

AN ANALYSIS ON THE QUALITY OF READING MATERIALS USING TEXTBOOK AT THE NINTH GRADE OF JUNIOR HIGH SCHOOL

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ARTICLE INFO	ABSTRACT
Article history: Received: January 24, 2025 Revised: May 29, 2025 Accepted: August 29, 2025 Published: June 30, 2026 Keywords: BSNP standards, Content Quality, English Textbook Evaluation, Reading Materials	Textbooks play a pivotal role in supporting English language learning; therefore, evaluating their quality is essential to ensure alignment with current curriculum standards. This study examines the ninth-grade English textbook Think Globally, Act Locally, published by the Ministry of Education and Culture of the Republic of Indonesia, to assess its content and language quality based on the National Education Standards Agency (BSNP) criteria. Employing a qualitative descriptive design with document analysis, the study identifies the textbook's strengths, including its contextualized learning materials, extensive reading activities, and engaging visual presentation. The findings reveal that the textbook achieves a content suitability score of 78.12% and a language feasibility score of 75%, indicating that it generally meets BSNP standards. This study contributes empirical evidence on the quality of government-issued English textbooks and provides valuable insights for teachers, curriculum developers, and policymakers in selecting and improving instructional materials.
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INTRODUCTION

There are four interrelated aspects of the teaching and learning process. That is teachers, students, materials, assessments and assessments. Materials considerations include material selection, material development and design, material evaluation or textbook evaluation Jusuf (2018). In teaching English, the English book which is chosen for teaching must have good quality. Moreover, English book should be selected carefully before they are used in teaching. Amrina (2018) claims that textbooks are one of the resources used frequently by both teachers and students in schools for the classroom learning process. English-language textbooks ought to enhance the standard of instruction.

Textbooks have the function of assisting teachers in teaching and learning. Therefore, it does not take much time to prepare materials for each class. Also, According to

Cunningsworth (1995), textbook use is thought to be beneficial because the majority of goals and objectives are already laid out in a sequence of activities based on what students need to learn. I'm here. Textbooks not only help teachers prepare materials and achieve lesson goals and objectives, but also help students meet their learning needs.

According to Sulistyani (2017: 5) Shows that there are several categories of good books. First, the content of the textbook should correspond to the current curriculum. It may be a genre that should be in the textbook. Also, the content of the textbook is adapted to the level of study. Vocabulary density, which measures the proportion of content-related words in a text, is included in textbooks. The second category is that the textbook should have an interesting presentation so that the reader can be motivated to read it. Furthermore, the language of textbooks must be appropriate to the context and situation. This means that the language is unambiguous so that the reader can easily understand it.

The problem of choosing an English coursebook that suits the student's needs and learning level. The first problem concerns teachers. In any school, most English books come from various publishers and may not fit the school curriculum. A second problem is that "there is likely to be no perfect textbook or teaching material, and there seems to be no agreed set of criteria and procedures for assessment" (McDonough 2013).

In light of the aforementioned assertions, academics would like to examine the variety of content in English textbooks and determine whether textbooks adhere to the current curriculum. The researcher chose her Think Global, Act Local textbook because the preface to this textbook states that it was built on the current curriculum, called Curriculum 2013. To be specific in analyze this research, the researcher just focuses to the reading materials in the English textbook that teacher give to the students. Grelled (2010) states that "reading is an active skill as evidenced by eye movements to recognize written symbols and sometimes in uttering or reading aloud. While reading we not only recite the text but also get the meaning from the text itself ". It's mean that reading is a very important skill because in reading we get the information. So the writer initiates to do the research under the title "An Analysis On The Quality of Reading Materials Using Textbook At The Ninth Grade of Junior High School".

In this study, researchers read middle school, specifically 9th grade, English books and directly observe their content. For the purposes of this study, researchers used descriptive methods as the correct method.

RESEARCH METHOD

Research Design

The researcher collects texts and written materials that occur in the textbook the researcher is currently using for this research question using the textbook analysis design of literary analysis. Because document analysis in qualitative research is frequently employed in textbooks, newspapers, or a variety of other documents to pinpoint specific qualities of the researched content, whether written or visual, researchers have adopted this design. (2010, Donald Ary).

