

**TEXTBOOK ANALYSIS ON “EFFECTIVE COMMUNICATION”  
ENGLISH TEXTBOOK BASED ON RAJAN’S PERSPECTIVE**



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# **TEXTBOOK ANALYSIS ON “EFFECTIVE COMMUNICATION” ENGLISH TEXTBOOK BASED ON RAJAN’S PERSPECTIVE**

by

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## **Abstract**

*In this research, the writer focuses in textbook analysis on “Effective Communication” English textbook based on Rajan’s perspective. The writer uses documentary analysis as a method of collecting data. The data source is the textbook entitled “Effective Communication” an integrated course of English for vocational high school published by Pusat Perbukuan Departemen Pendidikan Nasional in 2008 and developed by Aneka Ilmu. The data of the textbook were analyzed by steps; describing the content of the textbook, describing kind of Rajan’s perspective found in the textbook, giving percentage material found in the textbook based on Rajan’s perspective, and drawing conclusion. In impressionistic approach, the writer found 8 out of 11 criteria suggested by Rajan. The result of percentages is 72, 72% or fair. In-depth approach, the writer found in the listening skill material, “Effective Communication” English textbook has 7 out of 11 criteria suggested by Rajan. The result of percentage is 63,63% or fair. In the speaking skill material, “Effective Communication” English textbook has 9 out of 11 criteria suggested by Rajan. The result of percentages is 81, 81 % or good. In the reading skill material, “Effective Communication” English textbook has 10 out of 11 criteria suggested by Rajan. The result of percentages is 90, 91 % or good. In the writing skill material, “Effective Communication” English textbook has 9 out of 11 criteria suggested by Rajan. The result of percentages is 81, 81 % or good. After analyzing the materials in the textbook, the writer found 43 criteria in the textbook. The result of percentages is 78,18 %. It means that the material in the textbook is good material based on Rajan perspective. The cover and Listening skill of the textbook needs more design to get the target language.*

**Keywords:** textbook analysis, language skill, Rajan’s perspective

## **A. Introduction**

Teaching learning process has many components such as teacher, learners, materials and media. The main point of the material is transferred from the teacher to the learner. It can be teacher's creativity to give knowledge to the learners to make the learners understand about the material. Materials are anything that is used to assist students in language learning. Materials can be in the form of textbook, a workbook, cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on the whiteboard: anything which presents or informs about the language being learned. (Tomlinson, 1998: xiii). The main point to do in some teaching learning process is the teacher uses the textbook for teaching English. Usually the teacher takes the materials which include in the textbook. Actually, textbook has many impacts to the teacher and also to the learners. If teachers are wrong in choosing the material and do not prepare them, students will not produce anything important. Many teachers do not have enough time to make supplementary materials, so they just follow the textbook. Textbooks therefore take on a very important role in language classes, and it is important to select a good textbook (Fauziati, 2010:207)

Vocational high school is the school which provides some job's program in the future. Teaching English in vocational high school is the most point to the learners to be professional in next job. Vocational high school has different curriculum and material. As a teacher, we should realize that materials in the textbook are very important for the learners and the materials are appropriate with the learner's need. Materials would be useful for the learners if the learners use the material for their future and can open new horizon. The English textbooks for the learners of the vocational high school are various. The researcher wants to analyze "Effective Communication" as the English textbook in vocational high school to know about the materials are good or not based on Rajan's perspective. Good materials don't teach but they can motivate a learner to learn. Your materials will work like MAGIC if they

are: Motivating and meaningful, Authentic and appropriate, Graphic and graded, Interesting, interactive and integrated, contextualized and creative (Rajan, 2003:3).

1. Motivating and Meaningful.

- a. Motivating means that the materials can motivate the learners to learn themselves. The materials can make the learners' awareness to learn.
- b. Meaningful means that the materials can be useful to the learner's future and suitable with the learners need.

