

The Use of English Textbooks at Schools

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ABSTRACT

English is one of the many languages that must be learned by all levels of school, from elementary to high school. English lessons have been taught in schools for a long time, and the development is so fast that schools are competing to apply it and provide training, webinars, etc. offline and online to improve the ability of English teachers but there are many factors that determine the success of English teachers in the teaching and learning process, one of which is the learning medium, namely English textbooks. In this study, the author uses qualitative research, and the method used is a descriptive method in which the author takes the following steps: First, the author collects five (5) journals related to the analysis of English textbooks; Second, after being collected, the author looks for the results of research and theories that underlie or become a benchmark in analyzing English textbooks by each journal author; Finally, the author gives conclusions based on the journals collected. The result of this research is that in making textbooks, it is necessary to be based on existing theories with not much material content & the material really makes students understand what they are learning.

Keywords: English, English textbooks, Theory

INTRODUCTION

Curriculum is one of the references or benchmarks that contains a series of learning activities or programs in schools. The last curriculum implemented in schools is the independent learning curriculum where teachers are given the freedom to explore strategies, approaches, and learning models to students but students' progress in learning is not all the responsibility of the teacher.

Teachers are people who have competence in their fields. There are four basic competencies that teachers should have; First, Pedagogic Competence, where teachers have good knowledge of how to make learning plans, how to manage classes, how to serve students well; Second, Professional Competence, namely teachers must be able or understand the science that is their field of study; Third, social competence, namely the ability of teachers to communicate well between teachers and students, teachers with other teachers, teachers with principals; The last is personality competence, which is that teachers must have a good personality such as honesty and fairness. sturdy, etc. Based on the teacher's competence, teachers are required to always learn which teachers are learners throughout their lives. One of the learning media as a reference for teachers is textbooks. Teachers and textbooks are closely related because before the teacher enters the classroom, the planning written in the lesson plan is what learning resources or textbooks will be used by teachers and students.

Textbooks are a tool or learning medium in the learning and teaching process in the classroom, because textbooks help teachers in providing learning materials, as well as helping

students in their learning activities. Problems related to textbooks are also in the spotlight, namely First, according to I Nengah Santosa et al (2014) one of the factors that affect the low ability of students is the lack of availability of quality books for students. Second, the change of textbooks when the curriculum changes, this sometimes causes confusion for teachers and students. Third in the selection of English textbooks that will be used by teachers and students. When English textbooks are implemented according to the criteria of the theories of Cunningsworth, Hammer and the National Agency, Education, etc., then the textbooks can be said to be suitable for use in schools. But again that actually how the textbook used is able to make students understand the content, after it is understood that students can apply it well, finally the student feels happy with the results that have been achieved. This is homework for book writers also to be able to make books according to the needs of students and the content of the material is also not much studied so that students really understand what they are learning. In this article, it explains English textbooks from a collection of five journals as well as theories that are the main benchmark for journal authors to deliver English textbooks according to the criteria of good textbooks according to Cunningsworth, Hammer and the National Education Agency, etc. According to Hayati Wasistyo Adi and Puji Astuti (2019) the reason textbooks need to be analysed is because of English language learning, The role of textbooks is very helpful for students. When students can't hear well what the teacher is saying, they can look at the textbook.

THEORETICAL STUDIES

1. Curriculum

The process of learning activities in each school requires a curriculum, without a curriculum the process will not take place as expected. Therefore, it is very important for a teacher to understand well the curriculum applied to the school where the teacher teaches. The curriculum is an important component in Education because it regulates all educational processes from planning to evaluation. Fajri NK (2019). According to Rahayu et al. (2023), the curriculum provides guidance for teachers to design learning activities that suit today's needs and demands.

2. Textbooks

Textbooks are part of the curriculum, therefore textbooks are needed by teachers and students in every activity of the learning and teaching process in the classroom.

Textbooks are one of the learning resources and teaching materials that are widely used in learning by every teacher. (Rosita, E, et al; 2019)

Anisah (2017) said that a textbook is a written work in the form of a book in a certain field that is used by teachers and students in the learning and teaching process and which is equipped with neat facilities and infrastructure that are easy for students to understand so that they can support the teaching program.

3. The role of textbooks

Textbooks cannot be separated from teachers and students, so textbooks have a very important role. According to Supriadi (2006) said that textbooks are important in improving the quality of education. Muchlis in Meliawati, M and Hamied, A, F (2020)

said that textbooks are a means of learning used in schools to support a learning program.

4. English textbook criteria

a. Cunningsworth (1995) & Hammer

The criteria for a good textbook are as follows:

1) Purpose and approach; According to Cunningsworth, the goals and approach must meet two criteria; First, the content of the textbook must be appropriate and match the current syllabus.

2) Design and organization; Talk about the total content of the textbook. The total content of the Lesson textbook includes student books, teacher books, workbooks, and tapes.

3) Language content; Language content deals with grammar and vocabulary in textbooks.

4) Skill

5) Topic; related to the social and cultural context presented in the textbook.

6) Methodology; in the textbook methodology must meet 3 criteria; First, the techniques used in practicing new language materials must be suitable for students; Second, communicative skills must be developed in textbooks; Third, the material included in the textbook must provide advice/help students about learning abilities and learning strategies.

