

PIONEER

VOLUME 13, Issue 1, June 2021: 26-40

“BRIGHT ENGLISH” TEXTBOOK DEVELOPMENT FOR PRIMARY SCHOOLS GRADE 6 IN BATU CITY

¹**Erlyna Abidasari***

¹Universitas Muhammadiyah Malang

¹*erlynaabidasari@umm.ac.id*

²**Kharisma Naidi Warnanda Sabgini**

²Universitas Muhammadiyah Malang

²*kharisma.naidi@umm.ac.id*

³**Nina Inayati**

³Universitas Muhammadiyah Malang

³*nina@umm.ac.id*

*Corresponding author: *erlynaabidasari@umm.ac.id*

Received : February 24, 2021

Revised : May 9, 2021

Accepted : May 11, 2021

Published : June 30, 2021

Abstract: Based on Indonesia’s current curriculum, English is no longer compulsory for primary school subject; it is only required to be taught starting at the secondary school level. However, in Batu city, the local government treats English as compulsory local content subject for their area development, which certainly raises several challenges for English teachers in Batu due to the lack of supplementary books and other supporting activities. Since 2019, the supplementary book writing project has been initiated, however, the draft still needs to be evaluated before being published, and this is the focus of this project. The study was projected to describe the development process of the Bright English textbook. This study employed a descriptive-analytical approach, involving primary school teachers, students, and an expert. Questionnaires were distributed to teachers and students to evaluate the overall display and content of the book, whereas an evaluation sheet was delivered to the expert to rate the language level and content. Adapting Richards (2001)’s material development theory, three stages of development were present; training, implementation, and evaluation-publication. The training stage facilitated teachers to better comprehend the textbook structures and varied activities relevant to Batu’s wisdom and values, while the implementation stage encouraged more interactive and fun collaborative learning plans through synchronous offline and online meetings. The evaluation and publication phase perfected the textbook in various aspects such as its layout, font style selection, picture, instructions, number of pages, language mechanics, uniformity of graphic design, and placement inconsistency.

Keywords: *2013 curriculum, primary school, textbook development*

INTRODUCTION

English has a significant role in the national education curriculum in Indonesia in recent decades. Purwaningsih (2013), and Hidayati (2018) indicate that although the Indonesian curriculum has changed frequently, English is still a compulsory subject. She explained that the changes followed by the development of approaches and models of English teaching and learning. Nowadays, Indonesia's current curriculum is the 2013 Curriculum and based on the curriculum, English is no longer compulsory for primary school level. It is only required to be taught starting at the secondary school level. This policy has a negative side where learning English is considered too late because the golden age of learning a language is from a young age as stated by Krashen (1988) in Critical Age Hypothesis theory. In the theory of language acquisition, several ideas encourage language recognition as early as possible. One of these theories is the Critical Age Hypothesis theory (Krashen, 1988; McShine, 2011), which suggests that children's brain plasticity is still high before puberty, allowing them to learn a language better like first speakers. Besides, the Language Acquisition Device theory (Chomsky, 1965) also says that everyone is born with this tool in his brain. It allows everyone to learn a language from the earliest possible time.

Although English is no longer compulsory for primary school, Batu Municipality still considers it essential for their area development and thus making it a compulsory local content subject. It is because the city has a high potential for international tourism. Many tourists visit Batu, with 4.7 million visitors in 2018 (Radar Malang, 2018). Therefore, learning English from an early age has to be mainline of support for the skills of the Batu community to be able to communicate and transact with foreign tourists (Maili, 2018). This situation certainly raises several challenges for English teachers in Batu due to the lack of supplementary books and the lack of supporting facilities to support the teaching and learning process.

To solve the problem, the project called “The Writing and Supervision of Bright English Textbook for Primary School” has been conducted in 2019 and has produced a textbook draft called Bright English. The textbook provides nine units, and the theme of each unit was taken from the thematic book of elementary school adjusted to the 2013 government curriculum. Each unit in this book is divided into two subtopics, with each sub-topic having exercises on reading, writing, and speaking. The vocabulary items and

activities used in this book support the formation of easy and practically used expressions in everyday life.

The textbook is designed to match the themes in the 2013 curriculum. It is intended so that students are no longer unfamiliar with each material's content because it has been discussed intensively in class so that they can focus more on aspects of their English. Besides, the book is also made rich in local wisdom in Batu so that it can be more relevant to students' lives. Also, by raising Batu's local wisdom, such as from its agricultural, tourism, and cultural products, this is expected to support the Batu Municipality's spirit to equip future generations to recognize its tourism potential and introduce it to the world.