2. Authentic and Appropriate

- a. Authentic means that the material is original.
- b. Appropriate means the materials suitable with the learner's level. The material is not too easy and also not difficult to the learners.

3. Graphic and Graded

- a. Graphic means the materials consist of diagram, graphic, table etc.
- b. Graded means that the materials systematically arrange from the easy to the difficult, from simple to complex and from the most general to most detail.

4. Interesting, interactive ad integrated

- a. Interesting means that the materials can be interested to the learners.
- b. Interactive means that the materials can create interactive and can create communication.
- c. Integrated means the materials consist of four skills (listening, speaking, reading and writing) and also developing language with vocabulary, grammar, and pronunciation

5. Contextualized and Creative

- a. Contextualized means that:
  - 1) The materials suitable with place and time
  - 2) The materials up to date
- b. Creative means that the materials can open the learner's new horizon.

The researcher chooses the textbook entitled "Effective Communication" because the researcher is interested in analyzing criteria found in the textbook

suggested by Rajan and this textbook whether good or not based on Rajan's perspective. The writer analyzes how many kinds of criteria suggested by Rajan found in the textbook and analyzes the content of the textbook is good based on Rajan's perspective.

## **B. Research Method**

The writer uses content analysis as a method of collecting data. The data source is the information in the textbook entitled "Effective Communication" an integrated course of English for vocational high school published by Pusat Perbukuan Departemen Pendidikan Nasional in 2008 and developed by Aneka Ilmu. The data of the textbook were analyzed by steps; Describing the content of the textbook, Describing kind of Rajan's perspective found in the textbook, giving percentage material found in the textbook based on Rajan's perspective, and drawing conclusion.

## **C. Research Finding and Discussion**

- a. Motivating: Good materials can make the learners awareness to learn.

**Complete the schedule below. Write down all your plants for next week. Then work with a partner. Without showing each other's schedule, find a time to get together. Use the future form in your dialogue.**  
**U7/EC/P118**

**Example:**

**A: Can we arrange an appointment at 9 a.m. on Monday?**

**B: I'm afraid I can't. I'm in charge of checking books in the library until lunch,**

**A: Shall we make it after lunch?**

**B: That would be fine.**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
<b>9 a.m.</b>						
<b>11 a.m.</b>						
<b>1 p.m.</b>						

<b>4 p.m.</b>						
<b>7 p.m.</b>						

The previous table is the material found in Rajan’s suggestion as motivating materials. Students can do an enjoyable activity which engages the learners’ thinking capacities with the schedule table, and the task creates opportunities for learners to use their existing knowledge and skills. After students complete this schedule, students are motivated to make schedule by themselves.

b. Meaningful: Good materials can be useful to the learner’s future

**Read the text below. It tells you about manners in the workplace. What do you know about that? After reading the text, answer the questions that follow.U1/EC/P5**

**MANNERS IN THE WORKPLACE**

**Being a professional, you have to pay attention to etiquettes in your workplace. There is something you as professionals have to process, namely good manners. Good manners are shown from several aspects, such as your physical appearance, attitudes, and personality. It is important to dress in a manner consistent with company culture and make sure your clothes are always clean. Besides, it is good for you to keep yourself clean. Taking shower or bathing every day is a must. It can relax your mind, lighten a little bit of your burden, make you feel fresh and be ready for your work. Brushing your teeth every morning after breakfast is important to keep your breath fresh. Beside, you also have to be aware of your gesture. You have to stand up straight and sit with legs together to avoid displays. Your gesture will influence others’ impression on you. A wrong gesture will make a negative impression. Then, you need to be careful with your attitude. Treat a cubicle as if it has a door and a ceiling. Speak calmly and with an even cadence, in person and on the**

**telephone. Personal telephone conversations should be kept to a minimum if you inhabit a cubicle. No one wants to hear your arguments with your spouse. Confidential business conversations should also be kept to a minimum if you're in a cubicle for similar reasons. You do not want to prematurely spill the beans on some important deal. You also have to avoid aggressive behavior such as leaning into people, pointing at others, interrupting others, crowding others, using heavy perfume or cologne and bringing odorous foot into the office. Snorting, spitting, or picking at any part of yourself is considered impolite.**

