

# The Compatibility of English Textbook “Bright An English” Used in The Seventh Grade of Junior High School

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**Abstract :** The objective of this study was to identify the compatibility of English textbook “Bright An English” for the seventh grade of Junior High School with the content suitability and presentation appropriateness, determined by National Board of Education Standard (NBES). The mixed method (combining quantitative and qualitative method) were applied in the analysis of data. This current content analysis study followed four systematic steps: 1) Collecting data from the sources and entering them to the checklist table 2) Analyzing the materials presented in the textbook “Bright An English”. 3) Comparing the materials provide within the textbook with the criteria from NBES criteria. 4) Interpreting the data gained from process of evaluation of the textbook “Bright An English”. In the data analysis technique, the percentage of criteria fulfillment was calculated by dividing the total of criteria points which were met in a textbook for each sub aspect with the total of criteria points in each sub aspect. It was then multiplied by 100%. Based on the rubric assessment the researcher concluded that the English Textbook “Bright An English” covers about 85% of material and met the category required by NBES.

## INTRODUCTION

Textbook is one of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners to follow generally, textbook convey two important pedagogic function : a curricular aspect, creating a progression in a certain subject taught to students, and a conceptual aspect, embodying the development of cognitive structures in the learner (Richards, 2002) So, the textbook very important to aid the student

and teacher in motivating and creating teaching and learning process

. Yokie and thomas stated Textbook has many function in a course, it would be better if the teachers use the textbook as guidance and did analysis whether particular textbook that fulfilled syllabus point or not, therefore the students has to get standard knowledge based on particular curriculum. It means that the material in the textbook should help the teacher to select and analyse the contents of textbook about syllabus point.

Since 2014 Indonesia used the 2013 Curriculum, many teachers still use the old textbook that uses the KTSP Curriculum. To make the teaching and learning process more effective and the purpose of education are achieved, the teacher must choose the textbook that fulfills with the 2013 curriculum. Because, the textbook is very influential to motivate the student in teaching and learning process, many parents willing to buy the textbook although the price is expensive. Parents expect their children get the best score in the school. Moreover, every student has the different economic level, some students come from the poor family, because of that the textbook that use in the school should have the completeness of the materials. Students just need to buy a book from many textbooks are published. Many private publishers published the English textbook, this case makes the teachers are able to select the textbook for teaching and learning process. So, the textbook that used has to fulfill the materials of the lesson.

Nowadays, the new virus called Covid-19 from Wuhan China attacked the world. It makes the teaching and learning process in the schools are closed. This problem makes the students must study in their home. The lesson is done in online class. This case makes the student more difficult to realize the materials because they cannot meet directly with their teacher. However, to make the aims of education still achieved, the textbook is more important in this era to support the student in independent learning and to motivate the student to increase their ability. From the problem above, we need to analyze the textbook to make sure it is suitable with school in Covid-19 era based on 2013 curriculum. English teacher should be able to decide whether the contents of the textbook are suitable to be used by the students in online class. In addition, the textbook used by the student must be compatible with the syllabus and curriculum. So the teaching and learning

process can achieve the goals of the National education. This analysis is very important for the teachers in selecting the textbook before used in teaching and learning process. It also helps the students with the low economic to choose the textbook that has completeness of materials.

In this condition, the textbook is more beneficial in guiding the student in online class, because in online class the teacher will more focus give the student exercise than the materials of the study. This problem makes the textbook become a tool for the student as a source to finish the exercise are given from the teacher. In other hand, the textbook are used by the student must help and guide the student in learning by their own. It is important to know the quality of the textbook to make sure the textbook appropriate with school and curriculum. So, to know the expediency of the textbook this study focus to analyze the textbook based on rule of the culture and educational ministry of Indonesia.

