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The Evaluation of ESP Module: English for Informatics

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ABSTRACT

English has become the default language in modern software and hardware development. Therefore, a curriculum for English for Specific Purposes (ESP) is highly necessary to support Informatics Students who soon become the prospective programmers. To support ESP learning in Informatics English, the Informatics Study Program customs a module titled English for Informatics as one of the teaching media. The purpose of this study is to determine the suitability of the English for Informatics module with the objectives of the Informatics English course. This study practices a descriptive quantitative method to calculate the percentage of suitability and categorize the criteria; the results is then elaborated based on Cunningsworth's (1995) approach. Based on the evaluation results, it is concluded that there are 22 matching items, or 69% of the 32 checklist items, and it is categorized as good. The teacher's book criteria have the least suitability for it has zero match, or 0%, while practical considerations achieve 100% suitability. Overall, the evaluation shows that the English for Informatics module book can be categorized as good, but improvements are still needed, especially regarding the availability of the teacher's book and supporting media.

Keywords: Book Evaluation, Cunningsworth Approach, English for Specific Purposes

INTRODUCTION

English proficiency is highly needed in today's professional part, with numerous occupations requiring employees and prospective employees to master the four English skills of listening, reading, speaking, and writing. Information and Technology have become the industry that significantly require English proficiency due to most software and hardware developments utilize English as the default language. Moreover, English proficiency is crucial for contributing to discussions related to global technological advancements. Therefore, an English for Specific Purposes (ESP) curriculum for Information and Technology is important.

English for Specific Purposes (ESP) differs significantly from general English learning. The main difference lies in the learning objectives and focus. ESP focuses more specifically on specific industry to prepare students practice in their fields, while general English learning focuses more on the use of English for general communication. ESP is applied to vocational

high schools and universities because at this level, students already have a focus on a specific field of study. Therefore, needs analysis is a fundamental and primary consideration in designing an ESP curriculum. Once the needs analysis has been conducted, the next step is to design teaching materials, one of which is a learning module book.

In selecting and designing a module, it is necessary to analyze the suitability of the content with the needs of the students. Some guidelines that need to be considered in designing or selecting a module or textbook include (Cunningsworth, 1995): (1) module or textbooks need to align with the objectives of the learning program, (2) it should reflect the use of language that will be practiced by the students, (3) Textbooks should take into account the needs of the students, (4) Textbooks should ideally have a clear role as a learning support.

To ensure the quality of a learning and teaching module book, an evaluation of the book needs to be conducted as a basis assessment for both the instructors and the curriculum development team. The Informatics Engineering Study Program at Universitas Indraprasta PGRI offers an English for Informatics course that students must take in their second semester. To support the learning of this course, an English for Informatics module has been designed. This module consists of 64 pages divided into 10 units, with each unit containing sections on skills, structures, and vocabularies. This study aims at evaluating the English learning module book entitled English for Informatics using an observation checklist, which is then expected to provide an overview of whether the English for Informatics book meets the criteria of a module and is suitable for the needs of students.

English for Specific Purposes (ESP) is a branch of English learning where the approach to learning English is made-to-order to the specific needs and goals of a particular field of study. ESP is delivered to meet the objectives of the field or major being pursued by the learner (Fadlia et al., 2020). As a discipline-based course, ESP approach differs from general English learning because it focuses on vocabulary, grammar, and language style relevant to the certain field or industry.

In higher education, ESP learning is generally considered an institutional curriculum course, where its implementation and curriculum are regulated by the institution. ESP in higher education is also provided specifically in the form of English for Occupational Purposes, English for Academic Purposes, English for Business and Economics, and English for Social Sciences (Rasyid 1997 in Dewi, 2015) (M. Nur, 2018). The design of ESP needs to consider the specific needs of particular fields of study, so a needs analysis must be conducted before designing an ESP curriculum. There are characteristics of the ESP learning process according to Strevens (1988) and Gatehouse (2001) in (Chen, 2006), including:

1. ESP is designed to provide the specific needs of learners.
2. The content of ESP is tailored to the themes and topics of a particular field of study.

The implementation of ESP in higher education is not always straightforward; there are several challenges associated with its application, including the readiness of both learners and instructors. Therefore, it is necessary to enhance communication skills for both instructors and learners, improve teaching methods, encourage collaborative learning, and develop learning materials and media (Poedjiastutie, 2017).

