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A Critical Content Analysis of Writing Materials Covered in Indonesian High School English Textbooks

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Abstract

Despite many studies addressing writing materials in English language learning textbooks in the Indonesian context, few reported the conformity of the English writing materials in senior high school textbooks intended for the 2013 curriculum to the genre of written language paradigm. The present study critically analyzed the existing writing materials covered in Indonesian senior high school textbooks. The data sources for this research were three English textbooks designed for three levels of senior high school students in Indonesia. The writing materials were selected from the textbooks as the representatives of the analysis objects. The data were analyzed following content analysis by integrating Brown (2004) as the conceptual framework. The results reveal that the writing materials are consistent with the framework. The books cover all text genres, including academic, professional, and personal writing. However, not all framework-informed sub-categories of texts are reflected in the writing materials of the examined textbooks. In addition, the evaluated textbooks emphasize student exposure to intensive writing tasks (grammatical transformation, short-answer sentence completion, and picture-cued tasks) and extensive writing tasks (paragraph construction, guided question and answer, and paraphrasing). These results highlight the need to align textbooks with the curriculum genre of the written language paradigm and to balance intensive and extensive writing tasks to prepare students for real-life writing situations.

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1. INTRODUCTION

The most foundational principle of educational resources is the use of a textbook as one of the most critical sources throughout the teaching and learning process. Textbooks are indispensable to the school-based learning process and thus cannot be eliminated from the instructional process. Brown (2001) affirmed that a textbook is essential to the teaching and learning process as it assists teachers with classroom management and instruction. It is regarded as the primary source of instructional materials teachers use in the classroom. Teachers can use a textbook as a compass to navigate the teaching and learning process (Hutchinson & Torres, 1994).

A textbook material is a crucial component of a textbook, including an English language textbook. It is the foundation upon which language instruction and learning are based (Roberts, 1996). Also, they are considered the backbone of course design and instructional planning (Kramsch, 1987). Textbooks incorporate instructional material and activities or tasks to assist teachers in delivering lessons (Arslan, 2016) and to organize classroom and extracurricular activities (Setyono & Widodo, 2019). Therefore, teachers should be discerning in their selection of pertinent textbooks to provide students with the most exquisite materials or contents that meet the curriculum objectives and address other crucial factors.

Concerning the Indonesian 2013 National Curriculum, Indonesian students are required to possess critical skills that they can work with to become successful in the globalized world (Siregar et al., 2020). To aid Indonesian students in English learning in addition to imparting knowledge, the 2013 National Curriculum has included a variety of writing materials as the primary resources, and the accessible English textbooks utilize writing materials as the primary orientation. In brief, from the standpoint of a general objective, the presence of English textbooks has been consistent with the 2013 National Curriculum-centered target.

There have been an extensive number of studies exploring the writing materials in English textbooks in Indonesian contexts. However, research has not focused on the compatibility of the writing materials toward a genre of writing across the 2013 National Curriculum English textbooks. Therefore, to expand empirical research on the evaluation of English textbooks by portraying writing materials, it is necessary to conduct a critical analysis of the writing materials in English textbooks in Indonesian contexts. The research findings can serve as a catalyst for authors and publishers of language textbooks to design and develop relevant writing materials. Also, the study contributes to a greater understanding of the various types of writing materials found in EFL textbooks that have been adopted nationally. Thus, the study aims to critically analyze English textbooks' writing materials designed for senior high schools in Indonesia. The analyses are extended to the genre of writing in the paradigm of Brown's Genre of Written Language (Brown, 2004). The following research questions are used as the guidelines of this study:

1. To what extent do the writing materials in English textbooks used in Indonesian high schools correspond to the genre of written language informed by Brown's Genre of Written Language framework?

2. What types of writing task are presented in the writing materials in English textbooks used in Indonesian high schools?

2. LITERATURE REVIEW

This section examines the existing body of knowledge surrounding the topic related to our study. It delves into scholarly works that elaborate the pedagogical implications of English language teaching materials. Through the synthesis of significant knowledge from various studies, this section seeks to create a thorough foundation for the critical content analysis that is provided in this study.

2.1 English Textbooks

According to [Ilieva \(2018\)](#), English textbooks refer to the pedagogical and cultural artefacts that substantially increase students' English proficiency. They offer a systematic and comprehensive approach to language learning, presenting a variety of language activities and exercises that support students' language acquisition. [Nunan \(2003\)](#) asserted that textbooks are prepackaged, published books utilized by teachers and students as the primary basis for a language course, ranging from broadly committed to developing all language skills to those focused on a particular skill such as writing or other specific area.

[Tomlinson \(2012\)](#) asserted that a textbook contains both exercises and instructional materials. It aids teachers in providing instructional materials that motivate students and serves as a foundation for the long-term development of teaching methods. In the English language teaching context, textbooks play a crucial role in furnishing students with grammar, vocabulary, pronunciation, function, and empathy in communication skills (writing, listening, speaking, and reading) to be able to communicate globally ([Cunningsworth, 1995](#)).

In Indonesian contexts, English textbooks play a crucial role in promoting the implementation of the English subject curriculum. English textbooks are students' primary source of English language input ([Djarmika et al., 2022](#)) to develop their English language proficiency. Given that textbooks are critical for interpreting the curriculum, the material is purposefully organized to align with the curriculum for which the textbooks are intended ([Yang, 2013](#)). As EFL students in Indonesia do not have access to an authentic English-speaking environment, textbooks act as the English input mediators ([Dinh & Sharifian, 2017](#)). The systematic synchronization of textbook contents with the school's curriculum emphasizes their critical role in guiding English teachers. Thus, recognizing this significance, it becomes essential to explore how the textbooks address writing.

2.2 Writing

According to [Harmer \(2006\)](#), writing is a method for generating language and expressing ideas, feelings, and opinions. It is a functional form of communication that allows students to create words of their devising. It requires active processing for understanding and production ([Graham et al., 2013](#)). Through writing, students are

encouraged to communicate their thoughts and ideas in the form of relevant, readable, and understandable pieces of language (Saragih et al., 2021).