Researchers want to investigate the reading background provided in the English textbook "Think Globally Act Locally" in this qualitative study. Researchers employ

descriptive qualitative approaches to examine, interpret, and publish data offered in English textbooks with the aid of document analysis. This study's goal is to describe and evaluate an English textbook that follows the 2013 syllabus.

Reading Materials on the Textbook

Think Globally Act Locally, a ninth-grade English textbook edited by Pusat Kurikulum dan Perbukuan, Balitbang, and Kemdikbud, serves as the inspiration for this research topic. This textbook has his 11 chapters (Chapters 1 to 11), and the researcher focuses on reading the material. The reading materials on the textbook is from the sub chapter of the textbook. There are five units of reading material on the textbook that the writer analyze as follows:

1. Chapter I : Congratulations!
2. Chapter II : Let's live a healthy life
3. Chapter IV : This is how you do it
4. Chapter VII : Sangkuriang
5. Chapter X : Come and visit us!

Research Instrument

This research theme is taken from the 9th grade English textbook "Think Globally Act Locally" edited by Pusat Kurikulum dan Perbukuan, Balitbang and Kemdikbud. This textbook has his 11 chapters (Chapters 1 to 11), and the researcher focuses on reading the material. To ensure accurate data collection, the rubric scoring used by researchers was scored against the criteria outlined in the checklist (Tools). Every item on the checklist has to receive a yes or no response. The "Yes" column will have a check mark if the eBook satisfies the requirements. We have checked the "No" section to indicate that the e-book does not match the requirements. The researcher also used her 9th grade middle school English textbook, *Think globally act locally*, published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, and an article on textbook content analysis as a guide for data analysis and interpretation.

Table 1 List of Analysis Criteria

Criteria	Yes	No
Subject and Contents		
Does the content provide a glimpse into the culture of the target language?		
Are the e-theme book's and substance interesting?		
Is the e-subject book's matter tough enough to promote fresh learning?		
Is the subject and content of the e-book sufficiently varied?		

Is the theme's content appropriate for my culture?		
Are there no gender, racial, or other forms of discrimination in the subjects or texts?		
Is there a connection between the information in the e-book and actual events (society)?		
circumstances in society? Does the e-content book's incorporate aspects of both the target culture and the local culture?		
Sub-skills and skills		
<i>Reading</i>		
Exist assignments and exercises that are sufficient and acceptable for enhancing reading comprehension?		
Exist a variety of reading materials with a range of subject matters?		
Are the readings genuine works of literature?		
Practical Considerations		
Is the e-book current—that is, was it released within the last ten years?		
Is it simple to access the e-book?		
How much does the e-book cost?		
Are there any other materials (tapes, visuals, etc.) with the electronic book?		
Does the e-book include online resources, tests, and an electronic format?		
Does the book discuss various learning modalities and approaches?		
Do the exercises and activities cover the fundamentals of CLT?		
Does the e-book have sections for self-evaluation?		
Can the activities be properly utilized and incorporate different ELT methodologies?		

The type(s) of syllabus design utilized in the book, are they suitable for students?		
Can the e-book be simply incorporated with technology to enable solitary study outside of the classroom?		
Does the e-book match the course objectives?		
Are the aims in the e-book stated clearly?		
Is the e-design book's based on the learners' social and historical status as English-native speakers?		
Functionalities		
Are there hyperlinks between similar content elements?		
Is there any multimedia or hypermedia in the e-book?		
Does the e-book have a sophisticated search feature that enables the user to enter a variety of search terms and take a number of different search paths?		
Can the reader alter the e-components book's to suit his or her preferences or needs?		
Are tools for bookmarking and annotating available to readers?		

Table 2 Feasibility Assessment of Content of the Textbook

Component	Indicator	Score			
		1	2	3	4
the content's compatibility with the KI and KD of the 2013 Curriculum	thoroughness of the information				
	length of the content				
	depth of the subject				
precision of the information	accuracy of the term and the notion				
	accuracy of the fundamentals				

	precision of the process				
	Explanations, facts, and illustrations are accurate.				
	accuracy of the inquiries				
Supportive learning materials	newness of the features				
	Reference examples				
	finding solutions				
	Communication				
	Application				
	The material's aesthetic appeal				
	encouraging the pursuit of additional knowledge				
	supplementary materials				
Amount	50				
There can be a maximum of 64 scores.					
eligibility presentation: $(50 / 64) \times 100\% = 78,12\%$					

