

## The Criteria of Good English Textbook for Students: A Senior English Textbook Analysis

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### Abstract

**Background:** English textbooks are a medium for delivering a material; good textbooks must support good material in accordance with eight ideal textbook criteria.

**Objective:** This study aims to analyze and describe English textbooks used in SMA Negeri 1 Gorontalo Regency.

**Purpose:** This study aims to analyze and describe English textbooks used in SMA Negeri 1 Gorontalo Regency.

**Method:** This study used a qualitative method with a content analysis approach to textbooks. Data were obtained through a system of observation of topics, language aspects, task forms for four language skills, and task structures in each chapter of the book. The textbooks analyzed were for grade X high school students published by the Ministry of Education and Culture of the 2017 edition of the K-13 curriculum. The data were analyzed descriptively in accordance with eight criteria for textbook analysis, namely the purpose and approach of book design and organization, language content, language skills, topics, methodology, teachers' books, and language practice situations.

**Results and Discussion:** The results showed that of the eight criteria for a good textbook, this book fulfills five criteria. The five criteria have clear objectives and approaches, book design and organization, language content, language skills, topics, and language practice situations.

**Conclusion and Implications:** This research has implications for efforts to improve students' mastery of English language skills through the teaching materials in the textbooks used.

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### Keywords:

*Textbook; English Book; Content Analysis; Students' Competence*

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### Abstrak

**Latar Belakang:** Buku teks bahasa Inggris merupakan media penyampaian materi, materi yang baik harus ditunjang oleh buku teks yang baik sesuai dengan 8 kriteria ideal buku ajar.

**Tujuan:** Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan buku teks bahasa Inggris yang digunakan di SMA Negeri 1 Kab. Gorontalo

**Metode:** Penelitian ini menggunakan metode kualitatif dengan pendekatan analisis isi buku ajar. Data diperoleh melalui sistem observasi terhadap topic, aspek bahasa, bentuk tugas untuk 4 keterampilan berbahasa, dan struktur tugas dalam setiap bab isi buku. Buku ajar yang dianalisis adalah buku ajar bagi siswa sekolah menengah atas kelas X yang diterbitkan oleh

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Kementerian Pendidikan dan Kebudayaan edisi kurikulum K-13 tahun 2017.. Data dianalisis secara deskriptif sesuai dengan 8 kriteria analisis buku ajar, yaitu tujuan dan pendekatan desain dan organisasi buku, isi bahasa, keterampilan berbahasa, topik, metodologi, buku guru, dan situasi praktek bahasa.

**Hasil dan Pembahasan:** Hasil penelitian menunjukkan bahwa dari 8 kriteria buku ajar yang baik, buku ini memenuhi 5 kriteria yang ditetapkan. 5 kriteria tersebut adalah memiliki tujuan dan pendekatan yang jelas, desain dan organisasi buku, isi bahasa, keterampilan berbahasa, topik dan situasi praktek bahasa.

**Kesimpulan dan Implikasi:** Penelitian ini menyimpulkan bahwa buku ini layak direkomendasikan untuk digunakan sebagai buku ajar bagi siswa. Penelitian ini berimplikasi pada upaya meningkatkan penguasaan keterampilan berbahasa Inggris siswa melalui materi ajar dalam buku ajar yang dipergunakan.

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**Kata Kunci:**

*Buku Teks; Buku Bahasa Inggris; Analisis Isi; Kompetensi Siswa*

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## INTRODUCTION

Content analysis refers to a method of analyzing and comprehending the material, in this case, an English textbook.[1]–[4] A textbook is a piece of media that aids teachers in planning their teaching and learning activities. As a result, creating the teaching materials for each lesson will not take up a significant amount of time. Furthermore, Cunningsworth said that textbooks are beneficial because most goals and objectives have already been established in a set of activities depending on what students need to learn. Cunningsworth said that the usefulness of a textbook in organizing goals and objectives and developing teaching materials is a good consideration before opting to utilize the textbook in the classroom.[5]–[7] An improper textbook may fill the class with uninteresting exercises, be too expensive for pupils, or fail to meet the learners' rights in meeting their learning needs. Because of these factors, teachers' textbook selections are extremely important. The importance of textbooks in the teaching and learning process necessitates the teacher's selection of an acceptable textbook for the students, as a variety of publishing houses releases several English books.[8] When selecting the proper one, the teacher must use caution. The content must be by the present curriculum and the intended outcome and purpose for the pupils.