According to the *Permendikbud Nomor 8 Tahun 2016 Pasal 6 ayat 3 "kriteria atas kelayakan buku teks yang diterbitkan oleh swasta dapat dilakukan penilaian oleh BNSP atau tim penilai yang ditetapkan oleh menteri pendidikan dan kebudayaan"*. In this rule the ministry of education in Indonesia decides that the textbook are published from the private publisher obligate to evaluate by BNSP. BNSP decides the rule for the expediency of the textbook. On other hand, the textbook that is used must fulfilled the rule from the BNSP before it is used in the school. So, this study analyzed how the textbook appropriate with the rule of BNSP.

According to the previous studies done by Isya' Mathatikasari, the analysis shows that BRIGHT fulfilled most of the textbook evaluation criteria. Including in the sub aspects of the relevance between the materials and the curriculum, material accuracy, supporting learning materials, language appropriateness. And then, the

study of Ade Ira Wahyuni She found that the source culture is appears as the dominated category which has the big number in several categories, followed by global culture, international culture and target culture successively.

Facing of the problem explained, this analysis can help the teacher in select the textbook in teaching and learning process. This researcher chose the textbook “Bright An English” for the first year junior high school Published by Erlangga because this textbook is famous and many students and teachers used this textbook in the school. The aim of this research was to analyze how the textbook compatible with curriculum 2013 based the rule of BNSP.

### METHOD

The method used in this research was classified as content analysis. Krippendorff (2004: 18) defines content analysis as a research technique for making replicable and valid inferences from texts (and other meaningful matter) to the contexts of their use. The design of this study is descriptive qualitative. Descriptive is the characteristic of data in qualitative research because it is taken from documents, audio video recordings, transcripts, words, pictures, etc. This study categorized as a qualitative research design because this study aimed to identify the textbook based on the criteria of BNSP and compatibility with the 2013 Curriculum. the researcher Analyzed data with the quantitative and qualitative. In the quantitative researcher used the checklist

from BNSP, and then explain the data with the qualitative method.

The data for analysis collected from English Textbook entitled Bright An English for the seventh grade published by Erlangga. This book is developed based the 2013 Curriculum. Arikunto (1996: 107) states source of the data are the subject from which the data are obtained. This analysis was aimed to evaluate the compatibility of the textbook which are conformed in Curriculum 2013. In this analysis. In analyzing the data, there were some steps done by the researcher : 1) Collecting the data from the data source and entering the data to the checklist table to make comparison between the materials on the textbooks with the materials required in curriculum 2013. 2) Analysing the materials are presented in the textbook “Bright An English”. 3) Comparing the materials provide within the textbook with the criteria from BNSP criteria. In this step, the researcher will use the quantitative method to collect the data. (  $P = \frac{F}{N} \times 100\%$  ) Notes: P: Percentage F: Frequency N: The Sum of the Frequency (Anas Sudjiono, 2005) 4) Interpreting the data gain from process of evaluation of the textbook “Bright An English”. In this step the researcher will use the qualitative method to analyze the data based on the quantitative data.

### FINDINGS

Based on the analysis of research that have been done, the researcher found the data that can be summarized on the table below :

Table of analysis summary

Aspects of Analysis	No	Sub Aspects of Analysis	Score	percentage
Content suitability	1	The suitability of material with core competence (KI) and basic competence (KD)	4	100%
	2	Material accuracy	4	100%

	3	Supplementary material	2	70%
Presentation	4	Language appropriateness	4	100%
	5	Presentation technique	4	100%
	6	Methodology	2	75%
	7	Material completeness	1	54%
Average			3	85%
Criteria			Fullfilment	
Category			Good	

The following explanation description based on the analysis quantitative above of how the textbook met the criteria fulfillment and how they did not.

**A. The appropriateness of materials with core competence and basic competence.**

In this sub aspect had six item the fulfillments of which were explained as follows :

1. Comprehension and Production of Interpersonal Texts

Interpersonal text is the texts to establish or maintain social relationships, such as personal interviews or casual conversation role plays. The textbook “Bright An English” had two chapter that explained about the interpersonal texts, there were Chapter one and chapter two. The materials in Chapter one are greeting and leave taking, and chapter two about the saying thank and Sorry. This was the evidence that this lesson gave learners opportunities to produce oral expressions in fulfilling interpersonal communicative functions.