Table 3 Eligibility Assessment of Content of the Textbook

Component	Indicator	Score			
		1	2	3	4
linguistic appropriateness for students' intellectual growth	The degree of intellectual development of students				
	respect for the degree of social and emotional development				
Communicative	The message's readable quality				
	The precision of language regulations				

Language usage satisfies the criteria for integration of thought lines and order.	consistency and unity among the subsections				
	Coherence and unity within each paragraph				
Amount	18				
The most possible scores are 24.					
eligible presentation: (18/24) x 100% = 75%					

Procedure of Collecting Data

Upcoming steps for data collection. I started the data collection procedure by visiting the Ministry of Education, Culture, Sports, Science and Technology website. The website provides free e-books that may be downloaded for all levels and subjects. There is no need to register, therefore the download will be finished quickly. The second technique involves searching English textbooks, followed by an analysis of the textbook contents to discover the Think Globally Act Locally textbook material. The researcher then searches for sources that relate to the topic of this study and contrasts the information with themes suggested in her 2013 curriculum. Next, classify and arrange specific information about the curriculum's information sources and content. We then continue with data analysis, the textbook "Think Globally, Act Locally", analyzing and evaluating data material. Finally, researchers interpret data from the process evaluation of the text "Think Globally Act Locally."

Data Analysis

In this study, researchers analyzed textbook data using the Checklist Colom rubric. This analysis will help you evaluate the materials that correspond to the 2013 syllabus. In this analysis, researchers use several procedures as follows.

1. Comparing of the material provided in the textbook and the topics proposed in the 2013 curriculum.
2. A review of the textbook "Think Globally Act Locally materials "'s
3. Interpretation of data from the evaluation process of the text "Think Globally Act Locally".
4. Summary of textbook content compatibility in table and column output showing results.

RESULT AND DISCUSSION

Subjects and Contents

The findings reveal that the e-content books did not act as a window into the culture of the target language (American, British, etc.). There are just three activities in this ebook that specifically highlight different cultures. The first track is "Que Sera Sera", the second is the Vietnamese folktale "Golden Star Fruit Tree", and the last is "93 Million Miles" by Jason Mraz. All content was deemed culturally appropriate, as the content of the e-book consisted mostly of general topics. Themes and texts do not contain discriminatory attributes (gender bias, racism, stereotypes, etc.) or sensitive content (religion, politics, etc.)

Sub-skills and skills

Only two text genres were presented throughout the book to reveal reading comprehension. procedural and narrative texts. The students were not given any instructions on how to create their own texts, though. Instead, to compose the text, pupils must complete blanks or rearrange sentences. Exercises involving writing included filling in blanks, writing responses to questions, and keeping journals about topics covered in the e-book course. Pronunciation is another sub-skill that should be taught in textbooks. However, e-books cover sub-skills such as note-taking, skimming, and scanning. Students are required to record and take notes on what they have learned throughout the unit, for instance. Learning additional abilities and sub-skills also incorporates skimming and scanning.

Practical Considerations

The Indonesian Ministry of Education and Culture developed and released this e-book based on the core competencies and fundamental competencies outlined in the curriculum, therefore it has met the goals of the course. The e-book is an example of the 2013 curriculum's so-called "scientific approach." It is a method that controls the procedures used in classroom teaching and learning. Begin by asking students to observe, inquire, acquire data and resources, connect data and knowledge, and communicate. The information in this e-book has been effectively grouped into these five phases of the scientific method. Consequently, it is very clear about what is expected of the curriculum.

There were disadvantages to adding other elements like audiotapes and images to the learning resources, though. According to Razmjoo (2010), these kinds of resources are required to assist students who have strong language-learning abilities. Due to this issue, the various learning preferences of students—visual, aural, and kinesthetic—are not taken into consideration. Another flaw was that the e-book lacked self-assessment portions and additional online resources/tests.

Functionalities

In terms of functionality, a high-quality e-book must meet five requirements. According to Marczak (2013), high-quality e-books must have content that includes hyperlinks, multimedia, and sophisticated search tools. Unfortunately, the e-book failed to live up to expectations. There were no links to any content. There were no numerous media to support learning with electronic books. The e-book itself serves as the media, and it lacks extensive search features (tools to easily jump to relevant pages, highlight key points, etc.). To search, users were expected to scroll up and down.