As a follow-up, the textbook draft that has been made still has to be tested before being published and printed. The study aims to describe the development process of the Bright English textbook. Therefore, this study is to try out the implementation and supervision of Bright English textbooks for the students and teachers, then revise and publish the book for its ISBN.

Textbook for Teaching

A textbook is one of the teaching sources used to support learning by stimulating cognitive processes and providing structure and progression (Richards, 2001). The textbook is equipped and adjusted with the existing curriculum to meet the standard needs. The teacher could rely upon the textbook to teach the students. It is a valiant tool to assist the teacher in teaching (Poedjiastutie, et. al., 2018). The textbook consists of many features, such as text, assignment, exercise, and other features to meet and assist the students' needs. In short, the textbook is paramount to the teaching and learning process as an aid to the material and the students' activity.

In light of the importance of textbooks in the teaching and learning process, Richards (2001) identified the advantages and limitations of using a textbook in the teaching and learning process. The advantages are: (1) textbook provides structure and syllabus to the program. The students might not comprehend the curriculum, but they could see the syllabus as the textbook's breakdown in the textbook. The students could comprehend the planning for the entire semester or year through the textbook. (2) textbook help to standardize the instruction. The instruction would be the same across the country when the teacher employs a textbook. (3) textbook maintains quality. The well-

developed textbook that has been tested and tried will maintain education quality. (4) a textbook provides various learning experiences. Textbook provides rich, enhanced, and well-developed material and activity. (5) it is efficient. The teacher will focus on teaching rather than developing material. (6) the textbook as a medium of teacher training. For beginner teachers, using textbook will help them to adjust to the field. (7) Textbooks allow the learner to look forward or even look back at the material (O'Neill, 1982; Sofiana, Mubarak, & Yuliasri, 2019). It allows the students to review, reflect, and prepare the material.

On the other hand, using a textbook has its limitation as well. For example, (1) textbook does not necessarily reflect the students' needs. A textbook may come in a standardized national or global version that does not reflect the local needs. Furthermore, the standardized textbook may disregard the students' background knowledge and proficiency. For example, a text in a textbook may be very easy or very difficult. (2) a textbook may deskill teacher. A teacher who depends on a textbook may have difficulty teaching without it or may encounter problems when asked to develop material independently. (3) a textbook may be expensive. A well-printed book with colorful and high-quality paper may come at a high price. (4) A textbook may be seen as the sole source of learning (Fredericksen & Collin, 1989). The teacher should be creative in using various sources to avoid this paradigm.

Seeing the importance of the textbook, the government specifically instructed in the Minister of Education's regulations no. 11. It was stated that the government subjects every student to have a textbook to achieve the learning process. Furthermore, the government instructed that each education unit should provide at least ten copies of textbooks for each subject and each grade in the library. The government intends to solve the expensive problem of the textbook. Therefore, the students who could not afford to buy the textbook could borrow from the library and keep up with those who owned them. The government pays attention to the last detail about textbook usage in the teaching and learning process to indicate the importance of textbooks.

The Role of Textbook in Teaching

The role of the textbook in teaching language varies. Wen-Cheng, Chien-Hung, and Chung (2011) identify two dichotomous approaches in using a textbook in the language class. The first approach is to complete textbook reliance. This approach sees that the

textbook is bound to be used comprehensively. The teacher who believes in this approach would not make any change to the textbook. On the other hand, there is a selective approach. This belief requires the teacher to make a selective appropriate eclectic material from the book. The teacher will not make a second thought in changing the content of the textbook.

Kodriyah, Dayu. and Hakim (2018) signify the textbook's role in the classroom mainly in Indonesia, as the primary teaching source. The teacher mainly uses the textbook to give a task, homework, and test to the students. The reason behind this because the students hardly have the opportunity to practice English beyond the classroom. Moreover, the English textbook appears to be the most crucial material in which the students receive input. The textbook is the primary material for both the students and teacher could rely on. Thus, the textbook's role in teaching is undeniably important whether the teacher employs it comprehensively or selectively.