2. Taking and Giving Things, Services, Information, and Opinions in Transactional Texts.

Transactional text is conducted for the purpose of information exchange. In general, english textbook “Bright An English” has provided learners to acquire knowledge of getting things done through transactional texts. There were four lessons about transactional texts in which learners can take and give things, services, information, or opinions both oral and written. They were asking and giving information regarding students’ identities, students’ hobbies and what their like, telling time, the member of family, and things in closetst environment. In conclusion, the lesson in unit Chapter 3,4,5,6,7 and 8 have fulfilled the second criterion in this sub aspect.

3. Functional Communication in Monologues and Texts of Various Genres

The textbook “Bright An English” has facilitated the learners with adequate functional text in the form of descriptive text. The fuctional text was covered in Chapter 9, 10, and 11.

There were three chapters, Chapter 9 describe about the Animals (page , Chapter 10 describe about things (page 130-142) and chapter 11 describe the people (page 144-164). Every chapters have 3-5 descriptive texts. the students learned about adjective, social function, generic structure and the language features of descriptive text .

4. Exposure of Text Types

English textbook “Bright An English” has required learners to express quite many types of texts of various topics which are relevant to learners’ daily life. There were a lesson related to functional texts and monologues in the form of descriptive text. This functional text was covered in Chapter 9,10 and 11. In conclusion, English textbook entitled “Bright An English” has met the fourth criterion in this sub aspect, that was, exposure: requiring learners to explore quite many types of texts which are relevant to learners’ daily life.

5. Retention of Explicit Guidance towards Texts’ Social

The english textbook “Bright An English” has given learners explicit guidance to acquire comprehension about the elements of functional texts production namely social functions, generic structure, and linguistic features. It could be seen in page 132 (You Shoul Know) explained about generic structure and social function of descriptive text.. and could be seen inpage 135,137 and 154 expalined about the language features of descriptive text. So, the textbook has met the criterion of retention that is providing explicit guidance to help learners comprehend the elements of text

production namely generic structure, linguistic features, and social functions.

6. Actual Production of Functional Texts

English textbook entitled “Bright An English” were a lesson related to functional texts and monologues in the form of descriptive text. This functional text was covered in Chapter 9, 10, and 11. This lessons has given learners guidance to produce functional written and oral text

**B. The Material Accuracy**

This sub aspect had six items the fulfillments of which were explained as follows:

1. Maintaining Interpersonal Relation with People through Interpersonal Texts

In the English textbook entitled “Bright An English”, the interpersonal texts have helped learners to maintain their interpersonal relation with people. This was because the lessons on interpersonal texts have considered politeness aspects. This can be seen when the lesson was provided with various conversations according to whom and in what situation the expressions were used. The models of conversation involved interaction between two close friends and younger people with older ones. In conclusion, The textbook has met the criterion of maintaining interpersonal relation with people through interpersonal communication.

2. Getting Things Done Through Transactional Texts

English textbook entitled “Bright An English” has helped learners to get things done through transactional

communication. Most of the lessons on transactional texts were oriented to help learners fulfill their life needs. Lesson on students' identities, students' hobbies and what their like, telling time, the member of family, and things in closetst environment ( Page 42-118 ) in Chapter 4-8. for example, has helped learners to get things done through transactional conversation. After being given an example of monologues texts to tell other people about names, origins and home address, learners were provided with a for which take notes of the facts about person. So, this textbook facilitated and has met the criterion of helping learners to get things done through transactional communication.