The following are the criteria for an English textbook.[9], [10] Because textbooks are such an important part of the teaching and learning process in the classroom, they must be of high quality. The researcher enlists the help of an expert to determine how a textbook is classified as high quality. Greene, Petty, and Tarigan were the first to organize the textbook using ten criteria. A good textbook has specific characteristics. The textbook should be engaging and appealing to the students.[11], [12] As a result, they will be enthusiastic about using textbooks. The textbook must be capable of motivating students, the textbook's content must be instructive, and the linguistic aspect of the textbook should be considered. As a result, it will be appropriate for the learner's abilities the content of a textbook must be relevant to another field of study, and the textbook should encourage students to engage in personal activities. The contents of the textbook must be stated clearly so that the pupils are not confused when using the textbook because it will be the learner's point of view; the textbook must have a clear point of view, A textbook must be able to strike a balance and place emphasis on the learners' worth, and the textbook must be able to accommodate individual variances.[13]–[15] We can also learn the following textbook criteria based on Cunningsworth: The Textbook should be tailored to the demands of the students, it should

be in line with the language learning program's goals and objectives, a textbook should include the (current or future) uses of the language that students will make. Choose textbooks that will assist students in properly using language for their aims; they assist students in various ways. And textbooks, like teachers, should play an important role in learning by mediating between the target language and the learner.[16]–[18]

Therefore, the researcher is interested in doing content analysis on the textbook. Cunningsworth, cited in Alshehri, said that the purposes of textbook evaluation are to adopt new course books, determine specific strengths and weaknesses, aid in teacher development, and provide insights into a textbook's numerous components.[19] Harni Yusuf said there are five different components of the teaching-learning process where student teachers analyze and appraise materials using the checklist approach based on the teaching textbook.[19], [20] The textbook will not leave out the teaching-learning between teacher and student. So, in this research, focus on the material being taught. How the criteria of the content English textbook for students at SMA N 01 Limboto class X. Textbooks are expected to have truly quality content and in terms easy or otherwise understood by the student, and it served with interest. The quality of the textbook can give optimal results to the learning process. Government regulation 19 the year 2005, article 43 clause 5 said that Important issues of the content of the presentation and grafting languages must be considered in the textbook's quality. Suppose the lesson textbook used does not meet the requirements for concern that a student's comprehension differs from the goal of the lesson textbook. In that case, the instructor using the textbook must first assess the contents of the teaching material and the English textbook.[21]

Based on the results of the introductory interview, it was informed that grade 10 high school students of 01 Limboto use English textbooks based on the 2013 curriculum. The textbook is used by teachers when teaching English subjects. The teacher hopes to meet students' needs while learning English with this textbook. However, during the current pandemic, teachers chose alternative learning videos and pdf to help students understand the learning process by referring to the material's source in the English textbook. The English textbooks are designed to improve English language skills properly and correctly. Using a text-based learning approach, both verbal and non-verbal, by placing English as a vehicle for communication. Therefore, grade 10 students of SMA N 01 Limboto can improve their good English language skills. Because most of the first-grade students of SMA N 01 Limboto are not fluent in English. Because of the lack of vocabulary, they learn. This greatly affects the needs of students in learning English. Well, based on the background above, the researcher is interested in researching the Analysis of the Content of an English Textbook.