7) Practical considerations; English textbooks must meet two criteria in terms of practical considerations; First, the entire cost of a textbook package represents good value for money. Second, textbooks must be strong and durable

8) Instructions. According to Hammer (2007) English textbooks must meet two criteria in terms of instruction; first, the instructions should be clear and unambiguous; Second, instructions must be written in a language that can be understood by students.

b. Byrd

English textbooks must be in accordance with the curriculum and implemented in schools; First, Conformity between the material and the curriculum, the curriculum is a guideline for the teaching and learning process, including program objectives and program procedures. Second, the Compatibility between the material and the teaching and learning process. The materials must be in accordance with the needs of students, so that they can learn the material effectively.

METHOD

This study uses Qualitative research with a descriptive method where the author takes data from library research, collects five (5) journals and searches for the underlying English textbook theory. The steps taken by the author are as follows; 1) Searching for as many as five journals about textbook analysis and theory that are the basis or benchmark for the author to analyse them; 2) Include in the table the author's name, textbook name, research results, and

theory that are the author's reference base; 3) The author makes a conclusion from the results obtained.

DISCUSSION

In this discussion, the author presents several journals that the author will see their advantages and disadvantages, the underlying theory, and finally the author makes a conclusion from the five journals.

Table 1. Journal Collection

No.	Author's Name & Journal	Heading	Result	Theoretical Basis
1.	Mela Meliawati & Fuad Abdul Hamied. Journal of Educational Research Volume 20, Number 1, 83-90 April 2020	Content Analysis in English Textbooks for SMA/MA/SMK/MAK Class X	Fulfilling the criteria of Cunningsworth and Hamer as many as 66.7% and 33.3% of these textbooks do not meet the criteria of a good EFL textbook. The National Education Standards Agency for this textbook is categorized as good with a score of 90%	Cunningsworth (1995), Hamer (2007), National Education Standards Agency
2.	Reni Nurdeani Analysis of English Lesson Textbooks Based on Lesson Textbook Writing Standards	English Textbook in Grade III"Grow with English Book 3. Publisher Erlangga	The highest use of media was found in the linguistic aspects of pronunciation, sentences & idea development in listening skills, the linguistic aspect of sentences in speaking skills was 100 & or as many as 10 units using the media aspect in the linguistic aspect.	National Education Standards Agency
3.	Muhammad Affan Ramadhana	Junior High School English Textbook Analysis: Developing English Competencies	Based on the results of the evaluation, the Developing English Competencies textbook is very	Cunningsworth (1995)

			good but not very recommended as the total score is 108 (below 110)	
4.	Sri Supiah Cahyadi, Scientific Journal of UPT P2M STIKIP Siliwangi Vo 5 No 1, Mei ska Rizkiani (2017).	Analysis of Student Needs in English Textbook Materials at the Vocational Level	<p>Analyzing and Identifying Readers' Goals and Needs</p> <p>-Determining the purpose of the textbook writing</p> <p>-Finding sources2x readings as author's reference</p> <p>-Compiling the systematic elements of good book writing</p> <p>-Using correct and correct spelling</p> <p>-Presenting content with the addition of writing, design, and interesting color combinations, oerlu presents 2x practice questions in the form of pictures and illustrations.</p> <p>-Pay attention to the physical factors of the textbook</p>	- Hammer (2001) -Richard &Nunan (1998)
5.	Nur Wahidah Thayib Pido, Susanti PakayaLutvia Dentau.Journal of Nusantara Education 2 (1),30-38 2022	Analysis of the content and language of the 10th grade high school English textbook published by Erlangga 2013	-The completeness of the material has a total score of 12 out of a maximum score of 20 so that it gets a score percentage of 55%	-Cunningsworth (1995)

Based on the five journal articles above, it is concluded that the five journals above analyze the theoretical journals used differently and of the 5 articles above, 3 articles use the Cunningsworth theory. Hammer, BNSP and only two articles that do not use textbook criteria based on the theory of Cunningsworth, Hammer and BNSP but textbooks need to be analyzed based on theoretical criteria which then can be a reference or the right direction how a good textbook should be. According to Cunningsworth, a good textbook is a book that is able to explore the needs of students. This means that in the book it is necessary to fill it with material that is in accordance with the age level of the child. When the child is at the elementary level, the child learns according to their age and also the content of the material presented in the textbook is not too much so that the child can by the process of understanding well what he will learn. Teachers must also be able to motivate students to be able to understand what is taught and be able to also make students in addition to understanding can apply the material learned well.

CONCLUSION

English textbooks as a reference, benchmark for English teachers and the role is very important, first for English teachers as a tool for learning, for students to help students in learning at school and at home. Based on the collection of five journals, every English textbook has its advantages and disadvantages, and from the five articles, the criteria or theoretical benchmarks that are the basis for analysing English textbooks are the first theory. Two theories, three theories.

The author's suggestion that the shortcomings of English textbooks can be studied again with in-depth research because English textbooks have become an important part of every curriculum applied in schools both at the elementary to high school levels.

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