### 3. Accomplishing Social Functions through Functional Texts

Social function is the purpose of the texts. English textbook entitled "Bright An English" has facilitated learners to accomplish social functions through functional texts. This was because the lesson on functional texts in Chapter 10, has provided learners in such a way that gave them opportunity to represent social functions in descriptive text. Moreover, the lessons required learners to produce functional texts by applying the knowledge they have acquired earlier. This could be seen on the lesson of descriptive text that ask them to write detailed description about a person in their family And attaching a picture in their description (Page 164, Activity 26). This was the evidence that this lesson on descriptions has attempted learners to represent

the social functions of descriptions.

### 4. Elements of chronological and systematic thinking skills in interpersonal and transactional texts

English textbook entitled "Bright An English" has both contained the chronological and systematic thinking skills in interpersonal and transactional texts which covered interactive activities such as the initiative to communicate and to response in the form of requesting, giving information, goods, and services. example, the student were given the materials to asked about the location of something in formal and informal situation (page 79, You Should Know). In the last, the student were instructed to listen in the record and complete the following text about interpersonal and transactional text. So, there were contained the chronological and systematic thinking skills in interpersonal and transactional texts.

### 5. Elements of meaning in short functional texts and monologues

All the functional texts used as model text and task have covered all the elements of meaning required in english textbook "Bright An English". Various models of descriptive texts and tasks in Chapter 9,10 and 11 have covered the elements contained of animals, things and persons along with its descriptions such as characteristics, attitudes and actions. There were the materials about the social function, generic structure and language features.

### 6. Accuracy and appropriateness of the language

English textbook entitled “Bright An English” fully met the criteria of accurate and appropriate language. Every single text used correct grammar and appropriate vocabulary according to the context. In general, the language used within each model text (interpersonal, transactional, and functional) had no significant mistakes in terms of grammar and vocabulary.

### **C. Supplementary material**

This sub aspect had 10 items the fulfillment of criteria which was explained as follows:

#### **1. Relevance of the Learning**

##### **Materials to the Topic Discussed**

All the pictures were relevant to the topics discussed within the texts in English textbook “Bright An English”. For instance, in lesson descriptive about things (Chapter 10, Page 131) has provided learners a picture supporting the text entitled “My New Backpack”. And then in Chapters were discussed about the things in the school, house and around us, there were many pictures supporting the lessons (Chapter 5, 6, and 7). So, English textbook entitled “Bright An English” has used the learning materials covering texts and pictures which were taken from the references which are relevant to topics discussed.

#### **2. Up-to-date References**

All of the texts in the textbook were categorized as up-to-date materials. For example, in chapter 1, beside of the picture which were taken from the publisher’s documents or from Clipart. Based on their date of publication, it can be inferred that

these texts adapted taken from the up-to-date references.

#### **3. Personal skill development**

In term of developing learners’ personal skill, This could be seen from reflecting activities which were asked to do a review or reflection of their own learning. By doing so, learners were encouraged to be responsible for the progress of their learning. It could be found in the last page in every Chapters. In conclusion, Textbook entitled “Bright An English” for grade VII Junior High School has fulfilled the criterion of personal skill development

#### **4. Social Skill Development**

The textbook “Bright An English” has taught the learners to interact with the social closets environment, the textbook also taught the lesson to implemented in the daily life. For example, the textbook in every chapters were instructed the learners to work in pairs or make a group to interact with their close friends. Then, the learners were given the picture with the social value, such as shake hands if meet the teacher or the older people (Chapter 1, Greeting). In conclusion, the textbook has met the criteria of social values covering the values of being cooperative, being tolerant, appreciating gender equality, and promoting peace and anti-violence in communicating and interacting with others.

#### **5. Academic Skills Development**

English textbook entitled “Bright An English” has guided learners to acquire some academic skills, such as exploring and making use of information, solving problems,

and making decisions regarding to a scientific work. For example, the textbook has guided learners in exploring and making use of information. This could be seen in some lessons on transactional texts. Then, every chapters have many exercise and conversation, it is make the academic skill of the students are develop.

6. Vocational Skills Development

“Bright An English” has not guided learners to have the ability, attitude, and skills needed to do a certain job or occupation. So, the textbook has not facilitated learners really well to develop their vocational skills which were the ability, skills, and attitude to do a certain job or occupation.