Several studies have highlighted the complexities of writing in foreign language learning. For example, Chen (2022) noted that writing requires a high level of language proficiency and the ability to apply linguistic knowledge to produce coherent and cohesive texts. Richards and Renandya (2002) suggested that writing involves not only language but also cultural knowledge and awareness of genre conventions, making it a complex and demanding task. Barker (2010) added that writing involves the cognitive processes of planning, organizing, and revising, making it a time-consuming and mentally taxing task. More specifically, writing involves the requirement to produce and arrange ideas using acceptable vocabulary choice, sentence structure, and paragraph organization and the transformation of such thoughts into comprehensible language.

To stimulate students' writing production, teachers must consider the genre of writing and use appropriate writing tasks and materials (Brown, 2001). First, teachers are required to determine the genre of writing carefully. This involves identifying the key features of different genres and providing models and examples to guide students' writing. In addition, the use of writing tasks should be thoroughly considered to help students plan and organize their writing effectively. Building a solid foundation for efficient writing instruction, the significance of taking writing genre, assignments, and resources into account corresponds with the following analysis of how these principles appear in the context of Indonesian modified curriculum and the frameworks directing writing materials, demonstrating a clear focus on guided writing throughout the studies.

2.3 Previous studies on writing materials in Indonesia

Most previous studies have demonstrated the need for proportional writing materials as required by the adapted curriculum in Indonesia. Contrastingly, the conformity of the writing materials to any specific frameworks is scantily exposed and insufficiently portrayed by the studies. To begin with, Hutagalung et al. (2020), who examined the presentations and linguistic elements of writing materials, discovered that all the writing materials are in the form of guided writing. In a similar vein, a study by Marphilinda and Karani (2020) reported that all writing tasks consisted of guided writing in which students were asked to compose responses in brief texts. They complied that the writing assignments in textbooks were covered equivalently as required by the curriculum.

Furthermore, the dominant presentation of guided writing in Indonesian EFL textbooks, respectively, was also disclosed by Pasaribu et al. (2021). They extended that upon the end of every chapter, students are required to complete writing tasks in the guise of a self-examination diary, requiring them to inscribe about specific education-oriented subjects. Another relevant study by Sari et al. (2021) analyzed the writing materials of a high-school textbook based on task types by adapting Nation's (2008) types of writing tasks. The findings indicated that the writing assignments aligned with the selected analytical framework. As informed, the writing materials consisted of experienced, shared, guided, and independent tasks.

These previous studies primarily analyzed the writing materials in terms of the proportion of writing tasks depicted in Indonesian EFL textbooks. Nonetheless, most

studies did not investigate the alignment of the writing materials to any particular framework, except the study by [Sari et al. \(2021\)](#) who reported the affinity of the materials to a specific framework. Thus, to extend this scholarship, the present study attempts to contribute to a critical evaluation of writing contents depicted in EFL textbooks in the context of Indonesian high schools. Furthermore, the research is anticipated to make a valuable contribution towards fostering a discerning consciousness among authors of EFL textbooks and English educators about furnishing students with suitable writing resources for their forthcoming practical writing scenarios.

3. METHODS

The study aims to depict a detailed analysis of the writing materials in the 2013 National Curriculum English textbooks for secondary high schools in Indonesia. Indonesian high school consists of two levels, i.e. junior high school and senior high school, and each level consists of three grades. The junior high school students are between the ages of thirteen and fifteen. Conversely, the senior high school students fall between the age range of sixteen to eighteen years old.

The study was conducted utilizing a qualitative approach. The use of qualitative method allows an in-depth and extensive examination of the problem in question ([Dörnyei & Griffee, 2010](#)). In this regard, content analysis proposed by [Krippendorff \(2019\)](#) was conducted to analyze and interpret the contents of the textbooks.

3.1 Data Sources

The data for this study consist of the writing materials from three EFL textbooks used at three levels in Indonesian senior high schools. The materials in those textbooks are visualized through the use of multimodal resources as they include various modes such as written, visual, and interactive, as suggested by [Kress \(2010\)](#). All the textbooks were published by the Indonesian Ministry of Education and Culture in 2017 (first and second grades) and 2018 (third grade). The textbooks were chosen as the data source based on the following justifications:

- (1) The textbooks are extensively used in high schools across the nation. This choice could improve readership validity, given that textbook users, including teachers and students, originate from diverse geographic regions in Indonesia;
- (2) The textbooks serve as a curricular artefact for the current ELT curriculum. The analysis of the current curriculum materials utilized by both English teachers and students has the potential to enhance content validity;
- (3) The textbooks have been deemed adequate by the government under the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 148/P/2016, dated 1 July 2016, regarding the Stipulation on the Title of Textbook for High School/ Islamic High School;
- (4) The textbooks were authored by EFL professors (senior lecturers) from different universities in Indonesia. They are regarded as pioneers in the fields of English language teaching and English as a foreign language as they have more than 30 years of experience in teaching English language pedagogy-related courses. In

addition, their research published in reputable journals indicates their expertise in the respected field.

3.2 Data Collection Procedure

The researchers performed an examination by looking through and categorizing the writing materials of the textbooks for subsequent scrutiny. According to [Brown \(2004\)](#), the data were selected based on the text and task types. Furthermore, the researchers disclosed the contents of every chapter of each textbook, to ascertain and scrutinize the requisite detailed information. Finally, the researchers conducted a thorough analysis of the topics presented in the textbooks, considering the titles, situations, chapters, pages, sources, and total number of occurrences for each topic. This allowed for a clear and distinct differentiation and elaboration of each topic.

3.3 Analysis Framework

The present study adopted the genre of written language proposed by [Brown \(2004\)](#) to examine the writing materials depicted in the nationally adopted English textbooks in Indonesia. It is a widely accepted and commonly used approach for identifying the features of different genres of written language ([Na & Lee, 2019](#)). The procedure of analysis was modified to adjust to the specific research questions and the nature of the data in this study. The modifications involved selecting the most relevant features from Brown's framework and adding/excluding new ones based on the research context, which allowed for more comprehensive and accurate analyses. In summary, the adapted framework used in the analyses was not a one-size-fits-all approach, but rather, it was customized to suit the research questions and the data. Table 1 displays the framework used to identify the dimensions of the genre of the written language of each book. Table 2 demonstrates the framework used to identify the dimensions of task types in each textbook.

