

## Analyzing Content An ESP Textbook: English International Tourism By Peter Strutt

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**Abstract:** This research aimed to analyze the content of the English textbook "English for International Tourism" by Peter Strutt using the approach proposed by Brian Tomlinson. The research utilized a qualitative descriptive technique through checklist observations of several indicators of book content criteria. The analysis focused on the relevance, coherence, learner engagement, suitability, readability, and creativity of the materials presented in both textbooks. The findings revealed that "English for International Tourism" successfully presented updated, varied, engaging, and challenging content that not only fostered learner engagement in the tourism industry but also aided in developing learners' confidence and relevant language skills. Moreover, this book met various criteria for effective language learning materials, including facilitating learner comfort, building confidence, providing relevant and useful content, and offering opportunities for communicative language use. The book also considered various learning styles, affective attitudes, and provided feedback for delayed positive instructional effects.

**Keywords:** English Specific to Purposes, English for Tourism, Textbook Evaluation, Brian Tomlinson approach.

### INTRODUCTION

According to Harmer (2007), the crucial aspect of textbook usage is for teachers to effectively engage learners with the content. Furthermore, textbooks offer students ample opportunities to practice various language skills such as vocabulary, pronunciation, grammar, listening, reading, speaking, and writing, as noted by Cunningsworth (1995). In essence, textbooks play a crucial role in assisting teachers in implementing the curriculum by providing necessary guidance and opportunities for students to learn and engage with the material (Ayu & Indrawati, 2019).

Hutchinson and Torres (1994: 323) argue that textbooks serve as agents of change. This phenomenon occurs for several reasons. Initially, the textbook serves as a basis for negotiation. Essentially, it allows negotiation among all involved parties, establishing a framework for managing lessons. Secondly, textbooks provide a flexible framework within which educators can make decisions based on information. Thirdly, textbooks contribute to the development of educators by encouraging them to be creative in utilizing textbooks in classroom practice. Lastly, textbooks represent a compromise that can be easily implemented and negotiated by teachers. Additionally, textbooks appear to fulfill two distinct roles in teaching.

English Specific to Purposes (ESP), according to Mackay (1978:163), is described as the instruction of English, not merely as a primary objective, but rather as a vital tool towards achieving a specific objective. For instance, courses such as English for hotel reception equip students with the linguistic skills required for executing their daily duties within their profession. In essence, ESP encompasses English tailored for specific vocational needs, wherein 'vocation' encompasses education and diverse professional endeavors (Lestari & Martiarini, 2021).

The tourism industry plays a vital role in a nation's economy. Professionals working within tourism, including those in tourism organizations, travel agencies, hotels, and other accommodation establishments, must be thoroughly equipped to address diverse client needs. In Indonesia, tourism serves as a crucial economic contributor, offering potential benefits through increased visitor engagement. With its vast archipelago boasting natural wonders, rich historical sites, and cultural diversity, Indonesia presents a wealth of attractions. English serves as a foreign language in Indonesia, yet the proficiency levels among students are slow to progress. Furthermore, only a limited number of educational institutions excel in providing effective English language instruction. Various factors contribute to this challenge, with one notable issue being the inadequacy of English textbooks in meeting students' needs. Palmer and Mackay (1981) argue that language programs should prioritize addressing students' specific requirements (Ulfa, 2015).

The textbook "English for International Tourism - Intermediate" is designed to help students improve their English language skills for the tourism industry. The book includes a variety of exercises and activities to practice vocabulary and grammar related to tourism. One of the key features of the book is its focus on vocabulary. The vocabulary lessons introduce and practice many words and expressions required in the tourism industry, either through a reading text or a listening exercise. This helps students to build a strong foundation in the language they need to succeed in their careers.

## **METODE**

### **Materials**

The material used for evaluation purposes in this study is a textbook entitled English for International Tourism written by Peter Strutt and first published in 2003 and fifth edition in 2007. It is intended for pre-intermediate level students majoring in Tourism.

The book is published in the United Kingdom. The Student Book contains twelve main units and three consolidated sections. Each unit contains a range of language tasks developed

around topics related to the travel industry and the provision of hotel accommodation. Each unit contains one or more listening tasks, a language focus section followed by exercises, vocabulary development, pronunciation practice and a speaking section designed to put previously learned language into active use. Reading and writing skills also feature prominently as do professional practice boxes which provide the language and skills required when performing work-related tasks.

The skills-based syllabus ensures that students are provided with a wide range of communicative practice from customer service such as renting a car or manning a hotel reception desk to preparing and giving presentations or handling business letters.