Several requirements make a textbook is suitable to use in the classroom. Hoskisson and Tompkins (1991), and Inayati, Abidasari, and Sabgini, (2019) argue several requirements that make a textbook useful. (1) The textbook should have a distinctive physical feature. A colorful textbook will attract students more rather than a grayscale textbook. The textbook should have more pictures to ignite more engagement more with the students. Finally, the textbook's physical features should have additional material such as teacher's edition, resource books, and test book along with its answer's key. (2) A textbook should have a vibrant conceptual framework. In each chapter of the textbook, there should be a theoretical orientation of the chapter. For example, the chapter should have the core competence, basic competence, goal of the study, and reflection. The students will have a clear perspective on the teaching and learning process when the students comprehend the theoretical orientation listed in the textbook. (3) a textbook should cover four language skills. The textbook should assist the students in developing listening, speaking, reading, and writing. Furthermore, the textbook should cover grammatical aspects and vocabulary as well. The grammatical aspects should be contextual and meaningful or in line with the topic of the chapter. The textbook's most important content is that the textbook should train the students to think critically and creatively. (4) a textbook should have a good organization. A textbook should be organized from the easy material and gradually goes to the more challenging material.

Furthermore, the skills should be organized based on listening, speaking, reading, and writing. (5) last, the textbook should be adaptable. The material should be easy to adapt based on the students' needs.

In line with the previous theory, Tomlinson (2001) asserts that a good textbook should stimulate the learners' curiosity, interest, and attention to create a readiness to learn. The textbook should then provide the learners with the opportunities to use the target language to achieve communication purpose and ignite effective engagement. Next, a textbook should help the students to develop cultural awareness and sensitivity. Fourth, a textbook should reflect the reality of language use and create circumstances that prepare the students to use the language in immediate situations. Finally, it should be dynamic. The textbook should be easy to adapt or to implement. It means that the teacher would not rely entirely on the textbook and hinders language teaching's sole purpose.

Based on the 2013 Curriculum, Syahmadi (2013) notes down several requirements to make a textbook a good textbook. There are four requirements: (1) integrating four skills (listening, speaking, reading, and writing); the 2013 Curriculum stated that the integration of required skills in learning a subject is essential for the students. On the other hand, the separation of these four skills will not benefit the students. (2) The curriculum 2013 stated that vocabulary and grammar in teaching English are paramount in the induction of two language components. These two language components are required to construct good English to be able to communicate meaningfully. Moreover, the students must make meaningful communication in three different discourses: interpersonal, transactional, and functional. (3) The scientific integration and the calls of integrating the scientific approach into the teaching and learning process grow over time. It trains the students to think critically, makes decision correctly, and solve the problem accurately. Critical thinking will affect students' behavior, attitude, understanding, and communication competence in English. Critical thinking consists of five steps: observing, questioning, exploring, associating, and communicating. (4) finally, the integration of cultural and character values will shape the students into a whole Indonesian. A good character that recognizes the cultural value well could maintain the sustainability of the country.

Thus, in implementing the textbook, the teacher should be able to do these actions to the textbook (Alibakhshi, 2007). These actions are intended to make the textbook to be

suitable for the students. The actions are: (1) adding, the teacher should add necessary material, exercise, and activity to the textbook to extend and expand the material. (2) simplifying, the teacher should be able to simplify the material. There may be some material, exercise, or activity that are too complex for some students. Therefore, the teacher should be able to paraphrase without damaging the original meaning. (3) deleting refers to obliterate one or entirely the exercise, assignment, or assessment. The teacher may obliterate for some reasons, such as the level of difficulties, time-consuming, and unfruitful experience. (4) reordering, the teacher should be able to make a new organization for the textbook. The teacher may feel that the organizations are not in the correct order. Therefore, the teacher should reorder the material, skills, exercise to make the teaching and learning process more tangible. (5) replacing, the teacher should replace one or entirely material, exercise, task, or activities with a more appropriate one. Richards (2001) may as well have the idea of implementing the textbook. The teacher should be able to modify it. For example, a listening task may only focus on one micro skill, and the teacher should be able to modify the task to train more of the micro-skills. Then, the task may be modified to have more personalized practice. Finally, the textbook allows the teacher to extend its activity. The teacher may feel that the activity does satisfy the teacher's query. Therefore, the teacher extends the practice to have more effect on the students' comprehension or performance.