Table 1. Analysis framework of writing genre.

Academic writing	• Papers and general subject reports • Essays, compositions • Academically focused journals • Short-answer test response • Technical reports (e.g., lab reports) • Theses, dissertations
Job-related writing	• Messages (e.g. phones messages) • Letters/ emails • Memos (e.g., interoffice) • Schedules, labels, signs • Advertisements, announcements • Manuals
Personal writing	• Letters, emails, greeting cards, invitations • Messages, notes • Calendar entries, shopping lists, reminders • Financial documents (e.g., checks, tax forms, loan applications) • Forms, questionnaires, medical reports, immigration documents • Diaries, personal journals • Fiction (e.g., short stories, poetry)

Table 2. Analysis framework of task types.

No	Task Types
1	Imitative Writing a. Writing letters, words, and punctuation • Copying • Listening cloze selection task • Picture-cued task • Form completion task • Converting numbers and abbreviations to words b. Spelling tasks and detecting phoneme-grapheme correspondence • Spelling tests • Picture-cued task • Multiple-choice techniques • Matching phonetic symbols
2	Intensive (Controlled) Writing a. Dictation and dicto-comp b. Grammatical transformation task c. Picture-cued sentence writing task • Short sentences • Picture description • Picture sequence description d. Vocabulary assessment task e. Ordering task f. Short-answer and sentence completion task • Limited response writing task
3	Responsive and extensive writing a. Paraphrasing b. Guided question and answer c. Paragraph construction task • Topic sentence writing • Topic development within a paragraph • Development of leading and supporting ideas across paragraphs

3.4 Data Analysis

The data were analyzed using an interactive model proposed by [Miles and Huberman \(1994\)](#). This model consists of four dynamic, iterative components: data collection, condensing, presentation, and conclusion drawing. During the data collection stage, data were collected in the form of thirty writing materials following the criteria in the framework. After a consensus was reached on the final collection of raw data, the data were further condensed or categorized based on many themes, including genre names, and task types along with each sub-themes. The themes and subthemes served as comparison indicators between the written materials and the framework to comprehend and evaluate their conformance.

Before presenting the data, we sent it to an expert in language teaching research for validation. This expert has an extensive experience in analyzing similar types of data. We selected this expert based on their reputation in the field and their familiarity with the research topic. The expert was provided with a detailed description of the study design, research questions, data collection process, and analysis methods. The expert was then asked to review the data and provide feedback on its validity and reliability. The expert's feedback was based on their professional assessment and

expertise and included an evaluation of the methodology used for data collection and the accuracy of the data and data analysis methods. The expert also provided suggestions for improvements and areas for further exploration. The feedback provided by the expert was used to further refine the analysis and ensure that the results were accurate and reliable. The expert validation process strengthens the trustworthiness of the study (Lindheim, 2022).

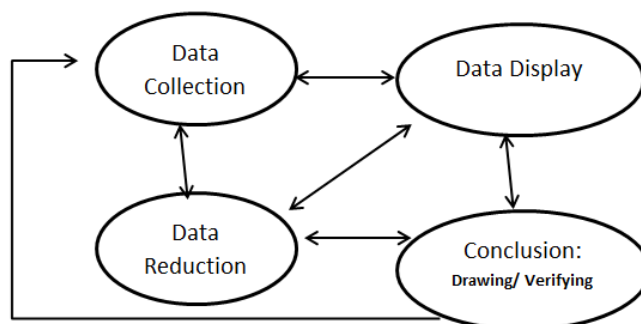


Figure 1. Interactive model data analysis.

Finally, the validated theme-based data were chosen for presentation, followed by extensive interpretations and critical and theoretical discussions. The results were summarized together with implications and recommendations.

4. RESULTS

Table 3 indicates the number of chapters featured in the three English textbooks for senior high schools in Indonesia. Also, it depicts the total number of writing materials that are featured in each textbook. As seen in Table 3, the first grade textbook consists of fifteen chapters. The second grade textbook includes eight chapters, and the third grade textbook covers eleven chapters.

Table 3. Number of writing materials in each textbook.

Grade	Number of Chapters	Number of Writing Materials
First	15	15
Second	8	7
Third	11	8

According to the findings, however, the writing materials are not included in each chapter of the selected textbooks. Specifically, each chapter of the first-grade textbook covers writing materials for several assignments. The second-grade textbook comprises eight chapters, but no writing materials are included. The textbook for the third grade has eleven chapters, but only eight of which address the writing materials. In the textbook of the second grade, the writing material is not covered in Chapter 7. Meanwhile, in the textbook of the third grade, the writing material is not covered in Chapter 1, Chapter 8, or Chapter 10.

Based on the findings, it can be concluded that the number of components of writing skills and the writing materials were inversely proportional to the student grade levels. In other words, the number of writing resources decreases as the level of the

learner increases. In conclusion, the most plausible interpretation regarding the data is that the textbook authors have anticipated that first-grade students would require an excessive number of writing activities to strengthen their foundational writing skills. Therefore, they might believe that giving students numerous practice opportunities will aid their English language development, such that they require fewer practice opportunities in subsequent grade levels.

4.1 The Genre of Writing Covered in the Textbooks

Table 4 indicates the findings concerning the genre of writing materials covered in the English textbooks for senior high schools in Indonesia. The findings are elaborated based on the framework-informed themes found in each textbook. The themes are extended to personal writing, academic writing, and job-related writing.

Table 4. Genre of writing materials covered in English textbooks.