Learning media serve as a communication intermediary between educators and learners with the hope that the objectives of learning can be conveyed and achieved. Learning media also function to deliver messages through various tools aimed at encouraging learners or students to think and feel motivated to increase their knowledge (Hamid et al., 2020). The selection of appropriate learning media can directly affect learning outcomes. Therefore, it is very important to pay attention to aspects that include the needs of both educators and learners, as well as considering the ease of accessing the media. The selection of learning media can be done using two approaches, namely open and closed (Anderson, 1976 in (Falahudin, 2014)). The closed approach is applied when the choice of media has already been determined by the

management of the institution, such as the education office, school principal, or other policymakers. Meanwhile, the open approach provides teachers with a wider opportunity to choose the media they want to use. Both approaches have their respective advantages. The closed approach is aimed at achieving a uniform quality of education within an institution, while the open approach allows teachers to be more creative in using learning media.

Learning media has its own characteristics that are adjusted to the traits and needs of students. Therefore, teachers also need to understand the characteristics of students in receiving learning material. There are three types or modes of student reception towards the material being taught (Maimunah, 2016), namely Auditory, where students more easily receive explanations through listening; Visual, which occurs in students who more easily receive explanations by seeing; and Kinesthetic, where students more easily receive information through direct practice.

Module books serve as a learning medium that is systematically and structurally arranged with the aim of enabling students to engage in self-directed learning and master the competencies being taught (Sirate & Ramadhana, 2017). Learning books also play a role as a source for several aspects, including as material for presentations, learning activities, stimulation and ideas for classroom activities, syllabi, self-learning, and support for instructors (Cunningsworth, 1995).

Book evaluation is important to help instructors carry out the teaching and learning process, especially for teachers who use module books as the main source of their teaching activities. There are several ways to evaluate textbooks such as needs analysis process to identify and evaluate needs, interrogating English teachers to find the text books' problems or comparing new and previous textbooks and find the effect of new methods and materials. In addition, using checklists can play an important role in evaluating books especially in ESP courses (Azarnoosh, 2014). In developing learning media, instructors need to determine criteria for evaluating books, including the criteria from Cunningsworth (1995) which cover objectives and approaches, design and organization, language content, language skills, topics, teacher's book, and practical considerations. Evaluation is conducted to identify the strengths and weaknesses of the book or learning module (Suryarini, 2020; Poedjiastutie, 2017). Book evaluation can also be carried out before the book is used (pre-use evaluation), while it is being used (in-use evaluation), and after it has been used (post-use evaluation) depending on the conditions and objectives of the evaluation.

There are several procedures for book evaluation, including using the approach of book content, accuracy of content coverage, material precision, and completeness of components (Wachdah, 2020). In addition, book evaluators such as Skierso (1991), Scott and Ytreberg (1990), Grant (1987), McGrath (2006), Cunningsworth (1984), Harmer (2001), Woodward (2001), and Pinter (2006) in (Anshar et al., 2014) summarize the criteria for book evaluation into six criteria, including the cover, appearance and design, objectives, activities, exercises, and instructional media. Sungkono, (2012) also points out that the Learning Module Evaluation Instrument includes physical aspects, preliminary, content, task/evaluation, and summary. Several criteria also form the basis of book evaluation, including content appropriateness, language suitability, and presentation quality (Ali et al., 2024). From these book evaluation criteria, it can be concluded that evaluations are generally viewed from physical appearance, content, exercises, as well as other considerations such as additional teaching aids or teacher's manuals.

Xu (2004) in Razaee & Hashemi (2017) stated that selecting and evaluating a book, teachers must put attention on some certain factors, such as the use of standard English and quality of language used in the book, attractive design and layout, easy to access to component and content organization, a sufficient number of activities that fit all parts of the learning process, many activities on a similar theme or topic, follow-up questions for all readings, up-to-datedness and activities that could meet the needs of multi-level classes.

There are several studies related to book evaluation, one of them is (Fitriana, 2016) who conducted an evaluation on English Coursebook for High school students entitled ‘Think globally act locally’. She discovered that out of the fifteen textbook evaluation criteria used, the book only meets two criteria, namely an attractive appearance and compatibility with the syllabus. Regarding suitability with the curriculum, the book is in accordance with the 2013 curriculum. Another research came from Pido et al. (2022) who analyzed the suitability of a High school textbook with the 2013 curriculum, and he found out that Textbooks in relation to their use in teaching have not yet covered the competencies present in the 2013 Curriculum and The material in the English textbook published by Erlangga 2013, revised edition for grade 10, is not yet complete in meeting the Competencies used in determining learning achievements. Overall, the English textbook published by Erlangga in 2013, revised edition for grade 10, has good quality, but it requires improvement in terms of content and language.