Finally, in implementing the textbook, there should be supervision to see whether the textbook is well implemented. In implementing the material, the teacher may adapt or transform the textbook to fit his style. Richards (2001) argues that it is crucial to collect information regarding the use of textbooks, including adapting and transforming. The data collection could serve the following purposes: (1) to document effective ways of using materials. (2) to provide feedback on how materials work. (3) to record additions, deletions, simplifications, reorder, replacement, modifications, and extensions. (4) finally, it could assist the other teacher to implement the materials.

The supervision may take in several forms as well. Richard (2001) suggests five forms in supervising the implementation of the textbook. (1) observation, classroom visits to foresee how the teachers implement the textbook and determine how materials influence the quality of teaching and interaction in the classroom. (2) feedback sessions, a group meeting in which the teachers discuss the experience in implementing the

textbook. (3) written reports, the use of reflection in which the teacher makes brief notes about what worked well, what did not, or give some insights to the implementation. (4) reviews, written reviews by the teacher or teachers on implementing the textbook and what they liked or disliked. (5) students' review, it consists of the students' comments about the implementation of the textbook.

Bright English Textbook for Teaching

Purwani, Rochsantiningsih, and Kristina (2017) conduct a content analysis for the Bright textbook. They discover that Bright textbook reflected an excellent textbook as it fulfilled the requirements of a good textbook. The textbook has a distinctive physical feature. The textbook also covers language components, vocabulary, and grammar. Even though the textbook is regarded as a good textbook, The Bright textbook has several limitations. The textbook is not equipped with pictures. The most significant limitation is that the textbook does not provide speaking, writing, and reading skill.

Furthermore, the Bright textbook prominently fulfilled the appropriateness of curriculum 2013 requirements. The textbook presents well-established critical thinking. The textbook presents a well-established basic competence and as well as core competence. Moreover, the material and assessment standards are well presented. Thus, the Bright textbook reflected the appropriateness to the curriculum 2013 in terms of core competencies, basic competencies, scientific approach, material appropriateness, and evaluation standard. Bright English textbook is different from the other textbooks used by previous studies, since it mainly reflects Batu city local wisdom with relevant topics presented in the 2013 curriculum. Moreover, no textbook for primary level in Batu has addressed tourism aspect in the activities, such as vocabulary to introduce local attraction, greetings for tourist, and other transactional conversation to welcome visitors. Therefore, this textbook is certainly needed to be published.

METHOD

The approach used for this study was descriptive-analytical. It was considered a proper approach since the data were combined between the survey, observation, document analysis, and interview results. A descriptive study determines and reports the way things are. It describes phenomena or facts systematically dealing with a particular area or population (Ary, et al, 2010). This research involved primary school English

teachers and students of Batu Municipality. There were four teachers and sixty (60) students involved in the implementation and supervision of the use of the textbook. Each class was taught by one teacher consisting of fifteen students.

The data collection used questionnaires and evaluation sheet. The questionnaire was distributed to obtain information about the teachers' and students' opinions related to the textbook's implementation. The evaluation sheet was given to the expert to validate the strength and the weakness of the textbook language level and content. There was one expert or validator who checked the language and content of the textbook. Finally, the documents were analyzed to provide ample revision for the textbook. The layout was done by a book graphic designer and the book was published in UMM Press.

FINDINGS AND DISCUSSION

Findings

Three development stages were integrated with publishing Bright English Textbook; training, implementation, as well as evaluation, and publication.

Training

The training session covered selected impactful activities to teach young learners using Bright English Textbook. Two book units were presented and exemplified as activities guidelines. Community service team and primary school teachers from three pilot schools (SDN Oro-Oro Ombo 1, SDN Oro-Oro Ombo 2, and SDN Sisir 1 Batu) joined the session that was conducted in American Corner of Universitas Muhammadiyah Malang for three hours. The participants took part in a theoretical explanation session, followed by observation of activities in Bright English textbook units, and then ended with suggestions for engaging ideas and activities for young learners written in a practical lesson plan drafting. In the final session of the training, the book assessment instrument was explained in detail along with the elements of the evaluation.

Implementation

The next stage was Bright English textbook implementation, consisting of synchronous offline and online teaching and learning activities in three pilot primary schools in Batu. The teachers exercised the units via class meetings and online learning through video conference in their English classes. Students were actively engaged in the designed learning plan in class as well as using the Google Meet application supported

with Whatsapp group for further exercise evaluation. Most teachers and students admitted that the Bright English textbook was easy and fun to use, since it covers various activities in reading, speaking, and writing skills. It is also equipped with numerous exercises at the end of the unit. A minor challenge was projected during the implementation stage; one teacher experienced difficulty in understanding and delivering some instructions from the textbook. Therefore, it was deemed necessary to revise the instruction section of the exercises so that the teacher could understand better in conveying these instructions to students. Picture 1 portrays series of activities conducted face to face, whereas Picture 2 shows the online activity using Bright English textbook.