Grade	Genre of Writing Materials
I	• Personal writing: Chapters 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15 • Job-related writing: Chapter 6
II	• Personal writing: Chapters 1, 2, 3, 5, 6 • Academic writing: Chapter 4, 8 • Job-related writing: Chapter 5
III	• Personal writing: Chapters 2, 3, 5, 6, 7, 9, 11 • Job-related writing: Chapter 4

4.1.1 Personal writing

As depicted in Table 4, in the textbook of first grade, the personal writing is nuanced in most of the chapters. Personal writing, specifically, is covered in nine different chapters in the book. Exposing personal writing, Chapter one focuses on how to respond to an email. The personal writing in Chapter two requires students to write paragraphs as part of congratulatory cards. Similarly, Chapter three is considered personal writing as it instructs students to write about their holiday plans using expressions listed in the chapter. Chapter four is considered personal writing because it asks students to edit a text and rewrite a descriptive essay. Likewise, Chapter five is regarded as personal writing because it asks students to complete a descriptive essay structure.

Furthermore, personal writing is presented in Chapters seven. In this chapter, students are required to write an interview report. Chapter eight requests students to write a recount text based on their holiday. Regarding the function of the recount texts, which is to tell someone's experience, it is then regarded as a part of personal writing. Similarly, the writing material in Chapter nine features personal writing as it requires students to write recount texts. Moreover, personal writing is featured in Chapters ten

and eleven. Both writing tasks in these chapters focus on writing a biography of the students' idols. Since a biography is written descriptively, it is considered a part of the descriptive text. Then, Chapter twelve asks students to complete a story. Also, it suggests that students revise a jumbled text into a meaningful story, which is a part of personal writing. Similarly, Chapter thirteen contains personal writing in terms of a narrative text, which requires students to write a story by creating an outline and crafting the outline into paragraphs. Also, Chapter fourteen features personal writing or a narrative text. However, it requires students to write the story collaboratively. An example of the writing task in Chapter fourteen can be seen in Figure 2. Finally, Chapter fifteen features personal writing which invites students to portray their opinion toward a particular song in a written form. Moreover, students are asked to share the story behind their favourite songs.

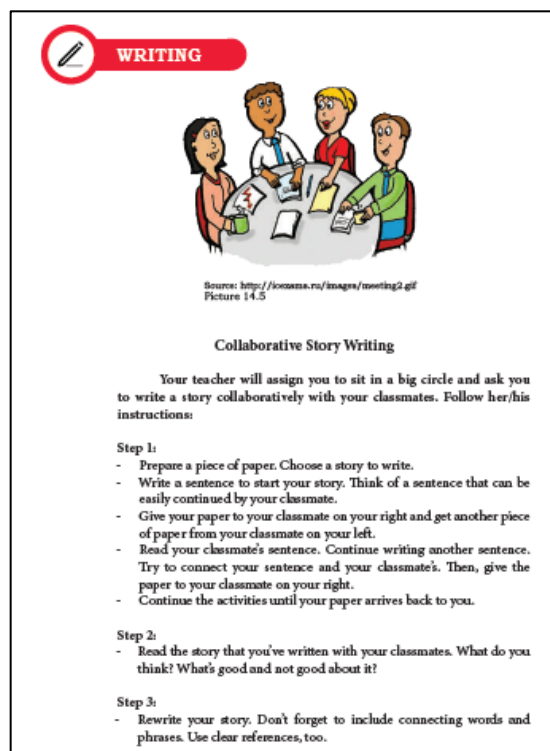


Figure 2. Example of personal writing (first-grade textbook, Chapter 14, page 181).

In the textbook of second grade, personal writing also dominates the writing genre. Personal writing is found in five different chapters of the book. More specifically, the writing task in Chapter one focuses on writing dialogue using phrases of suggestions and offers. Likewise, the tasks in Chapters two and three are considered personal writing. In Chapter two, students are asked to create a dialogue of opinion about the given topic. Chapter three asks students to write a formal invitation. Both pieces of writing, however, do not meet any generic structures of the genre as informed in systemic functional linguistics. Also, both pieces do not provide any lexicogrammatical features, the characteristics that pertain to both the vocabulary (lexis) and the syntax (grammar) of a text.

Furthermore, the writing assignment in Chapter five of the book is considered personal writing. It offers two distinct writing tasks with varying activities. Students

are encouraged to select one of the tasks. Task one asks students to write a personal letter to a friend about their adventure during a trip and a personal letter to thank their parents. On the other hand, task two requires students to write a letter about a birthday party to their uncle. Furthermore, the writing task of Chapter six is also regarded as personal writing. Concerning the task, students are expected to create a dialogue based on the given topics using cause-and-effect expressions. There are three different topics provided for students to write about. The topics are extended to the causes and effects of flooding, corruption, and bullying.

In the textbook of third grade, the genre of personal writing is presented in several chapters. With this regard, Chapter two features personal writing in that it only asks students to identify the use of “if clauses” in some texts. Chapter three features personal writing where students are required to work in groups to write a caption for given pictures. Chapter five encourages students to write a piece of news based on the given questions. Also, it asks students to write a news item text regarding the event that happens at school. Chapter six engages students to create a summary of news published in a newspaper. In addition, Chapter seven requires students to generate a news script from a newspaper into a radio broadcast. Chapter nine incorporates personal writing in the form of procedure text. In this regard, students are asked to write down commands, time sequences, and adverbials found in a procedure text. Subsequently, students are required to create a procedure text and rearrange jumbled sentences into paragraphs. Finally, Chapter eleven contains personal writing which requires students to write a song lyric and answer some questions regarding the song.

4.1.2 Academic writing

As seen in Table 4, academic writing is only presented in the second-grade textbook. In In this regard, academic writing is covered in tasks of Chapters four and eight. The task in Chapter four requires students to write an essay in the form of an analytical exposition text of recent issues in media. In Chapter eight, students need to write an essay comprising explanations towards a topic they chose. There are three topics provided, but students only need to choose one of them. An analytical exposition or explanation essay is defined as a part of academic writing based on [Brown \(2004\)](#). Furthermore, it is considered an academic text because its function is to explain a writer’s views on an issue, using logical and in-depth analysis and persuade readers that something is the case by elaborating the thesis, arguments, and reiteration of the writer’s position toward an issue ([Aqeel & Farrah, 2019](#)).