To achieve this goal, a diverse range of specific industry contexts have been chosen to represent the diversity of today's travel industry and to reflect the global nature of tourism. Listening activities are designed to familiarize students with a variety of native and non-native speakers who use English as an international language.

The language focus aims to teach grammar using a functional approach whose goal is to help learners realize the way grammatical choices convey meaning. The grammar and vocabulary sections emerge from the communicative needs of tourism professionals and are incorporated into subsequent activities. For example, pair work tasks are explicitly designed to provide further contexts of use for the language introduced earlier.

### **Instrumen**

Book Content Analysis Based on Brian Tomlinson's Approach for "English for International Tourism" by Peter Strutt, published by Longman, can be done using Tomlinson's approach

Brian Tolimson's theory of book content analysis was introduced in 1979. This theory is a systematic approach to analyzing the content of written documents, including books, to identify patterns, themes, and meanings contained therein. Tolimson emphasizes the importance of understanding the social and historical context of the text being analyzed as well as looking at how the author structures and organizes the information in his work. This method has been widely used in various studies, including in the fields of education, communication, and other social sciences that emphasize several principles of analysis, including: (Fidian, A., & Sandy, F. 2020).

Relevance, Identifies the extent to which the content of the book matches the needs of the target learners. In this context, analyzing whether the material in the book is relevant to the learning objectives in the international tourism industry.

Coherence, Examining the extent to which the information in the book is logically organized and connected to each other. This involves reviewing how the topics presented relate to each other, and whether there is any repetition or redundancy that could strengthen understanding.

Learner Engagement, Assessing the extent to which the book stimulates learner interest and engagement. This can include the way the material is presented, the use of media, and the variety of activities offered to maintain learner interest.

Appropriateness, determining whether the material presented matches the needs and interests of the learners. This involves analyzing whether their language and situations used are relevant to real-world contexts in their international tourism industry.

Readability, Evaluating the level of difficulty of the text and the clarity of the explanations in the book. This involves reviewing whether the language and sentence structure are appropriate for the target learners' level of understanding.

Creativity, Identifying the extent to which the book offers creative and innovative approaches to the delivery of the material. This could include the use of images, case studies or other interactive activities that enrich learning.

**Data Analysis**

This research is a case study project focused on analyzing the content of the book. In fact, this research is a self-report study using qualitative descriptive analysis. The researchers, consisting of four female students from the English Language Teaching Program at Institut Agama Islam Negeri Palangka Raya, attempted to analyze and evaluate current textbooks based on the guidelines and framework presented using Brian Tomlinson's approach.

**FINDINGS**

This section outlines the discoveries made during the examination of textbooks using 16 theories derived from Tomlinson, scrutinizing them through the lens of the 4 English language skills, and transcribing interviews conducted with teaching professionals. Subsequently, the data obtained from the observation checklist encompassing 16 theories from Tomlinson, the 4 English language skills, and the interview outcomes are analyzed.

**Observation Checklist**

No	Criteria by Tomlinson's Theory	Points	Yes	No
1.	Materials should achieve impact	a) Updateis (new topics, illustrations, and activities in each chapter)	✓	
		b) Variations (various types of text and use of audio on CD)	✓	
		c) Attractive presentation (use of photos)	✓	

		d) Interesting content (interesting topics related to the material, universal themes/ local references)	✓	
		e) Challenges that can be achieved (assignments / epixeiriseis).	✓	
2.	Materials should help learners feel at ease.	a) Grammar Info	✓	
		b) Pearson Practice / groups	✓	
		c) Noteis		✓
3.	Materials should help learners to develop confidence.	a) Tasks that stimulate students' self-confidence	✓	
		b) Simple language	✓	
4.	What is being taught should be perceived by learners as relevant and useful.	Relevant and Useful	✓	
5.	Materials should require and facilitate learners' self-investment.	Concept Map	✓	
6.	Learners must be ready to acquire points to be taught.	Pronunciation	✓	
7.	Materials should expose the learners to language in authentic use.	Index Google		✓
8.	The learners' attention should be drawn to linguistic.	Vocabulary	✓	
9.	The features of the input Materials should provide the learners with opportunities to use target language to achieve communicative purposes.	a) Listening	✓	
		b) Speaking	✓	
		c) Reading	✓	
		d) Writing	✓	
10.	Materials should take into account that positive effects of instruction are usually delayed.	Gradual Process to Learn Language		
11.	Materials should take into account that learners have different learning styles.	a) Visual	✓	
		b) Auditory	✓	
		c) Language Features	✓	
12.	Materials should take into account that learners differ in affective attitudes.	a) Receiving & Attending	✓	
		b) Responding	✓	
		c) Valuing	✓	
		d) Organization	✓	
13.	Materials should permit a silent period at the beginning of instruction.	a) Listening-Speaking	✓	
		b) Reading-Writing	✓	
14.	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left-brain activities.	a) Displays spatial activities such as music, creativity, art, and form.	✓	
		b) Dialogue with pictures	✓	
15.	Materials should not rely too much on controlled practice id.	a) Controlled exercise	✓	
		b) Free exercise	✓	
16.	Materials should provide opportunity for outcome feedback.	Reflection	✓	