Figure 1. Offline Activities using Bright English

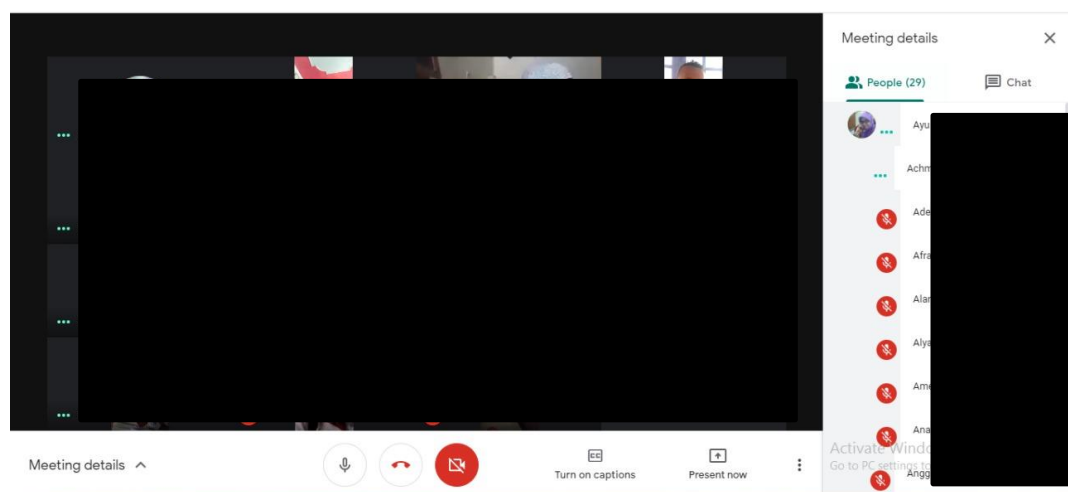


Figure 2. Online Activity via Google Meet

Evaluation and Publication

The final stage was evaluation and publication. The community service team designed three validation instruments given to an expert in book designing, teachers of primary schools, and students. Table 1 presents the suggestion compilation and team responses to the discussed aspects from the expert, teachers, and students' evaluation instruments.

Table 1. Suggestion Compilation and Responses

Sources	Suggestion Compilation	Responses
Teachers' instrument	- Some teachers still experience difficulty in implementing the textbook, some instructions need to be revised	- One expert in English for Young Learner and Textbook Development has supervised the textbook and the suggestions were implemented to improve the quality
Teacher and student's instrument	- The pictures should be colorful to attract more interest to use the textbook	- The pictures were already improved in colors and
Expert Instrument	- Some evaluation pages were missing and the writers need to check the completeness of the pages and the uniformity of all formatting.	- The pages had been checked for uniformity and completeness
Teacher and Student's Instrument	- Font style was boring and it needed to be changed into a new children-friendly one	- Font style and size had been adjusted to students' preference.
Expert and Student's Instrument	- Too many pages might make students felt less attracted to read.	- Less crucial pages were already reduced
Expert and Teacher's instrument	- General mechanics editing needed to be done to avoid errors in grammar, structure, or any language features.	- The language mechanics had been checked thoroughly
Expert and Teacher's instrument	- Writing placement inconsistency, overall layout, and structure. It was suggested that the community service team had one Graphic Designer to handle all the pictures and layout.	- The researchers had revised the textbook structure and layout, supported by one Graphic Designer to ensure the originality and quality of the pictures presented in the textbook and one Graphic Lay-outer for publication.

Table 1 portrays prominent suggestions received from the expert, teachers, and students while they were observing and implementing the Bright English textbook. All suggestions were considered and used as input for improving the quality of the textbook. The aspects of revision consisted of layout, font style selection, picture, instructions, number of pages, language mechanics, uniformity of graphic design, and placement inconsistency. After finishing all the revisions above, the team immediately sent the draft to UMM press so that the textbook would be laid-out and registered for its ISBN. The

final step was to publish and distribute to primary schools in Batu. Figure 1 is the flow of the publication and Picture 3 displays the designed book cover ready to publish.