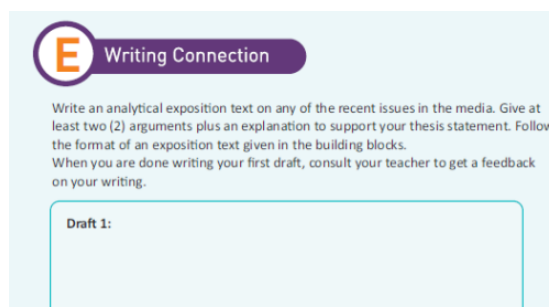


Figure 3. Example of academic writing (second-grade textbook, Chapter 4, page 56).

4.1.3 Job-related writing

Job-related writing is the least covered writing genre in the three textbooks. In the textbook of first grade, such a genre is only covered in Chapter six. This chapter focuses on editing and rewriting an announcement. In the textbook of second grade, job-related writing is incorporated in Chapter five, where the writing activity engages students in groups to create a postage stamp and a letter writing pad. Finally, in the textbook of third grade, job-related writing is featured in Chapter four. The job-related writing in this chapter highlights the writing of an application letter to respond to the available job vacancy in the book.

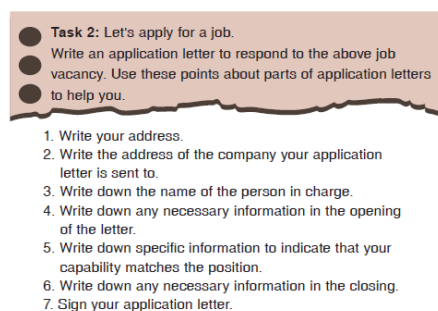


Figure 4. Example of job-related writing (third-grade textbook, Chapter 4, page 59).

4.2 Task Types Covered in the Textbooks

Table 5 provides an examination of the variety of writing assignments that are included in English textbooks that are specifically tailored for senior high schools in Indonesia. As seen in Table 5, it becomes evident that each textbook incorporates two distinct categories of writing assignments: responsive/extensive and intensive/controlled. This demonstrates a well-rounded strategy for promoting language proficiency: by incorporating responsive tasks, students are encouraged to produce writing that is more expressive and free-form, while controlled tasks offer a structured setting for refining particular language abilities.

Table 5. Task types in the English textbooks.

Grade	Task Types
I	Responsive/ Extensive • Paragraph construction task: Chapters 2, 4, 7, 8, 9, 10, 11, 12, 14, and 15 • Guided question and answer: Chapters 1, 3, 5, and 6 • Paraphrasing Chapter 6
	Controlled/ Intensive • Grammatical transformation task: Chapters 4 and 12 • Short answer and sentence completion task: Chapter 5
II	Responsive/ Extensive • Paragraph construction task:

	Chapters 1, 3, 4, 5, 6, and 8 • Guided question and answer: Chapter 2
III	Responsive/ Extensive • Paragraph construction task: Chapters 5 • Guided question and answer: Chapters 4, 9, 11 • Paraphrasing: Chapters 6 and 7 Controlled/ Intensive • Short answer and sentence completion: Chapters 2 and 11 • Picture-cued (picture sequence description): Chapter 3 • Ordering task: Chapter 9

4.2.1 Responsive/Extensive

According to [Brown \(2004\)](#), a responsive writing task is a form of a writing exercise in which students are expected to examine a given text and compose a concise response that centers on the text content, meaning, and discourse conventions. Students can develop their critical reading and writing abilities, as well as their awareness of the rhetorical and linguistic characteristics of various genres and disciplines, through the completion of a responsive writing task.

The first category of responsive/extensive writing is the paragraph construction task. As illustrated in Table 5, this category of writing task is included in all textbooks. In the first-grade textbook, this is incorporated in eight different chapters. Chapter two is a paragraph construction task. It asks students to construct at least two sentences, the inside parts of the congratulatory cards. The cards consist of blank spaces, so students must use their creativity to complete them. Chapter four features three different tasks. The paragraph construction task is covered in task two and task three. Task two asks students to rewrite a description of Cuban Rondo, a waterfall situated in a city in East Java, Indonesia. The students are suggested to complete this activity by using vocabulary in a word web, a graphic organizer that helps a writer organize ideas. Such a task is classified as a paragraph construction task. The third task compels students to describe their favourite place they have visited several times. Accordingly, this task is a type of paragraph construction task.

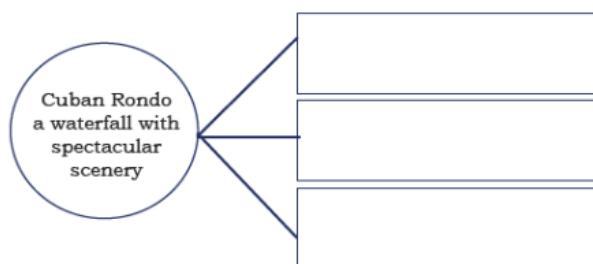


Figure 5. An example of a word web (first-grade textbook, Chapter 4, page 66).

In addition, Chapter seven consists of a task directing students to write an interview report in the form of a paragraph. Thus, students need to transform a conversation into paragraphs, and therefore, the task is regarded as a paragraph construction task. Furthermore, the task in Chapter eight asks students to write a recount text which tells about their holiday. Similarly, Chapter nine expects students to write a recount text based on the provided topics in the textbook.

Additionally, the paragraph construction task is also covered in Chapters ten and eleven, focusing on writing descriptive texts. In Chapter ten, students are encouraged to write a description of a person they admire. In addition, the task in Chapter eleven assigns students to write a biographical description of a famous person that the students admire. Moreover, tasks in Chapters twelve and thirteen underline the construction of paragraphs in a narrative text. In this case, Chapter twelve has three different tasks. The second task is considered a paragraph construction task as it requires students to write a complete story of a finger-sized character called 'Issumboshi'.

On the other hand, Chapter thirteen consists of two different tasks. Nonetheless, only the second task is regarded as a paragraph construction task. It assigns students to create a narrative text based on the provided story outline in the book. Chapter fourteen of the textbook also features the paragraph construction task. In this chapter, students are assigned to collaboratively write a story. Since the task does not specify the kind of story, students are allowed to write a story that is based on their own interests. Finally, in Chapter fifteen, students are asked to construct paragraphs by writing and sharing the story underlying their favourite songs.