## DISCUSSION

### 1. Materials should achieve impact

- a) Updates (new topics, illustrations, and activities in each chapter), Updates in the content of a learning book are changes introduced in each chapter or chapter of the book. These include new imagery, pictures and activities that are designed to expand and clarify students' knowledge. Updates are necessary due to developments in science and technology, as well as the need to adapt the material to students' needs and interests (Handayani & Isnaniah, 2020). Topic updates evidenced in the textbook on page 4 and 5.

- b) Variations (various types of text and use of audio on CD), this includes the use of different types of texts, such as introduction texts, basic texts, activity texts and testing texts. Variations also include the use of audio on CD, which illustrates technological advances that provide easy access to digital audio files, music video clips and online learning resources. The use of audio on CD allows students to listen to music and songs, which can help them understand the material better (Peters, G. D. 2009).

This criterion is included in the page book 130, 131, 133, 134, 134, 135, 136, 137, 138, 139, 140, 141, 141, 142, 143, and 144,

- c) Attractive presentation in the evaluation of learning book content is an aspect that attracts and displays in the creation of learning materials. The use of photos in the learning book can help illustrate the material more clearly and interestingly. It can help students to understand the material better and alert them with interesting pictures. The use of photos in the learning book can also clarify the material and help students to understand more complicated concepts (Mayandri, G. D., Haryadi, H., & Pristiwati, R. 2022), this criterion is included in the page book 15, 16, 17, 19, 20, 25, 51, 52, 53, 54, 66, 68, 71, 83, 84, 86, 92, 93, 94, 96, 103, 104, and 105.

- d) Interesting content in language learning book content evaluation is an aspect that attracts and gathers material that is relevant and meaningful to students. This can be interesting topics, universal themes, or local references that can make the material more interesting and alert students (Mooney, n.d.).

This criterion is included in the page book 11, 15, 23, 25, 31, 41, 52, 53, 63, 71, 76, 83, 92, 96, and 102.

- e) Challenges that can be achieved (assignments / exercises), the writing exercises in the textbook are deliberately designed to enhance students' writing skills and practice the grammatical structures covered in each lesson. These exercises include practical tasks such as writing about personal experiences or keeping a diary, as well as more challenging activities like composing a letter to a friend or crafting an email describing a hotel or a letter of complaint. One key feature of the textbook is its progression from structured writing tasks to guided activities, ultimately encouraging students to engage in more independent and creative writing endeavors (Sarem et al., 2013).

This criterion is included in the page book 38, 39, 72, 73, 77, 106, and 107.

## **2. Materials should help learners feel at ease**

- a) Grammar info, the contents of the textbook, such as various text types and grammar elements, are fundamental topics in EFL classrooms. These text types serve different functions within communication contexts, encompassing social functions and language features. This indicates a strong interconnection between text types and grammar items, as they jointly support English language proficiency. It is essential for all students to achieve mastery of the English language through these materials, both in spoken and written forms (Sitoresmi et al., 2023).

This criterion is included in the page book 124, 125, 126, 127, 128, and 129.

- b) Person Practice / groups, speaking activities in English textbooks. This section includes speaking learning activities designed to be interactive either in pairs or groups; speaking learning activities/tasks designed to be varied; speaking learning activities/tasks materials designed to be interesting with diverse topics; and speaking materials encouraging learners to interact with others (Lisdaya & Khotimah, 2019).

This criterion is included in the page book 9, 18, 21, 26, 32, 46, 50, 60, 69, 77, 79, and 101.

## **3. Materials should help learners to develop confidence**

- a) Tasks that stimulate students' self-confidence, in the learning book content criteria are tasks or activities that build positive self-awareness and courage in learners. This can create a comfortable learning environment and improve learners' academic performance.

This criterion is included in the page book 21, 29, 40, 71, 89, and 99.