Content Analysis Related to Curriculum 2013

According to the outcomes of the data presentation above, the sentence "Think Globally, Act Locally" has a content feasibility rating of 78.12% and may be regarded as practicable. The information provided in each chapter is sufficient, and the question's validity is also the information's validity in terms of its depth, breadth, and completeness. However, there are still no explanations for each chapter.

The book's language and graphics, which show both abstract examples and concepts, are suited for the emotional development of the students. Each chapter's messages are also produced in an interesting, precise, and focused way. Additionally, while most of the terms used in the presentation are simple, there are some complex phrases and vocabulary that the students find difficult to comprehend. became something appropriate for middle schoolers.

The analysis of the junior high school English textbook was the primary goal of this study. In order to determine whether the readings in the "Think Globally Act Locally" textbook align with the current Curriculum 2013. Directly observe the contents of reading materials from English book in junior high school, especially in the ninth grade. Related to the purpose of this study. There are five units of reading material on the textbook that the writer will analyze as follows:

Reading Skill

It's difficult to pick a good e-book. The book's strengths and shortcomings should be identified through a thorough analysis based on a variety of factors. The study looked into the classification of his 2013 English textbook for grade 9, Think Globally Act Locally, as a high-quality e-book and how the aforementioned e-books complied with the standards for a high-quality English textbook. I looked for any and found none.

In reading comprehension disclosure, e-books did not provide a sufficient quantity of books for reading comprehension. The majority of the reading materials offered took the style of discourse rather than essays. long texts introducing English text styles (explanatory, narrative, or narrative text). The same was true for the publication of writing skills. This e-book does not contain real text and This e-demonstration books¹⁵ of writing ability was subpar. The book only included two types of text throughout. narrative and procedural writings. The students were not given any instructions on how to create their own texts,

though. Instead, to compose the text, pupils must complete blanks or rearrange sentences. Exercises involving writing included filling in blanks, writing responses to questions, and keeping journals about topics covered in the e-book course.

Reading skill sub-aspect considers 6 items: there is sufficient reading material (there is a range of varied and interesting reading text that can engage students cognitively and effectively), the content helps students develop reading comprehension skills, many of the reading passages are up-to-date, interesting and meaningful, some reading passages are easy for most of the students to deal with, the length of the reading texts is appropriate, the textbook uses authentic (real world) reading material at an appropriate level.

This means that the language skills in this textbook were considered sufficient from the participants' point of view. This result was consistent with interview results where most interviewers found the book's language skills adequate. This means that the language proficiency of this textbook does not meet the standards of a good English textbook. In order for students to be able to use this textbook, some points need to be improved.

Teachers are recognized as good when it comes to reading comprehension. This finding was published in Ur (1996: 188) He states that when recognizing the importance of reading texts as an input to students, the texts and activities presented in the textbook should arouse their interest. 1995: 75) points out several dimensions of reading material to consider when presenting it. The first question is about the topic (interest, difficulty, cultural acceptance, etc.). The second edition explores different types of genres relevant to a range of student competencies. In this edition, the textbook mainly dealt with Indonesian culture, so this textbook satisfactorily met the students' interests and requirements, as well as their cultural acceptance. This made it easier for students to accept their cultural background. The third question concerns exercises and activities that students have done. This textbook this semester was considered fair because the reading comprehension exercises in this textbook have not changed much. Therefore, in order to get a better grade, the teacher suggested doing various exercises after reading each text, such as: B. Essay questions, assignments, synonyms and antonyms, multiple choice, etc. Multiple choice questions are very important in preparing students for exams that primarily use this type of question. You should also include a new word list after each text and a glossary at the end of this textbook to help students understand the text.