The second-grade textbook consists of two writing tasks, i.e., paragraph construction tasks and guided question and answer tasks. As indicated in Table 5, the paragraph construction task dominates the guided question and answer tasks. Chapter one in the textbook of the second-grade features the paragraph construction task. It is a task requiring students to write a dialogue using phrases of 'suggestion and offers'. The task is not provided with any further direction to assist students. However, a colourful space for writing is available on the page where the task is given. Moreover, Chapter three features a task which asks students to write a formal invitation for a wedding party. In this task, students are not provided with further direction or instruction, but there is a blank space for the writing. Students need to use their creativity to construct the text. Thus, the task is regarded as a paragraph construction task.

Furthermore, in Chapter four, students are asked to construct an analytical exposition text on any recent media issues. In constructing this text, they need to visualize the generic structure of the text. In this regard, students must elaborate on at least two arguments supported by thesis statements. On the task page, students are provided with three reading blocks to prepare their drafts before submitting the final version of the text. Also, they are required to consult their teacher for feedback on their writing. In Chapter five, students are exposed to a writing task where students must choose one topic, as the book provides two options, before beginning the writing process. Students are also asked to use the proper letter-writing format they learned in the chapter. Without further direction, students are provided with a blank space to complete their text. Thus, this task is regarded as a paragraph construction task.

In Chapter six, the paragraph construction task requires students to write a dialogue or conversation. Students are given three topics regarding the causes and effects of particular social issues. The task does not give any further instruction, so

students need to rely on their creativity and schemata in completing the task. Finally, the last part of the book, Chapter eight, also provides students with a writing task. In this task, students are directed to create an explanation text based on any topic given. As stated in the instruction, the task emphasizes that students need to follow the text organization of an explanation text. In addition, students must follow several writing stages, i.e., drafting, editing, revising, and reporting. Accordingly, the writing task in this chapter is regarded as a paragraph construction task.

In the third-grade textbook, concerning paragraph construction tasks, Chapter five of the textbook consists of two tasks. The first task asks students to write a piece of news item regarding the trending news they hear on TV or read in a newspaper. In this task, students are encouraged to provide detailed information about the news. On the other hand, the second task invites students to compose a news item task by referring to any exciting event around the school. At the end of the task, their writing will be posted in the school magazine. Although both tasks are delivered by referring to different sources of information, students are provided with clear instructions regarding the structure of the news item text. In the textbook of the third-grade, the paragraph construction task is only included in this chapter.

The second category of the responsive/extensive task is guided questions and answers. As displayed in Table 5, such a category is featured in several chapters of the textbooks. In the first-grade textbook, Chapter one consists of a task asking students to respond to an email or letter, and students are provided with questions to guide them. Furthermore, Chapter three consists of a task which requires students to write a paragraph about their holidays by using some expressions. In this task, students are provided with some questions to guide them in constructing their paragraphs.

In addition, there are three different tasks in Chapter five. However, only the third task is regarded as a guided question-and-answer task. It engages students to create a short descriptive text about an exciting place to visit. In completing the task, students are given some questions for guidance. Besides, Chapter six has two different tasks with different categories, and one of these tasks is a guided and answer task, where students are required to rewrite an announcement by following questions as their guidance.

In the second-grade textbook, this category of task is only presented in Chapter two. In conducting the task, students are provided with several questions informing the topics of the passage they will write. Students are asked to create a dialogue of their opinion regarding their chosen topic. Without further direction, students must produce a piece of writing on their own.

In the third-grade textbook, the guided question and answer task is included in three different chapters. Chapter four requires students to write an application letter to respond to a job vacancy. In this task, students should follow seven-step instructions in writing, that are provided in the writing directions. After completing the application letter, students should submit it to their teachers. Furthermore, students are expected to find another example of an application letter from the internet to be analyzed following the steps in the instructions.

Moreover, the writing task in Chapter nine requires students to analyze a procedure text they found on the internet. The analysis is based on several questions and instructions provided in the task directions. About this, students are challenged to figure out the purpose of the text, imperative sentences, time sequencers, and adverbials. Afterwards, students are required to create a procedure text based on their

purposes. Finally, the last chapter of the textbook of the third-grade, Chapter eleven, encompasses two tasks, but only task two is regarded as the guided question and answer task. The task addresses students to sit in groups and analyze song lyrics by answering some questions provided in the book.

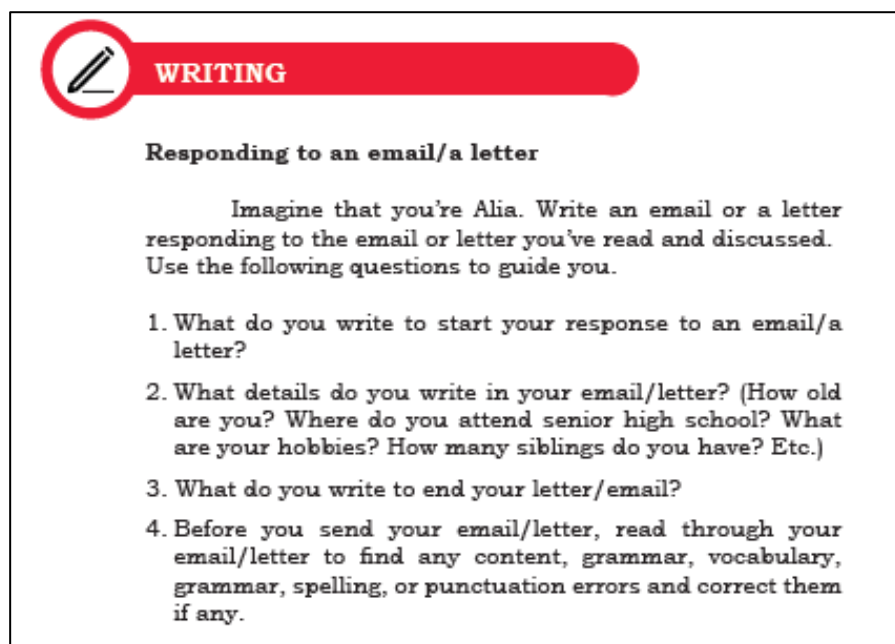


Figure 6. Guided question and answer (first-grade textbook, Chapter 1, page 18).