**Moreover, if you use an elevator, face forward in the elevator. If you are getting off near the top of the building, move to the rear of the elevator. If you're getting off on a lower floor, stand close to the front. Say "Hello" or "Good morning" to those you encounter in the morning and "Good night" to those you encounter as you leave.**

**It can be concluded that being a professional needs a good package consisting of physical appearance, attitude, and personality. All aspects really influence your impression and help you get along with others, especially your clients. Furthermore, of course, it will give a big affect to your career.**

Source: <http://www.pasadenaisd.org>

The text above is one of criteria suggested by Rajan. The material are meaningful for students because content of the text about is how to be a good manners in the workplace. After students read the text, students can practice some attitude in the workplace. And the material is useful in the future, because vocational high school provide some work field in some basic skill of the students.

- c. Authentic: Good materials are still original from the native speaker.

**Read and study the following text and answer the question that follow. U6/EC/P98**





## Bill Gates

**William Henry Gates III or who is well - known as Bill Gates was born in 1955 in Seattle, Washington. He is an American business executive, who serves as chairman of Microsoft Corporation, the leading computer software company in the United States. He attended public school through the sixth grade. In the seven grades he entered Seattle's exclusive Lakeside School, where he met his best friend Paul Allen. They cofounded Microsoft in 1975.**

**In 1980 Microsoft closed a pivotal deal with International Business Machines Corporation (IBM) to provide the operating system for the IBM PC personal computer. In 1986 Microsoft offered its stock to the public; by 1987 rapid appreciation of the stock had made Gates, 31, the youngest ever self-made billionaire.**

**In 1989 he founded Corbis Corporation, which now owns the largest collection of digital images in the world. In the 1990s, as Microsoft's windows operating system and Office application software achieved worldwide market dominance, Gates amassed a fortune worth tens of billions of dollars.**

**In the late 1990s, with his wife he established the Bill & Melinda Gates Foundation, which, ranked by assets, quickly became the largest foundation in the world. Gates has also authored two books: *The Road Ahead* (1995; revised, 1996), which details his vision of technology's role in society, and *Business @ the Speed***

**of Thought (1999), which discusses the role technology can play in running a business.**

**In 1998 Gates appointed an executive vice president of Microsoft, Steve Ballmer, to the position of president, but Gates continued to serve as Microsoft's chairman and chief executive officer (CEO). In 2000 Gates transferred the title of CEO to Ballmer. While remaining chairman, Gates also took on the title of chief software architect to focus on the development of new products and technologies.**

**In June 2006 Gates announced that he would begin transitioning from a full-time role at Microsoft to a full-time role at the Bill & Melinda Gates Foundation. He relinquished his title of chief software architect to Ray Ozzie, a veteran leader in computer technology and creator of Lotus Notes. Gates planned to remain chairman of Microsoft and to continue as its largest shareholder, but he said that by July 2008 he would have only a part-time role at the company he cofounded.**

**Source: Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All right reserved**

From the text above, the materials is still original, because it has not been edited by the writer of the textbook, and there is still the original source where the material was taken. Students read a biography of Bill Gates and they can study about the language and culture of the text. Although authentic materials is not specially for pedagogical purposes, but some have argued that authentic materials are preferred over created materials, because they contain authentic language and reflect real-world uses of language compared with the contrived content of much created material (Richards, 2002:252).

- d. Appropriate: Good materials must be suitable with the learners need.

**Work in groups of three or four to discuss the following issues. Your teacher is going to divide the class into affirmative and negative teams. U9/EC/P148 Script:**

1. The government should not increase the gasoline and fuel price.
2. Reducing plastic bags usage supports anti-global warming action.
3. Parents have endangered their children by choosing snacks over milk.
4. A natural disaster will increase corruption in Indonesia.
5. Health is one of the benefits of love.