- b) Simple language, a principle that refers to the use of easy-to-understand and concise language in language learning. This principle includes using words that are easy to understand, words that are not too complicated, and words that are appropriate to the level of the learners (Marwanti & Sumilah, 2022).

This book explains the topic in a simple way that is specialized with vocabulary or language related to tourism.

**4. What is being taught should be perceived by learners as relevant and useful This is a principle that refers to teaching that meets students' needs and wants.**

It includes teaching that helps students recognize and use effective and Google Sites can be shared with users who need it by providing an email address or link (Darniyanti & Husni, 2023).

Therefore, the textbook does not fulfill this criterion.

comprehensible English. The material that has been studied in a good textbook should be relevant and useful for students' daily life and future (Suharto et al., 2020).

This book is very relevant and useful for everyday life in making it easier to travel. This book explains several steps such as in chapter 6 page 48. Tourist travel agencies provide complete information about tourist destinations, including famous tourist attractions, local attractions, accommodation facilities, transportation, activities and other information useful for travelers.

**5. Materials should require and facilitate learners' self-investment**

This criterion can be achieved if in the text book there is a control topic that explains the activities to be carried out in each chapter (Concept Map) and each chapter must also have a scientific approach to teaching and learning.

With the Mind mapping model using visual and sensory reminders in a pattern of related ideas, such as a road map used for learning, it can generate original ideas and trigger students memories and interest in reading comprehension in elementary school. In addition, Mind Mapping can help children to remember, get ideas as a medium of play and pour imagination so as to bring out creativity (Aprinawati, 2018).

This criterion is included in the page book 4 and 5.

**6. Learners must be ready to acquire points to be taught (pronunciation)**

Materials should be contextualized in various activities. Learning to pronounce English words usually does not happen right away. It has to be repeated. Therefore, learning activities should be made interesting so that students can enjoy learning pronunciation. The material should also be easy for students to understand without complicated charts or diagrams (Lisdayanti et al., 2019).

This criterion is included in the page book 25, 33,48, 57, 65, 87, and 95.

**7. Materials should expose the learners to language in authentic use (index google)**

A good text book must have authentic material that can expose the language of students. For example, Google index such as URL, text, images, videos, all HTML code.

With Google Sites, a learning environment can be created that combines various information such as text, images, videos, presentations, attachments and more.

**8. The learners' attention should be drawn to linguistic (vocabulary)**

The material in the text book must support or create the readiness of students in getting the points taught by attracting students' attention so that they pay attention to the vocabulary.

Vocabulary is frequently undervalued in foreign language education, yet it is essential for students to communicate effectively. A comprehensive textbook should offer carefully selected vocabulary based on specific criteria like frequency of usage and complexity. This section on Vocabulary follows below (Munir et al., 2021).

This criterion is included in the page book 7, 8, 20, 23, 34, 41, 49, 62, 71, 79, 87, 95, 107,

**9. The features of the input Materials should provide the learners with opportunities to use target language to achieve communicative purposes**

**a) Listening**

Listening tasks included in a textbook should have clearly defined goals so that students can focus on what needs to be achieved. The tasks should also be authentic, resembling real-life language situations and using everyday language that students can comprehend easily. This approach will enable students to better understand the tasks at hand.

This criterion is included in the page book 8, 10, 17, 19, 24, 29, 36, 45, 56, 59, 68, 74, 78, 88, 94, 100, and 102.

**b) Speaking**

Speaking activities should be conducted in a meaningful manner, using language that is accessible and achievable for students. This involves using familiar words or everyday language that students can understand, making the materials more relatable, such as in a conversation.

This criterion is included in the page book 13, 21, 29, 37, 47, 54, 62, 71, 81, 89, 97, and 101.

**c) Reading**

The texts read should be graded and interesting. For example, texts that are related to vocabulary building and have good themes that are relevant to their level and age. That way, students can improve their vocabulary acquisition while reading.

This criterion is included in the page book 6, 15, 23, 41, 52, 66, 80, 83, and 92.

**d) Writing**

It is also important to use a writing guide. These can be in the form of guidelines, tables, and so on. This will help them to achieve the purpose of the assignment.

This criterion is included in the page book 11, 29, 35, 45, 55, 61, 89, and 97.

**10. Materials should take into account that positive effects of instruction are usually delayed**

In the process of language learning, students are taught and given a gradual level of difficulty of the material. In this case, it is important to provide frequent exposure to the language being taught

through language features in communicative use which aims to have a positive effect on students' development gradually and regularly. This textbook provides a step-by-step process for learning English as seen in each chapter.