The third category of the responsive/extensive task is the paraphrasing task. It is only presented in textbooks of first and third grades. In the first-grade textbook, such a type is only found in Chapter six. This chapter features two different tasks. However, only task one is considered a paraphrasing task. It directs students to paraphrase an announcement that is not written correctly.

Finally, in the third-grade textbook, paraphrasing is incorporated in Chapters six and seven. The task in Chapter six is related to news item text. In this task, students are required to rewrite any news from a newspaper. Such is classified as a paraphrasing task. Also, the task in Chapter seven exposes students to news item text. The task engages students to rewrite a news item text into a news script for a radio broadcast. In addition, students are invited to play the role of a news anchor by reading the script. Although the task consists of a combination of two skills, the task, in terms of writing, is known as paraphrasing.

4.2.2 *Controlled/Intensive*

As depicted by Table 5, not all sub-categories of controlled/intensive tasks are presented in the textbooks. In addition, only first-grade and third-grade textbooks include such a category. The first category is the grammatical transformation task. In the first-grade textbook, it is provided in writing tasks of Chapters four and twelve. Task one in Chapter four asks students to locate and analyze some grammatical errors in a text. Additionally, the third task in Chapter twelve requires students to work with

a jumbled text to create a meaningful story. However, the third-grade textbook does not comprise this sub-category.

The second category of the controlled/intensive task is the short answer and sentence completion task. In the first-grade textbook, it is only established in Chapter five. In this regard, the short-answer and sentence-completion tasks ask students to work and collaborate in pairs. In doing so, students are required to collectively complete a chart by inserting sentences to portray the generic structure of a descriptive task.

In the third-grade textbook, the short answer and sentence completion task appears in Chapter two and Chapter eleven. Chapter two of the textbook includes a single task. The task invites students to sit in groups and find a text which uses the 'if-clause' in the paragraphs. Students then need to identify and locate the clauses in the text and the types of conditional clauses. Their findings should be written on a display table provided in the task. Afterwards, students are asked to exchange their work with other groups to provide feedback. Additionally, Chapter eleven encompasses two tasks. Task one asks students to rewrite a song lyric. Mainly, students are directed to complete the lyrics by writing missing words from the lyrics.

Another sub-category, picture-cued task, is only covered in Chapter three of the third-grade textbook. There are two writing tasks in this chapter. First, students are provided with a picture, and they are invited to observe the picture and write an appropriate caption to provide information about the picture. In analyzing the picture, students are allowed to compose different kinds of captions as long as they are relevant. Second, the task requires students to work in groups to bring a picture to the class and make copies to be distributed to their classmates. Similarly, all students are asked to formulate a caption for the picture. Regarding the direction, both tasks are almost similar in that a picture is the key to the tasks.

Finally, the last sub-category of controlled/ intensive task, the ordering task is only featured in Chapter nine of the third-grade textbook. In this chapter, there are two different task types. Concerning the ordering task, the second task asks students to work in pairs to rearrange several sentences to form a procedural text.

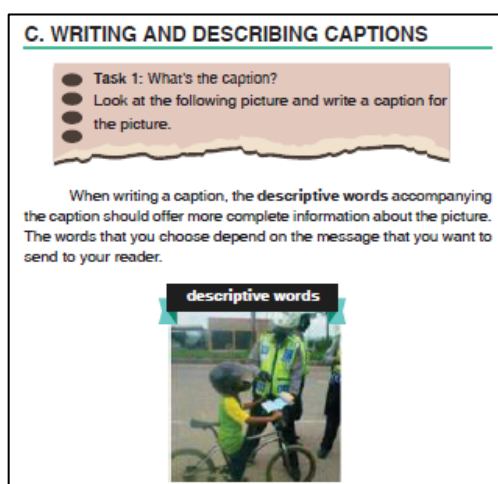


Figure 7. Picture-cued task (third-grade textbook, Chapter 3, page 39).

5. DISCUSSIONS

According to the results, the quantity of writing materials is inversely proportional to the student's grade level. The number of writing materials is expected to decrease as the level of the learner advances. The underlying assumption toward this finding is that stakeholders (the textbook authors) may predict that students at the lowest level would need adequate writing tasks to develop their writing skills. With this regard, they may assume that providing students with multiple chances to practice will facilitate their progress to the point where they will require fewer practice opportunities in later grade levels.

Concerning the purpose of the study to visualize the conformity of the genre representation in the evaluated textbooks, the writing materials align with the writing genre as informed by the employed framework by [Brown \(2004\)](#). The books present all categories of text genres extended to academic, job-related, and personal writing. Nonetheless, not all the sub-categories of text informed by the framework are represented in the writing materials of the evaluated textbooks. For instance, in academic writing, textbooks do not cover both academic journals and theses as writing materials. The presumption is that academic writing is unnecessary and beyond the comprehension of high school students since its language usage extends beyond grammatical and lexical requirements for sentence construction. In addition, it is imperative that academic writing adheres to a structured framework throughout its entirety. This includes the appropriate division of paragraphs, usage of cohesive and transitional elements, appropriate use of language, formal and objective tone, and citation styles ([Morley-Warner, 2009](#)). Due to its complexity, academic writing, such as theses or academic journals in English, should be presented at advanced levels as it is considered challenging and strenuous for even the majority of native speakers at the same school level ([Al Fadda, 2012](#)). In addition, the presence of different genres of texts other than those stipulated by the 2013 National Curriculum will make it more difficult for teachers to identify the texts' appropriateness for students at their current levels and how to map them to other curriculum-based resources in terms of their organizational and textual similarities ([Djarmika et al., 2022](#)).