From the previous motion of Australian debate, the material is appropriate for students, because students can improve their speaking skill with the real motion. Students can also give argument with their experience around them. The topic is appropriate because in the real fact, this problem is a phenomenal topic.

e. **Graphic:** Good materials should be completed with diagram, graphic, table etc

**Study the expression below. U3/EC/P46**

Asking for advice	Giving advice
<p>Could you give me some advice on...?</p> <p>What do you think I should do about...?</p> <p>What would you suggest I do about...?</p> <p>What do you think I should do about...?</p>	<p>You should.../You ought to.../You had better.../You must.../You mustn't.../You should have.../You shouldn't have.../You'd better.../You'd better not.../You'd better do.../You'd better not do.../You'd better be.../You'd better not be.../You'd better have.../You'd better not have.../You'd better do.../You'd better not do.../You'd better be.../You'd better not be.../You'd better have.../You'd better not have...</p>
<p>Could you give me some advice on...?</p> <p>What do you think I should do about...?</p> <p>What would you suggest I do about...?</p> <p>What do you think I should do about...?</p>	<p>You should.../You ought to.../You had better.../You must.../You mustn't.../You should have.../You shouldn't have.../You'd better.../You'd better not.../You'd better do.../You'd better not do.../You'd better be.../You'd better not be.../You'd better have.../You'd better not have...</p>

The table shows the material included the good material based on Rajan's perspective. The material "asking for and giving advice" above is presented with table. Students learn some expressions for asking and giving advice such as; can/could you give me some advice on..... Etc.

f. **Graded:** Good materials are arranged systematically from the easiest to the most difficult, from the simplest to the most complex and from the most general to the most detail.

## Task 20

Read and act out the following dialogue and answer the questions. U7/EC/P117

Here is dialogue between a manager and his secretary. The secretary comes into his room to ask him to sign some letters. She also brings his diary up to date for the next few days.

**Manager** : Is there any mail from World Designer Company this morning?

**Secretary** : No, Sir. Are you expecting something?

**Manager** : I'm expecting an up-to-date price list from them.

**Secretary** : I will bring the mail for you as soon as possible when it comes.

**Manager** : Thank you.

**Secretary** : Excuse me, Sir. Can I take your diary? I need to bring it up-to-date.

**Manager** : Yes, Please. Do you find out what time I have to open the Batik Exhibition?  
**Secretary** : Yes, Sir. It is at ten o'clock on Monday 6<sup>th</sup>

**Manager** : OK. Please make me a dental appointment for next Friday morning. My tooth is aching up again.

**Secretary** : Yes, Sir. Anything else, Sir?

**Manager** : Emmm... here are some of my activities for next few days. Please rearrange my agenda in the right order and don't forget to remain me every morning.

**Secretary** : All right, Sir.

## Task 21

Now, help the secretary to arrange the manager's agenda into the following diary sheet.

1. One day seminar of handicraft business development from 8 a.m. to 3 p.m. on Saturday 11<sup>th</sup>
2. Dinner with the headboard of Takeda Corporation at 7 on Friday evening.
3. Open Batik Exhibition at ten on Monday 6<sup>th</sup>
4. Staff meeting at 1.30 on Monday 6<sup>th</sup>
5. Meet the Manager of Java Hotel at ten on Tuesday 7<sup>th</sup>
6. Facilities Management Conference at 9 a.m.
7. Dental check up at 9 a.m. on Friday 10<sup>th</sup>
8. An appointment with the Manager of Syailendra Restaurant at 12 on Tuesday 7<sup>th</sup>

<b>Monday</b> ..... .....	<b>Tuesday</b> ..... .....
<b>Wednesday</b> ..... .....	<b>Thursday</b> ..... .....
<b>Friday</b> ..... .....	<b>Saturday</b> ..... .....