7. Appreciation towards Cultural Diversity

The textbook “Bright An English” has promoted cultural diversity which covers various cultural values of local and national contents. Content of national culture could be seen in page 3 about greeting, the picture of the lesson implemented the culture of Indonesia (Shake hands with the older people). Then, content of global culture could be seen in page 65 in ID card ( name and region from the abroad).

8. Appreciation towards Local and National Potential and Equity

The textbook “Bright An English” has generally promoted awareness towards the local and national potential and equity. For example, in the lesson on description in Chapter 11, there was a description about a girl, she won the best dancer award in Cirebon, she is good at Indonesia traditional dances, especially

Jaipong. This text has promoted the local potential and equity.

9. Appreciation towards Democratic Values

The textbook “Bright An English” has not promoted appreciation towards democratic value swchich are relevant with the local sociocultural context. So, this textbook has not facilitated the learners to appreciate the democratic value.

10. Promoting Nationality Insight and Self Belonging to the Country

The textbook “Bright An English” has not promoted comprehension towards nationality insight to the motherland, nation and country. In conclusion, the textbook has not help the student in comprehend nationality insight.

**D. Language appropriateness**

This sub aspect had four items the fulfillment and un-fulfillment of which were explained as follows:

1. Relevance towards learners’ cognitive development

The textbook ‘Bright An English’ were given the learners materials relevance with their cognitive development. The language of interaction used mostly simple sentences and complex sentences. Those instruction were broken down into two or three sentences, by so doing, learners would find it easier to comprehend the main points of what being instructed. Then, the text used in functional text (descriptive text) not too long and used easy vocabulary for the beginner.

2. Message Readability

In English textbook entitled “Bright An English”, the message presented in each unit was clear and easily understood



by learners. This was because the grammar and vocabulary explanation were brief and used familiar language. In addition, the topics chosen for each unit are of learners' daily life and are appealing for them. In turn, learners would find it easy to understand the message within the texts.

3. Grammar accuracy

The message delivered in English textbook entitled "Bright An English" was relevant to correct English grammar and therefore both textbooks have met the criterion of grammar accuracy.

4. Coherence and Unity of Ideas among Units

In English textbook entitled "Bright An English", there was coherence and unity of ideas among units. This was because one chapter and another share similar topics. The textbook had twelve chapters. So, the textbook has met the criterion of coherence and unity of ideas among units.

### E. Presentation technique

This sub aspect had two items the fulfillment of which was explained as follow: :

1. Presentation of tasks and materials in the form of texts, communicative activities, illustrations, and symbols

Each unit in the textbook "Bright An English" generally contained models of functional text; models of interpersonal and transactional texts; some tasks which was asked learners to produce transactional, interpersonal, and functional texts both of oral and written. The presentation of the materials of the textbook generally

compatible with the illustration, symbols, and activities in every chapters, for instance in the chapter 1 (Page 2) the illustration appropriate with the greetings were used. Illustrations were then provided to support learners' understanding towards material presented

2. Balance among units

The materials were presented in the form of texts, communicative activities, and illustration in a balanced manner in every Chapter. The model texts were presented in the form of interpersonal, transactional and functional texts. As the book followed by communicative approach, communicative activities leading to the production of the text were also offered.

### F. Methodology

This sub aspect had four items the fulfillment of which was explained as follow :

1. Using student –centered approach (Interaction among learners and their peers as well as learners and teacher)

The textbook has facilitated interaction between learners and their classmates as well as their teacher in English. In every chapter the learners instructed to work in pairs or group to interact with their friends. It could be seen in every Chapters, for example in page 9 activity 14 "*Work in pairs. Make a dialogue that involves greeting and leave-taking.*", next in Chapter 2 page 23 activity 13 "*Work in pairs. Practise expressing gratitude and apology and responding. Use the following situations*". So, the lesson in the textbook helped the

students to interact with their friends.