Furthermore, regarding the categories of writing materials, as reflected in the 2013 National Curriculum, the categories of English texts for the senior high school level include short texts of interpersonal, transactional, and special functional discourses. In addition, the curriculum encompasses some functional text types, such as descriptive, recount, narrative, factual report, analytical exposition, news items, and procedure texts. Regarding the genre categories, the results manifest that the writing materials in the evaluated textbooks align with those in the curriculum.

Anchored from the research findings, the evaluated books present the writing materials in an unsystematic order. For instance, students' personal writing, which is considered the most manageable, emerges both before and after academic writing. The nuance of these writing text genres is in contrast to the comprehensible input theory ([Krashen, 2004](#)) elaborating that textbooks should provide English materials (in the context of this study, writing materials) in a systematic presentation so that students can more easily access the subsequent materials they will learn from English textbooks by utilizing the English skills they have acquired from understanding the current materials. If the textbooks aim to develop English proficiency in terms of interpersonal and transactional discourses, the sequence of the written texts is less helpful. In other

words, the skills necessary for text structure and texture are imprecise; they are a bit incoherent and less chronological.

In terms of types of writing tasks, the evaluated textbooks primarily focus on exposing students to intensive and controlled as well as extensive and responsive writing tasks. Specifically, the first-grade textbook contains more extensive (responsive) task types than intensive (controlled) tasks. The textbook of the second grade only features extensive (responsive) task types. In addition, like the textbook of first grade, the textbook of the second grade features more extensive (responsive) task types than intensive (controlled) tasks. On the contrary, the imitative writing task type is excluded from all textbooks.

The selection of the task types in the evaluated textbooks is considered appropriate. The tasks range from simple to more complex ones. Although the tasks are not systematically arranged based on the difficulty level, the proportion of the task types is appropriate. Moreover, the tasks are designed authentically by involving topics pertinent to students' daily lives. This will beneficially accommodate students to practice their writing. This finding is in line with some previous studies highlighting that the use of authentic materials can improve comprehension, provide specific language, offer cultural context, increase motivation, and widen linguistic knowledge (Badri & Salehi, 2017; Kim, 2015; Mekheimer, 2011). In this case, Buendgens-Kosten (2014) mentioned that authentic materials increase language abilities and encourage several elements of language learning. Furthermore, authentic writing can stimulate the students' interest (Gilmore, 2007; Marzban & Davaji, 2015). Consequently, teachers are suggested to use authentic texts as actual writing materials instead of abridged, simplified versions in their language education programs to motivate students and pique their interest in what they write.

6. IMPLICATIONS

The findings of this study have some significant implications for both textbook authors and educators in Indonesia. Firstly, the study highlights the need for textbook authors to consider a wider range of text sub-categories when developing writing materials for English textbooks. While the analyzed textbooks covered all text genres, not all the framework-informed sub-categories were included. By addressing a broader range of text sub-categories, textbook authors can better meet students' diverse linguistic demands and preferences. Furthermore, exposure to a wide range of writing styles will not only expand students' vocabulary but also help them become more adept at navigating a variety of communicative circumstances. Moreover, these will help improve their language proficiency and foster their creativity, critical thinking, and analytical skills. Therefore, textbook authors should ensure that a wider range of text sub-categories are covered to provide students with a more comprehensive understanding of writing.

Conversely, the absence of some sub-categories in English textbooks provides a substantial impediment to students' overall language development since every text genre has a specific function in refining different facets of language skills. Furthermore, ignoring some sub-categories could unintentionally restrict students' capacity to read, understand, and write texts in particular circumstances, impeding their overall language development. Due to the interconnection of language abilities,

learning a language requires a holistic strategy; otherwise, the language acquisition process may be incomplete.

Secondly, the study suggests that the current arrangement of writing materials in the evaluated textbooks is less efficient, and textbook authors should revise the arrangement of writing materials to make it more effective for students. Educators can also benefit from these findings by re-arranging the writing materials presented in the textbooks to optimize students' learning experiences. Finally, the study reveals that imitational writing tasks are not included in any of the evaluated textbooks, while intensive and extensive writing tasks are emphasized. This finding suggests that textbook authors and educators should consider incorporating imitational writing tasks, which can help students develop their writing skills by encouraging them to emulate the writing style of professional writers.

7. CONCLUSIONS

Due to the prominence of English textbooks as the most influential English input for Indonesian students, research on English textbook analysis is of the utmost relevance. Considering the preceding nature, this study was conducted to determine the conformity of the writing contents in the evaluated English textbooks to Brown's written text genre. In addition, the study was undertaken to inform the types of writing tasks. The analysis reveals that the writing materials are consistent with the employed framework. The books cover all text genres, including academic, professional, and personal writing. However, not all framework-informed sub-categories of texts are reflected in the writing materials of the examined textbooks. However, the reviewed textbooks have a less efficient arrangement of writing materials. Moreover, in terms of writing task types, the reviewed textbooks emphasize exposing students to intensive (controlled) and extensive (responsive) writing tasks. In contrast, imitational writing tasks, another type of task, are not included in any textbooks.

Furthermore, the limitation of the study arises as the study only examines the textbooks by employing a framework. It would have been more comprehensive if the study had involved another framework for visualizing the writing materials in the textbooks. Researchers can obtain a more complex and multifaceted view of the writing resources in the textbooks by utilizing a variety of frameworks. Different frameworks may highlight different facets of language and literacy, offering complimentary viewpoints that work together to produce a more thorough evaluation. Also, incorporating several frameworks will allow researchers to triangulate their findings which improve the validity and reliability of the study because cross-referencing findings from various frameworks can confirm recurring patterns or draw attention to inconsistencies, promoting a more thorough analysis of the information.

Therefore, future studies are suggested to evaluate textbooks by portraying the materials from different viewpoints, such as multimodality or linguistic features. Given that English textbooks serve as the key resources for English teachers and students to conduct English teaching and learning processes in schools, it is crucial to have current and ongoing analyses of English textbooks in the context of Indonesia. At last, future research can be developed to assess the efficacy of genre-based resources in fostering students' English writing skills. These studies can determine if

genre-based materials are genuinely effective or if other elements contribute more to the genre's growth.

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