**11. Materials should take into account that learners have different learning style (language features)**

For language suitability, the textbooks have used clear and understandable language. The textbooks mostly use simple sentences. This makes the language in the textbook relevant to the students' cognitive development level. No grammatical errors were found in the textbook. Then, the material in each chapter can be found in students' daily lives and is coherent with the topic being discussed. While in one chapter, there is only one. The topic being discussed, and there are no other topics in each chapter. This makes it easier for students to understand the material in the textbook (Zubaidah & Supeno, 2022).

This criterion is included in the page book 9, 18, 26, 32, 42, 50, 60, 68, 76, 87, 93, and 100.

**12. Materials should take into account that learners differ in affective attitudes**

Affective attitudes play a very important role in the teaching and learning process because affective behavior is related to attitudes and values. Affective attitudes include behavioral traits such as feelings, interests, attitudes, emotions and values. These criteria are included in each chapter which we can see in the language focus section and reflect the diversity of learners in terms of culture, background and experience.

**13. Materials should permit a silent period at the beginning of instruction.**

The importance of silent time at the beginning of teaching through activities that initially require understanding, not production. Usually begins in stages such as: Introduction of new vocabulary or structures through stories to which students respond by drawing or using their first language and the whole 56 class imitates the story by following oral instructions from the teacher.

For example, the text book states that before students do speaking activities, they do listen activities first. Likewise, before starting writing activities, students first carry out reading activities and this is applied and included in each stage in this text book.

- a) Listening-speaking, this criterion is included in the page book 6, 14, 15, 24, 30, 31, 48, 50, 56, 64, 76, 82, 91, and 98.
- b) Reading-writing, this criterion is included in the page book 34, 35, 64, 82, 92, and 98.

**14. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left-brain activities.**

A quality English textbook offers various activities that engage both the left and right hemispheres of the brain, although it primarily focuses on stimulating the left brain. The left and

right hemispheres each serve distinct functions in human life. Activities that target the left brain include vocabulary building, pronunciation practice, and grammar review.

- a) Displays spatial activities. such as music, creativity, art, and form, this criterion is included in the page book 7, 51, 79, 86, 93, and 99.
- b) Dialogue with pictures, this criterion is included in the page book 14, 15, 22, 31, 51, 56, 69, and 86.

#### **15. Materials should not rely too much on controlled practiced.**

A high-quality textbook should incorporate diverse learning activities designed to enhance students' understanding and application of the material. Within the learning process, there are two distinct types of exercises, specifically:

- a) Controlled exercises involve a learning stage where students practice a new language in a restricted format, enabling them to concentrate solely on new language structures. This may include activities like filling in sentences, constructing sentences, or engaging in dialogues using provided text from books, this criterion is included in the page book 71, 78, 85, 94, and 102.
- b) During free practice, students freely use the target language content, such as describing pictures or videos in their own words, and expressing their opinions or thoughts in the language they are learning, this criterion is included in the page book 10, 19, 24, 27, 35, 48, and 59.

#### **16. Materials should take into account that positive effects of instruction are usually delayed**

Textbooks that are included in the good criteria have material that can provide feedback in order to get good results. In terms of the effectiveness of the teaching and learning process, the textbook provides a reflection in each chapter at the end of the material explanation. The usefulness of this reflection in the learning process is to know whether or not students can understand the material that has been learned. That is, the reflection feature in the textbook, this criterion is included in the page book 10, 37, 50, 59, 72, 80, 88, 96, and 104.

### **CONCLUSION**

From the analysis conducted on the book "English for International Tourism" by Peter Strutt, using the approach proposed by Brian Tomlinson, it can be concluded that this book is a highly effective and comprehensive resource for English language learning in the context of international tourism. The materials in the book are designed with high relevance, coherence and creativity, which not only attracts learners' interest but also actively engages them in the learning process. The updated content, variety of exercises, engaging presentation and challenges presented in the book successfully encourage learners to develop confidence as well as language skills relevant to the tourism industry. In addition, the book effectively facilitates learners' self-investment, which is an important aspect of successful language learning.

Furthermore, "English for International Tourism" provides a practical approach to English language learning, tailored specifically to meet the needs and challenges faced by learners in the tourism industry. By presenting engaging content and challenging exercises, the book not only improves learners' English proficiency but also prepares them with the necessary skills to communicate effectively in the context of international tourism. The overall design and structure of the book demonstrates a deep understanding of the needs of learners and the dynamics of the tourism industry, making it a valuable resource for anyone looking to improve their English in this professional context.

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