirements of good EFL textbook criteria covering the availability of materials based on Standard of Content 2006, methodology, language skills, topics, design and layout, organizations, language appropriacy, and cultural aspects. However, from the above-mentioned percentage of fulfilment, there are still 20.14% criteria that is unfulfilled by the textbook especially in term of organization and cultural aspects. In sum, the researcher conclude that “*English in Mind Starter*” is suitable for seventh graders of SMP in EFL learning as either a supplementary or primary textbook.

Based on the finding, discussion, and conclusion of this textbook evaluation study, researcher would like to present some suggestions for those who relates with textbook evaluation and educational field.

The first suggestion is for teacher. Teachers’ role nowadays is as facilitator, not instructor anymore. As facilitators, teachers should facilitate their students by providing good materials. As materials, this textbook also has weaknesses especially in terms of the availability of materials based on Standard of Content, organization, and cultural aspects. Considering the elaboration of weaknesses found in the textbook, teacher should bridge the gap by providing unavailable materials that should be taught based on Standard of Content proposed by the government and enriching and adjusting students’ cross cultural understanding. Therefore, teachers need to be more critical and creative in overcoming the limitation of textbook used by making teacher-made hand-out contained additional materials and exercises. Besides fulfilling the materials needed by learners, teacher-made hand-out will develop teacher’s skill also.

The second suggestion is for textbook publishers and evaluators. In publishing the textbook, textbook publishers should comprehend the criteria of

good textbooks in English learning. Therefore, the publishers and evaluators should be more careful in scoring and assessing the quality of the textbook by considering the criteria from several experts. Additionally, the publisher and textbook evaluator should consider more about the flexibility of the textbook so the materials on the textbook are suitable in the book users' context and society.

The third suggestion is for the future researcher. The future researcher of textbook evaluation are expected to do some betterment toward the previous study of textbook evaluation. Several criteria of good EFL textbook from many different experts are provided and easily accessed. Therefore, the betterment might be on the careful adaptation from several criteria of good EFL textbook that should be filtered depending on the Indonesian context.

## REFERENCES

- Anderson, B. 2007. *Pedagogical Rules and Their Relationship to Frequency in Input : Observational and Empirical Data from French*. *Applied Linguistics* 28(2) (Online), (<http://www.pdfchaser.com/PEDAGOGICAL-RULES-AND-THEIR-RELATIONSHIP-TO-FREQUENCY-IN-INPUT.html>), retrieved on January 15<sup>th</sup>, 2013.
- Andrich, D. 1978. *A Rating Formulation for Ordered Response Categories*.
- Bogdan, R. C. and Biklen, S. K. 2003. *Qualitative Research for Education : an Introduction to Theories and Method (4<sup>th</sup> ed.)*. New York : Pearson Education Group
- BSNP. 2006. *Instrument Penilaian Buku Teks Pelajaran Bahasa Inggris*. Jakarta: Depdiknas.
- Cunningsworth, A. 1995. *Choosing Your Coursebook*. Oxford : Macmillan Heinemann
- Grant, N. 1987. *Making The Most of Your Textbook*. New York & London : Longman.
- Harmer, J. 2007. *How To Teach English*. London and New York : Longman Inc.
- Jones, L. 2007. *The Student-Centered Classroom*. New York : Cambridge University Press.

- Pamungkas, D.A. 2010. *The Quality of The English Textbook Used by International Standard Junior High School*. Unpublished Thesis. Malang: Faculty of Letters State University of Malang.
- Sheldon, L.E. 1988. *Evaluating ELT Textbook and Materials*, *ELT Journal Volume 42/4*. Oxford : Oxford University Press, (Online), (<http://203.72.145.166/ELT/files/42-4-1.pdf>), retrieved on December 10<sup>th</sup>, 2012.
- Sugiyono. 2009. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Universitas Negeri Malang. 2010. *Pedoman Penulisan Karya Ilmiah*. Malang: UM.
- White, A. 2009. *Evaluation of a EFL Coursebook Based on Criteria Designed by McDonough and Shaw*. (Online), (<http://www.pdfchaser.com/EVALUATION-OF-EFL-COURSEBOOK-BASED-ON-CRITERIA-DESIGNED-BY-MCDONOUGH-AND-SHAW.html>), retrieved on January 13<sup>th</sup>, 2013.
- White,R. 1988. *The ELM Curricullum*. London: Blackwell.
- Yulianti, R. 2011. *Content Analysis on the English E-book "Developing English Competencies for Senior High School (SMA/MA) Grade X"*. Unpublished Thesis. Malang: Faculty of Letters State University of Malang.

American English File Starter: Student Book Work Book Multipack B Oxenden New English File Intermediate Student's Book. 163 Pages 2007 49.59 MB 66,237 Downloads. . Page 13. Page 14. Page 15. Page 16 New English File Intermediate Student's Book New English English for Business Studies Student's book: A Course for Business Studies and Economics Students. The English File Third Edition Student's Book provides a flexible package for students to us American English File 2 Student Book. 169 Pages 2013 48.95 MB 20,789 Downloads New! American English File 2 Student Book Clive Oxenden|Christina Latham-Koenig|Paul Seligson How to Win Every Argument. 196 Pages 2007 2.36 MB 394,972 Downloads.