Table 6 The Content Feasibility Analysis in “Bahasa Inggris Think Globally Act Locally” Textbook

Component	Indicator	Score			
		1	2	3	4
the content's compatibility with the	thoroughness of the information			√	

KI and KD of the 2013 Curriculum	length of the content			√	
	depth of the subject		√		
precision of the information	accuracy of the term and the notion		√		
	accuracy of the fundamentals				√
	precision of the process			√	
	Explanations, facts, and illustrations are accurate.				√
	accuracy of the inquiries			√	
Supportive learning materials	newness of the features			√	
	Reference examples			√	
	finding solutions			√	
	Communication			√	
	Application				√
	The material's aesthetic appeal				√
	encouraging the pursuit of additional knowledge			√	
	supplementary materials			√	
Amount	50				
There can be a maximum of 64 scores.					
eligibility presentation: $(50 / 64) \times 100\% = 78,12\%$					

The content in the English textbook "Think global act local" is actionable, and the presentation's final score of 78.12% fits into this category. Each chapter's content is fairly understandable, thorough, and replete with examples that correspond to the chapter's topic. As exemplified by the examples, facts, and illustrations, the concepts, principles, practices, and examples of facts and illustrations are reasonable in their veracity. comprehending the content and becoming familiar with its structure and norms is a sequential process or step in a subject.

Component	Indicator	Score			
		1	2	3	4
linguistic appropriateness for students' intellectual growth	The degree of intellectual development of students			√	
	respect for the degree of social and emotional development			√	
Communicative	The message's readable quality			√	
	The precision of language regulations			√	
Language usage satisfies the criteria for integration of thought lines and order.	consistency and unity among the subsections			√	
	Coherence and unity within each paragraph			√	
Amount	18				
The most possible scores are 24.					
eligible presentation: (18/24) x 100% = 75%					

The Assessment Language Eligibility in “Bahasa Inggris Think Globally Act Locally” Textbook

When comparing the percentages in the table, 75% show that the language used in the book complies with standards and is correct. The book's language and graphics, which show both abstract examples and concepts, are suited for the emotional development of the students. Each chapter's messages are also produced in an interesting, precise, and focused way. Additionally, while most of the terms used in the presentation are simple, there are some complex phrases and vocabulary that the students find difficult to comprehend. became something appropriate for middle schoolers.

The e-books, as mentioned in the findings section, complied with 59% of the standards for high-quality e-books. E-books are of the highest caliber since they help pupils improve their communication abilities. According to Mukundan et al. (2011), tasks should be developed to spark meaningful communication in a coursebook. This e-book contains several speech circumstances where success has been acknowledged, advice has been given, and previous activities have been mentioned. These circumstances are directly related to what students do on a regular basis. According to Kang (2005), topic familiarity

boosts students' motivation and drive when speaking a new language since it offers a supposed sense of security. Dealing with these speaking scenarios as they are provided in the ebook will therefore encourage them and boost their willingness to speak English.

Additionally, the e-book effectively incorporates real-world situations encountered by the students into its material. As a result, when students can connect their lessons to everyday activities, they learn English more effectively. They frequently deal with material relating to proposing to someone or celebrating someone's success. According to McKay (2003), students were better at starting conversations when they were exposed to material that was relevant to their immediate environment and their typical daily experiences.

CONCLUSION

Reading Skill

This study concludes that the ninth-grade English textbook *Think Globally, Act Locally* generally meets the BSNP criteria for content and language quality. The textbook demonstrates adequate content suitability (78.12%) and language feasibility (75%), indicating that it is appropriate for use as a primary instructional resource in junior high school English classrooms. Its strengths include contextualized reading materials, abundant reading activities, and an engaging visual design that supports students' learning. Nevertheless, several aspects require improvement to better align with curriculum standards and learners' needs. Therefore, teachers should critically evaluate and supplement the textbook with additional learning resources, while curriculum developers and policymakers should use these findings to enhance the quality and relevance of future textbook editions. These improvements will help ensure that English textbooks remain effective, current, and responsive to educational developments.

Related to Curriculum 2013

This study concludes that the reading materials in the ninth-grade English textbook generally meet the expected standards for content quality and instructional presentation. The textbook provides a variety of text types, including narratives, procedures, reports, and discussions, that support students in developing communicative competence through social, transactional, and functional language use. The materials are presented systematically and encourage critical thinking by introducing factual, conceptual, and contextual learning activities. Furthermore, the illustrations generally support students' understanding of the content and are relevant to the topics presented. However, some images are inaccurate and lack sufficient variety, reducing their instructional effectiveness. Overall, the textbook is appropriate for classroom use, although improvements in visual presentation and content enrichment are recommended to better support students' learning needs and curriculum objectives.

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