## 2. Communicative activities in oral and written form

The presentation of materials and tasks in the textbook has prompted to do some communicative activities both oral and written based on their own initiative, creatively and critically. Each unit in the textbook has provided some activities to provide learners with communicative activities which were relevant to the on-going communicative context. This was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with opportunity some language aspects they have learned.

## 3. Autonomous learning activity

The textbook has not prompted learners to be autonomous and responsible towards their own learning process. There was a reason why the textbook lacked in this category. It did not provide learners with the clear explanation about generic structure and language features of the text and also clear explanation about grammar. Because of the reason, the textbook did not fulfill the criterion about autonomous learning activity.

## 4. Guidance to know learners' success and lacks

The textbook has prompted learners to know their success and lacks in doing learning activities and in communication through the Reflection section given in the end of every chapters. In the reflection section, learners were asked to describe what they did not understand

before studying the chapter, the difficulties they faced when studying the chapter and how they overcame them, and the progress they made after studying the chapter.

## G. Material completeness

This sub aspect had ten items the fulfillment and unfulfillment of which were explained as follows:

### 1. Preface

The textbook "Bright An English" had a preface which provided some basic information with regard to the curricula used as a guideline and competency targeted by the writers to be achieved by learners in third sheet of the textbook.

### 2. Table of content

"Bright An English" textbook had table of content which was a list of information which facilitates learners to find units. In the textbook, the table of content consisted of the information of page numbers of chapters. Introduction English textbook entitled "Bright An English" had an introductory part. This part provided students with an information on aspects being thought. It could be seen in the front of page every chapters, this page also tells teachers the objectives of the unit.

### 3. Learning load

The textbook "Bright An English" has provided learners with sufficient learners loads providing learners with activities with pairs or group, exercise as well as independent activities.

### 4. Reference

The textbook "Bright An English" has not identities texts, tables, and pictures in the form of heading and the order number.

The authors only given the reference in name form beside of the picture.

5. Summary

The textbook “Bright An English” has not implemented the summary of the lesson. This textbook only present the feature highlights what is important for students to know in “You should know’ features.

6. Reflection

In every chapters of the textbook “Bright An English” were given the students reflection in the end of the lesson. Students are encouraged to reflect upon the improvement of their English. This feature will improve students’ awareness of their learning.

7. Glossary

The textbook “Bright An English” has not glossary. Generally, glossary server as a dictionary for the reader to reference throughtout their reading of the book.

8. Bibliography

English textbook entitled “Bright An English” has bibliography in page 171 which were lists of books used for reference in the textbook writing, consisting of the authors’ name written alphabetically, year of publication, and publisher’s name.

9. Index of authors

The textbook “Bright An English” has not a list of authors whose works are used in the materials followed by page

number of each appearance, this textbook only write

10. Index of subjects

a list of important words followed by page number of its appearance has not implemented in the textbook “Bright An English”.

### DISCUSSION

Based on description the data presented on the table above that English textbook entitled “Bright An English” for grade VII Junior High School was categorized “good” by achieving average score of 85% of the ten proposed criteria, the eight criteria could be classified “good” namely the appropriateness of materials with core competence and basic competence (100%), Material accuracy (100%), supplementary material (75%), language appropriateness (100%), presentation technique (100%), methodology (70%) and material completeness (54%). Finally, the textbook compatible with curriculum 2013, because appropriate with ckchecklist of BNSP and the syllabus of curriculum 2013.

### CONCLUSION

Based on the result and analysis of research that have been done, the researcher can conclude, English textbook entitled “Bright An English” for seventh grade of Junior High School was categorized “Good” by achieving average score of 85%. Four aspect criteria could be classified “Good”, two aspect criteria could be clasified “Fair” and one aspect of criteria could be classified “sufficient”. Then, the textbook has implemented the moral value and social life in the materials, the textbook also instructed the student to interact with their friend there were in social skills aspect.

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