Easy material in the task 20 is continued by more difficult material in task 21. This material is included in the graded material based on Rajan's suggestion. Students can read the text about how the secretary tries to arrange her manager's schedule. After reading the text, students have exercise in task 21 to help the secretary rearrange the schedule of the manager. With date and time, students must arrange the schedule very carefully.

g. Interesting: Good materials interests to the learners.

**Let's play this game.**  
**U2/EC/P31**



Game above is a kind of interesting material suggested by Rajan, because students are interested to learn material by playing the game. Students play game in a group. Starting from the corner, students close their eyes and touch a number and move their mark in the next box. In some boxes, students get a clue then they speak about clue that they get. After students learn this material, students can improve their speaking skills.

h. Interactive: Good materials create interaction and can create communication.

**Now, let's practice building arguments. Look at the example. U9/EC/P152**

ISSUES	OPINION	ARGUMENTS
We ban <i>sinetrons</i>	Agree	<p><i>Sinetrons</i> are not educative, especially for children.</p> <p>Fact(s): you can see the children nowadays like to imitate what they see and hear from <i>sinetrons</i>. They start misbehaving like yelling and saying something rude, even to their parents.</p>
	Disagree	<p><i>Sinetrons</i> are not dangerous as long as we can choose the good ones. Not all <i>sinetrons</i> are bad.</p> <p>Fact(s): Keluarga Cemara is an example of good <i>sinetrons</i></p> <p>Solution: we have to support such <i>sinetrons</i>, so that they can reach a high rating. As a result, the</p>

		producer will make good sinetrons because of high interest coming from society.
We support talent contests.	Agree	
	Disagree	
We regret for quizzes via short messages.	Agree	
	Disagree	

From the previous table, the students can write an argument. Number one provides as an example. The students try to give written argument based on the motion provided. After students write the argument, students can practice with their partner and create a good communication as a debater.

- i. Contextualized: Good materials are suitable with place and time and the materials up to date

**Study the text messages below. Write down them out in full forms. U3/EC/P47**

TEXT-MESSAGING GLOSSARY					
2	: to	KNW	: know	XLNT	: Excellent
2day	: today	L8	: late	WT4	: wait for
2morrow	: tomorrow	L8R	: later	WNT2	: want to
2nite	: tonight	LU	: love you		
4	: for	MSG	: message		
ASAP	: as soon as possible	MTG	: meeting		
B4	: before	MU	: miss you		
BFN	: Bye for now	NXT	: next		
BTW	: by the way	OK	: okay		
CU	: see you	PCM	: please call me		
CM	: come	PIX	: picture		
CN	: can	PLS	: please		
CNT	: can't	R	: are		
SND	: Send	STN	: Station		
THNK	: thanks	TM	: time		
TOA	: time of arrival	TOD	: time of departure		
TQ	: Thank you	TQVM	: thank you very much		

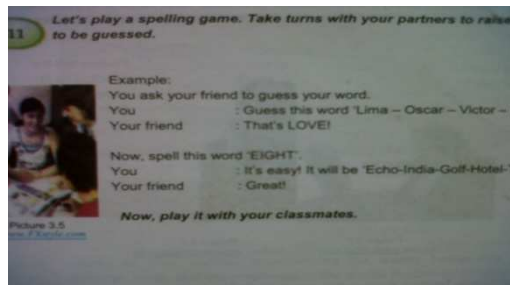
Source: Naterop & revell, 1987

1. **L8 4 MTG. CU @ 10**  
**I am late for the meeting. I will see you at 10.**
2. **CU@STN KINGS 76, @7. HOPE U R OK. LU & MU**  
.....
3. **PLS SND PIX OF UR HTL RM B4 2MORROW.THNK.**  
.....
4. **CN U TELL ME TM OF NXT MTG ASAP? TQ.**  
.....
5. **IF U CNT CM 2 THE HTL, LER ME KNW ASAP.TQVM.**  
.....
6. **UR REPORTS R XLNT. CU L8R**  
.....