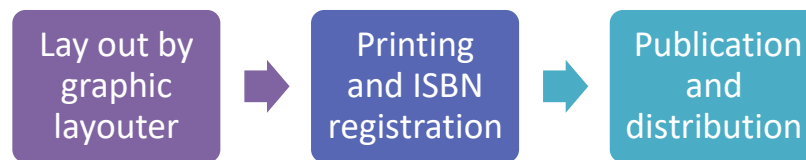


Figure 3. The Flow of Textbook Publication

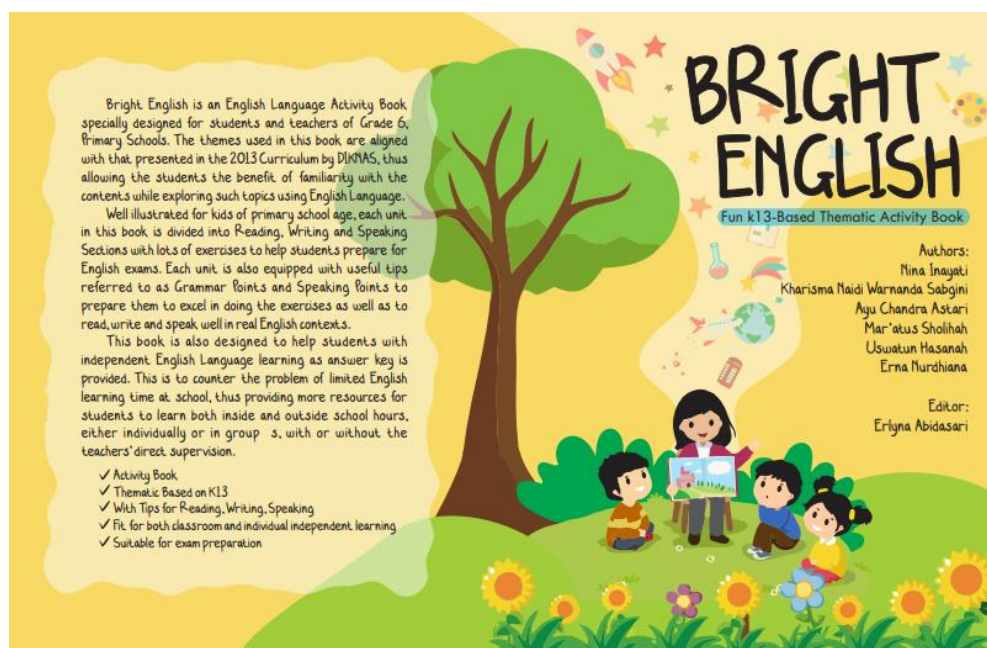


Figure 4. Front and Back Covers of Bright English Textbook

To justify the publication of Bright English textbook, the development stage was in line with Richards (2001) and Alibakhshi (2007) stages, where a textbook should be simple enough for the teacher and students to enjoy while following the instructions and activities. The simplicity of this textbook allows readers to modify and do self-learning outside of school hours. Various tasks covering all the four language skills were presented to provide complete conceptual framework with good textbook organization (Inayati, et al., 2019). Bright English textbook suits Tomlison's (2001) and Syahmadi (2013) studies, stating that a textbook should be interesting, arousing curiosity from the readers as well as connecting with their prior knowledge. This textbook provides many chances of students dialogues to connect their past experiences, context, and knowledge to be

expanded while studying. Lastly, the contextuality of the textbook which matches the needs of Batu city for local wisdom and tourism was clearly interpreted in the textbook, following the assertion of Wen-Cheng et al. (2011).

CONCLUSIONS AND SUGGESTIONS

Conclusions

The training stage helped the teachers to get ready and familiar with Bright English Textbook; it improved the awareness of local values, information, and wisdom needed to be imprinted during English learning. Besides, the implementation of the textbook encouraged students to learn in a more fun way with various activities and exercises suitable for young learners and the objectives of Batu municipality to boost tourism. The implementation stage can improve teacher's skills in providing various meaningful activities for English learning. The publication stage of the textbook inspires the use of the textbook in a wider context or schools.