An ESP book evaluation has also been conducted previously by Karimnia & Jafari (2017) who investigated the overall suitability and pedagogical value of the ESP textbook in the case of visual art textbook in Iran. The study discovered a fundamental necessity for revision and development of future ESP textbooks in Iranian context. Moreover, the findings implied that traditional materials and frameworks are not responsive to students’ needs and genre knowledge in majors of the Visual Arts. Another ESP book evaluation came from (Norma Utami, 2019) who conducted a book evaluation on English for International Tourism. The evaluation showed that the exercises within the book mainly practiced drilling task which was more structural rather than communicative.

From the previous studies, the evaluation on English for Informatics module using Cunningsworth approach is still infrequent. In fact, English and Informatics are closely related in which English is mostly set as default language in software and hardware developments, also the language for global technology discussions. Therefore, an evaluation of English for Informatics module is necessary as one of the means to help instructors and institutions control the quality of ESP learning.

METHOD

This study uses descriptive quantitative content analysis to evaluate an English for Informatics module used by second-semester of Informatics students. Therefore, the subject and secondary data of this study are the English module book titled English for Informatics. The research procedure consists of several stages, including first, grouping the questions into aspects of the textbook which includes:

Table 1. Checklist Questions

Category	Criteria
Purposes and approaches	Does the purpose of the book closely relate to the objectives of the teaching program and the needs of the learners?
	Does the purpose of the book match the teaching/learning situation?
	Can the book be used for different learning and teaching styles?
Design and Layout	Does the textbook provide a complete lesson package (student book, teacher book, other media)
	Is the content organized?
	Is there a reference section?
	Is there a section for self-learning?
	Is the layout clear?

Skills	Does this module have listening tasks that align with the objectives set by the curriculum and syllabus?
	Is the speaking activity balanced between individual, pair, and group responses?
	Is the reading text in the module interesting?
	Do the writing tasks have achievable goals and consider the students' abilities?
Language Content	Does the textbook cover the main grammar material appropriate for each level?
	Is the vocabulary teaching material adequate in terms of quantity and range of vocabulary, with an emphasis on vocabulary development and individual learning strategies?
	Does the textbook include material for pronunciation practice?
	Does the textbook address learners' discourse competence?
Topics	Is there enough material that truly captures students' interest?
	Is the variety of topics sufficient?
	Do the topics allow learners to broaden their awareness and enrich their experiences?
	Does this textbook allow students to connect themselves with the social and cultural context presented in the textbook?
Methodology	Does this textbook allow for active student involvement?
	Are the techniques used to present/practice new language material suitable for students?
	Does this textbook develop the students' communicative abilities?
	Does the material include suggestions/help for students regarding learning skills and strategies?
Teachers' book	Are students expected to take certain responsibilities for their own learning?
	Is there adequate guidance for teachers who will use the textbook and its supporting materials?
	Is the teacher's book comprehensive and supportive?
	Is there room for teachers to develop the material presented in this module?
Practical Consideration	Are the answer keys provided?
	Does the book have an interesting value?
	Is the book easy to obtain?
	Can this textbook stand on its own without any part of its packaging requiring special equipment, such as a language lab, listening center, or video player?

Data analysis is conducted using an observation checklist based on the approach by Cunningsworth (1995). Each item is assigned a score of 1, and the analyzed data are presented using the following formula:

$$P = \frac{\sum x}{N} \times 100\%$$

P :Percentage
 $\sum x$:Total number of criteria met by the textbook for each item
 N :Total number of criteria for each item

The calculation results are entered into the book assessment categories as follows (Zakaria, 2024):

80% - 100%	: Very Good
60% - 79%	: Good
50% - 59%	: Fair
0% - 49%	: Poor

The results that have been categorised are then described qualitatively and descriptively, relating to previous theories and research.

RESULTS AND DISCUSSION

Results

The overall result of the book evaluation discovers that there are 23 matching items, or 69% of the 31-item checklist. The teacher's book category has the least match at 0%, while Practical Considerations achieves a 100% match. Other categories, such as goals and approach, scored 67%, Skills, Language Content, and Topics scored 75%, while design and organization as well as methodology achieve an 80% percentage.

Purposes and Approaches

The results of the evaluation in the Goals and Approach category are in the good category with a percentage of 67%. The module covers exercises that accommodate the four language skills, namely writing, reading, listening, and speaking. However, the balance of these exercises still needs to be improved so that all four language skills can be developed evenly and can be followed by various learning styles.