The text above is kind of contextualized material suggested by Rajan. the contents is very modified. And the material is up to date for the 2<sup>nd</sup> grade of vocational high school because contextual materials depend on factors related to the learner's age, gender, social class, occupation, religion and cultural background (Richards, 2002:260).

j. Creative: the materials can open learner's new horizon.

**Let's play a spelling game. Take turns with your partners to raise some words to be guessed. U3/EC/P41**



Spelling game can create students creativity, because students can guess some words with a letter that shows in the game. For example you ask your friend to guess your clue.

You : Guess this word, Lima- Oscar- Victor- Echo.  
Your friend : That's LOVE!



Now your friend asks you to guess

Spell this word “EIGHT”

You : It’s easy! It will be Echo- India- Golf- Hotel- Tango.

Students can get a new experience and knowledge, and after playing this game, students can reach their vocabulary production.

After the writer analyzes the textbook entitled “Effective Communication” an Integrated Course of English for Vocational High School, the writer found the total criteria of Rajan’s perspective is 43 criteria. In the impressionistic approach is 8 criteria, and in-depth approach 35 criteria include the listening skill is 7 from 11 criteria, speaking skill 9 of 11 criteria, reading is 10 of 11 criteria, and writing skill the writer also found 9 from 11 criteria suggested by Rajan.

The writer gives percentages to judges “Effective Communication” English textbook whether good or not based on criteria suggested by Rajan. The writer uses the theory from Walizer (1978) edited by Sadiman (1991: 151). The formula is

$$\frac{\text{The number of criteria found}}{\text{The total number of Rajan’s criteria}} \times 100\%$$

**The total number of Rajan’s criteria**

The writer also will be classified the data by Suharsimi Arikunto (1998:246) to percentages four skills in the textbook. The percentages are **76% - 100% = good, 56% - 75% = fair, 40% - 55 % = Deficient, < 40% = not good.**

**Table 4.5**

No	Rajan’s step	Category	CF	CBR	Percentages	Quality
1.	Impressionistic approach	Cover	8	11	72,72 %	Fair
2.	In-depth approach	Listening skills material	7	11	63,63 %	Fair

		Speaking skills material	9	11	81,81 %	Good
		Reading skills material	10	11	90,91 %	Good
		Writing skills material	9	11	81,81 %	Good
	<b>TOTAL</b>		43	55	78,18 %	Good

Note:

CF: Criteria found in the Textbook.

CBR: Criteria Based on Rajan's perspective.

#### **D. Conclusion**

Based on the research finding in previous chapter, the writer concludes that:

##### 1. Criteria found in the textbook.

The writer found 43 criteria based on Rajan's perspective. In the impressionistic approach is 8 criteria, The result of percentages is 72, 72 %. It means that the material in the listening skill is fair based on criteria suggested by Rajan. and in-depth approach 35 criteria include the listening skill is 7 from 11 criteria suggested by Rajan. The result of percentages is 63, 63 %. It means that the material in the listening skill is fair based on criteria suggested by Rajan. Speaking skill 9 of 11 criteria suggested by Rajan. The result of percentages is 81, 81 %. It means that the material in the speaking skill is good based on criteria suggested by Rajan, reading is 10 of 11 criteria suggested by Rajan. The result of percentages is 90, 91 %. It means that the material in the reading skill is good based on criteria suggested by Rajan. and writing skill the writer also found 9 from 11 criteria suggested by Rajan. The result of

percentages is 81, 81 %. It means that the material in the writing skill is good based on criteria suggested by Rajan.

Based on MAGIC, material on the textbook is motivating, meaningful, authentic, appropriate, graphic, graded, interesting, interactive, contextualized and creative, but the material is not integrated for the learners.

## 2. Based on Rajan's criteria

The writer found 43 criteria of good material design suggested by Rajan in "Effective Communication" English textbook. The result of percentages is 78, 18 %. It means that the content of the textbook is good based on Rajan perspective.

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