Suggestions

Three suggestions are postulated. First, local values and wisdom should be more widely integrated in subject learning, not only in English but also in cultural teaching such as in Indonesian language and Javanese language subjects. The integration of similar and repeated values and wisdom will be strongly developed if the curriculum address this topic more explicitly. Second, this study was limited to only small number of teachers. More participants and schools are urged to join the further textbook implementation by incorporating more technology or learning management system. Third, future studies should focus on exploring more local values and wisdom to be introduced at early stage of education to shape character students who appreciate cultures, knowledgeable and able to communicate efficiently with tourists.

REFERENCES

- Alibakhshi, G. (2017). On the Importance of Material Adaptation in the EFL Classroom. *FLT*, 82 (21), 23-29.
- Ary, D. et al. (2010). Introduction to Research in Education (8th ed). California: Wadsworth.
- Chomsky, N. 1965. Aspects of the Theory of Syntax. Cambridge, Mass.: MIT Press

- Cunningsworth, A. (2015). *Choosing Your Coursebook*. Oxford: Macmillan Publishers Limited.
- Dharma, Y. P., Aristo, Thomas J. V., (2018). An Analysis of English Textbook Relevance to the 2013 English Curriculum. *Journal of English Educational Study*. 1(1), May 2018.
- Fredericksen, J.R. and Collins, A. (2012). "A systems approach to educational testing". *Educational Researcher*,
- Hoskisson, K and Tompkins, E. Gail. (1991). *Language Art: Content and Teaching Strategy*. Maxwell Macmillan International Publishing Group. New York.
- Kodriyah, L., Dayu, A. T., Hakim, A. R.. (2018). ELT Textbook Pros and Cons in EFL Environment: How Teachers Should Make A Decision. *Intensive Journal*, 1(1).
- Krashen, Stephen. 1988. *Second Language Acquisition and Second Language Learning*. New York: Prentice Hall International English Language Teaching.
- Maili, S. N. (2018). Bahasa Inggris pada sekolah dasar: Mengapa perlu dan mengapa dipersoalkan. *JUDIKA (Jurnal Pendidikan Unsika)*, 6(1), 23-28.
- McShine, J. (2013). *Cognitive development: An information processing approach*. Cambridge: Basil Blackwell.
- Muslaini, F., Kristina, D., Ngadiso. (2018). A Call Barriers in Implementation of Education Regulation: The Latest English Textbook as Main Instructional Media in Schools in Indonesia. *International Journal of Multicultural and Multireligious Understanding*. 5(4), August 2018.
- Inayati, N., Abidasari, E., Sabgini, K.N.W. (2019). The writing and supervision of Bright English textbook development for primary school teachers in Indonesian context. *Englisia the Journal of Language, Education and Humanities*. 7(1), 53-68. DOI: <http://dx.doi.org/10.22373/ej.v7i1.5592>
- O'Neill, R. (2012). Why Use Textbooks? *ELT Journal* Vol. 36/2.
- Poedjiastutie, D., Akhyar, F., Hidayati, D., & Gasmi, F. N. (2018). Does curriculum help students to develop their English competence? A case in Indonesia. *AWEJ (Arab World English Journal)*, 9(2), 175-185.
- Purwani, A., Rochsantiningsih, D., Kristina, D.. (2017). A Content Analysis of Bright 1: A 2013 Curriculum-Based Textbook for VII Grade Students. *Advances in Social Science, Education and Humanities Research (ASSEHR)*. 158(1). ICTTE 2017
- Purwaningsih, S. (2013). Analisis Perkembangan Kurikulum Bahasa Inggris di Indonesia. IKIP PGRI Madiun – *unpublished paper*.

- Rahmawati, L. (2018). *A Content Analysis of The English Textbook "Primary English as a Second Language"*. Unpublished Thesis. SunanAmpel State Islamic University.
- Sofiana, N., Mubarak, H., & Yuliasri, I. (2019). English language teaching in secondary schools: An analysis of the implementation of Indonesian ELT 2013 Curriculum. *International Journal of Instruction*, 12(1), 1533-1544.
- Syahmadi, H. (2013). *Bedah Curriculum 2013 bagi guru Bahasa Inggris*. Bandung: CV. Adoya Mitra Sejahtera.
- Tomlinson, B. (2011). Materials development in Carter, R & Nunan, D. (Eds.) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Wen-Cheng, W., Chien-Hung, L., & Chung, L. C. (2011). Thinking of the Textbook in the ESL/ EFL Classroom. *Canadian Center of Science and Education*. 4(2). June 2011.