Table 2. Purposes and Approaches

Category	Criteria	Score	Percentage
Purposes and approaches	Does the purpose of the book closely relate to the objectives of the teaching program and the needs of the learners?	1	67%
	Does the purpose of the book match the teaching/learning situation?	1	
	Can the book be used for different learning and teaching styles?	0	

From the three questions, item 3 infers that the module cannot be used for various different teaching-learning styles. This is perceived from the lack of activity variations provided. Instead, the exercises provided are mostly in the form of fill-in-the-blank and writing, so this module book mostly accommodates the writing learning style, while there are also exercises for listening, speaking, and reading, but they are fewer.

Design and Layouts

In the Design and Layout category, the evaluation results showed an 80% suitability, which falls into the very good category, by assessing four criteria, including whether the textbook has a complete lesson package, content organization, references, self-learning, and layout.

Table 3. Design and Layout

Category	Criteria	Score	Percentage
Design and Layout	Does the textbook provide a complete lesson package (student book, teacher book, other media)	0	80%
	Is the content organized?	1	

Is there a reference section?	1
Is there a section for self-learning?	1
Is the layout clear?	1

In this section, the criteria that need to be improved are the overall availability of learning packages, which include the learner's book, teacher's book, and supporting media. This Module Book is still limited to learners only, while the teacher's book and supporting media are not available. However, in terms of design and appearance, this Module Book is already very good and can be understood by both learners and teachers. In addition, the layout of this book also helps students to more easily understand the material and engage in self-directed learning. Additionally, a table of contents is very important in helping learners find the parts of the book that are currently being studied or will be studied. In the English for Informatics Module, the table of contents shows the language skills sections as well as the topics in each chapter, which makes it much easier for learners to study independently.

Skills

One of the objectives of learning English for Informatics is for students to obtain English language skills that include speaking, listening, writing, and reading. In the English for Informatics Module, the skills section is already good with an appropriateness percentage of 75%. However, among the four skills trained in this module, the skills still do not fully meet the students' needs. This module book does not provide adequate audio for listening practice, and listening exercises are only available in 4 out of the 10 available chapters. Meanwhile, the English for Informatics module provides more exercises for writing and reading skills. There are various types of writing and reading exercises such as short answer questions, paragraph writing, fill in the blanks, and writing dialogues.

Table 4. Skills

Category	Criteria	Score	Percentage
Skills	Does this module have listening tasks that align with the objectives set by the curriculum and syllabus?	0	75%
	Is the speaking activity balanced between individual, pair, and group responses?	1	
	Is the reading text in the module interesting?	1	
	Do the writing tasks have achievable goals and consider the students' abilities?	1	

Language Content

In the language content category, there are 4 criteria assessed: grammar, vocabulary, pronunciation, and passage. The language content category achieves 75% suitability or be categorized as good. Yet, the pronunciation criterion is still not met because there is no section that discusses or practices pronunciation. This is because the focus of this book is more on writing and reading skills, which better support students to produce and understand functional texts.

Table 5. Language Content

Category	Criteria	Score	Percentage
Language Content	Does the textbook cover the main grammar material appropriate for each level?	1	75%

	Is the vocabulary teaching material adequate in terms of quantity and range of vocabulary, with an emphasis on vocabulary development and individual learning strategies?	1
	Does the textbook include material for pronunciation practice?	0
	Does the textbook address learners' discourse competence?	1

Topics

The English for Informatics Module has a variety of topics related to Informatics and Technology, including Mobile Phones, Information Technology and Society, The Future of E-Learning, Technology in Use, social media, rules in using technology, AIBO, computer programs, computer problems, and computer science. According to Cunningsworth (1995), a learning curriculum should reflect social values both explicitly and implicitly. However, the representation of topics in this book is not sufficient to increase students' awareness of Indonesian society and culture because there are no topics related to Indonesian Social and Cultural issues. Therefore, the alignment of topics with the course objectives reaches 75% with a good category.

Table 6. Topics

Category	Criteria	Score	Percentage
Topics	Is there enough material that truly captures students' interest?	1	75%
	Is the variety of topics sufficient?	1	
	Do the topics allow learners to broaden their awareness and enrich their experiences?	1	
	Does this textbook allow students to connect themselves with the social and cultural context presented in the textbook?	0	

Methodology

Methodology relates to the approaches and learning methods that can be used by educators. This Module Book provides students with the opportunity to actively engage in every activity provided. One of these is the exercise of creating dialogues and practicing them. Although this book has a very good methodology with an appropriateness score of 80%, it still does not provide suggestions or strategies for students to develop their language skills.

Table 7. Methodology

Category	Criteria	Score	Percentage
Methodology	Does this textbook allow for active student involvement?	1	80%
	Are the techniques used to present/practice new language material suitable for students?	1	
	Does this textbook develop the students' communicative abilities?	1	
	Does the material include suggestions/help for students regarding learning skills and strategies?	0	
	Are students expected to take certain responsibilities for their own learning?	1	

Teacher's Book

The English for Informatics Module Book does not have a teacher's book, so the four assessed criteria are not met. This also results in the Teacher's book category scoring 0% or being deemed inappropriate.

Table 8. Teachers book

Category	Criteria	Score	Percentage
Teachers' book	Is there adequate guidance for teachers who will use the textbook and its supporting materials?	0	0%
	Is the teacher's book comprehensive and supportive?	0	
	Is there room for teachers to develop the material presented in this module?	0	
	Are the answer keys provided?	0	

Practical Considerations

The category of practical considerations achieves 100% suitability or is very good. This book has good value, particularly related to Informatics and Technology. For example, one of the readings contains a message to use Mobile Phones and Artificial Intelligence wisely. Additionally, this book is also available at the campus cooperative, making access to owning this book very easy. Another criterion is that this module book can stand alone without relying on other media, so learning can continue even if only this module book is used.

Table 9. Practical Consideration

Category	Criteria	Score	Percentage
Practical Consideration	Does the book have an interesting value?	1	100%
	Is the book easy to obtain?	1	
	Can this textbook stand on its own without any part of its packaging requiring special equipment, such as a language lab, listening center, or video player?	1	

Discussion

Designing learning and teaching book such module can be tricky, especially an ESP module. Hence, an evaluation is needed to control the quality of a module so that the module can cope with the updated learning needs and situation. A proper module or learning book should have objectives and approaches that align with the curriculum of the course subject. According to Cunningsworth (1995), a textbook needs to have objectives and approaches evaluated based on (1) whether the book has goals that meet the needs of the program and learners, (2) whether the book can be used in specific teaching conditions, and (3) whether the book can accommodate various learning styles of the learners. The objectives of the English for Informatics course are for students to master basic tenses, demonstrate oral and written communication, understand short readings and writings, and collaborate with individuals from diverse social and cultural backgrounds. As seen in the results, English for Informatics module has goals that meet the need of the course program and can also be used in specific teaching condition, however the lack of this module lies on the availability to accommodate various learning styles.

Learning and teaching book such as module is different from general textbook. Learning books are more complex than other types of books because they not only cover the knowledge or content of the book, but also consider design and visual elements to help learners understand the content of the book (Skela & Burazer, 2021). Besides, Febrianto & Puspitaningsih (2020) contrast the characteristics of a textbook from those of a teaching and learning book that teaching and learning book is specifically oriented for learners to be able to develop learning

abilities, because: (1) it is arranged according to a systematic structure and content, (2) explains learning objectives, (3) fosters learning motivation, (4) anticipates learners' difficulties, (5) provides summaries and feedback. This view shows that a teaching book has an important role in accordance with its existence in supporting learning success.

Another lackness of English for Informatics module is that it does not provide teachers' book. Teachers' book is actually needed to help teachers guide the activity in the classroom. Besides, teachers' book should also be complemented with other media of learning such as CD to assist teachers in conducting listening and speaking skills sections. In addition, listening skill is not really enhanced in this module as it does not provide the the listening media from the native speaker. Purwanti (2019) points out that free production of speech, materials for reading, listening, and writing, integrated skills, and communicative abilities are essentials in developing language skills and communicative abilities.

CONCLUSION

Based on the results of the book evaluation, it can be concluded that there are 22 items of suitability, or 69% of the 32 checklist items, and it is categorized as good. The teacher's book criteria have the least suitability because they have zero score, or 0%, while practical considerations achieve 100% suitability. Other categories, such as goals and approaches, obtained 67%, skills, language content, and topics achieved 75%, while design and arrangement as well as methodology obtained 80%.

Overall, the English for Informatics module book can be categorized as good based on its suitability with the objectives of the English for Informatics course. However, this module still requires specific structural modifications, especially the availability of a teacher's book. A teacher's guide is needed to help develop the material. Future editions must introduce a comprehensive teacher's guide integrated with multimedia audio-visual streams to bolster students' interactive listening skills. In addition, this module book also needs to provide a variety of topics related to social and cultural aspects.

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