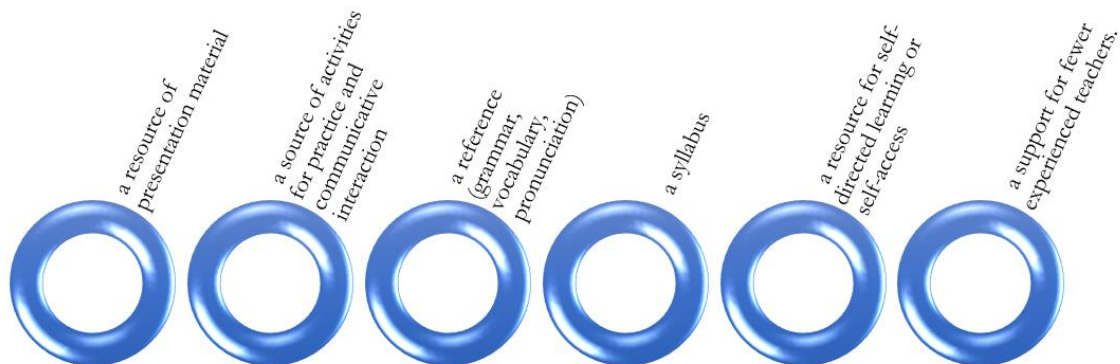
## LITERATURE REVIEW

### 1. Textbook

A textbook is a form of published revealed material most usually used as a teaching and studying medium in schools or any academic group.[22] It is one of the most important media in getting to know teaching systems because it serves as a supply and guiding principle to each student and teacher. Textbook serves as a crucial position in the coaching and learning process. Using the textbook inside the classroom helps the teacher in delivering the materials. Mudzakir said that a textbook is complemented by student work.[23] The standard of students' work during a textbook or course book is usually suitable to the student's knowledge competence.[25] Cunningsworth said that publishing textbooks have commonly passed several qualification tests from the publisher during a controlled pilot study before it's released to the public. Thus, a textbook is a book used to be the rule for both teacher and students in the teaching and learning process considerably of a curriculum and textbook also got to fit with students' needs in learning.[26]

## 2. Function of Textbook

Textbook utilized in the teaching and learning process is important.[26],[27] Textbooks are meant to assist teachers in providing them with teaching materials; as Chandran stated, textbooks are a suggestion for inexperienced teachers or tools for knowledgeable teachers. It also provided inexperienced or experienced teachers guidance on what students need to learn and what they wish to discover. The statement from Chandran is additionally in line with the statements from Cunningsworth. Cunningsworth said that they're several functions and roles of a textbook which are:



**Figure 1.** The Functions and Roles of a Textbook

The essence of a textbook is essential to assist both teachers and students in some ways. For a teacher, it helps them in preparing and developing the teaching materials that are getting to be taught and on the other hand. As for the students, it helps them to take care of and trace back their input in learning.

## 3. Criteria of Good English Textbook

The textbook is one of the important media for teaching and learning activities within the classroom, so it must have an honest quality. To understand how a textbook is categorized during as good quality, the researcher provides some criteria from the experts. First, Greene and Petty in Tarigan have made the thanks to arranging the textbook with nine criteria. A good textbook has certain qualities, they are;

**Table 1.** The Nine Criteria of the Textbook

|   |   |
|---|---|
| 1 | The textbook must be interesting and attractive toward the learners. So, they're going to have an interest in using textbooks.  |
| 2 | The textbook must be ready to motivate the learners   |
| 3 | The contents of the textbook must be illustrative   |
| 4 | The textbook should consider the linguistic aspect. So, it'll be suitable with the learner's ability; the textbook's contents must be regarding the opposite branch of science. |
| 5 | The textbook must stimulate the private activity of the learners  |
| 6 | The contents of the textbook must be clear in writing to avoid the youngsters being confused in using the textbook  |
| 7 | The textbook must have a clear point of view because it'll be the learner's point of view.  |
| 8 | The textbook must be ready to balance and emphasize the learners' worth.  |
| 9 | The textbook must be ready to reference the differences of the individual.  |

**Table 2.** Criteria of Reading Material Based on Cunningsworth

|   |   |
|---|---|
| 1 | The textbook should correspond to the learner's needs. They should match the aims and objectives of the language learning program   |
| 2 | The textbook should contain (present or future) what learners will make of the language. Select textbooks which help to equip learners to use language effectively for their purposes.  |
| 3 | Textbooks help learners to learn in several ways. Textbooks should have a clear role as a support for learning like teachers; they mediate between the target language and the learner. |

**Table 3.** Criteria for an Ideal Textbook

|    |  |
|----|--|
| 1  | The presence of a certain basis, principle and point of view underlying the concepts used in the textbook should be clear. |
| 2  | Related to the course.   |
| 3  | Attract readers to use it.   |
| 4  | You can motivate users.  |
| 5  | It can stimulate student activity.   |
| 6  | Create an illustration that can grab his attention.  |
| 7  | Before understanding, we need to communicate properly.   |
| 8  | The content supports other subjects.   |
| 9  | We will respect individual differences.  |
| 10 | Establishing the values and principles that exist in society.  |
| 11 | Consider linguistic aspects depending on the student's ability to use them.  |
| 12 | Use clear concepts so as not to confuse students.  |
| 13 | Have a clear perspective.  |

#### 4. Textbook Analysis

Many publishers try to provide textbooks to support teachers and students in teaching and learning. Not all textbooks published are suitable for the learners' needs and have good qualities. That means textbook analysis is needed to evaluate the textbook which has been published. The textbook analysis will give an evaluation, and the publisher can create a better edition. The criteria for textbooks, according to the Minister of Education and Culture, are as follows:

**Table 4.** The criteria for textbooks in Indonesia

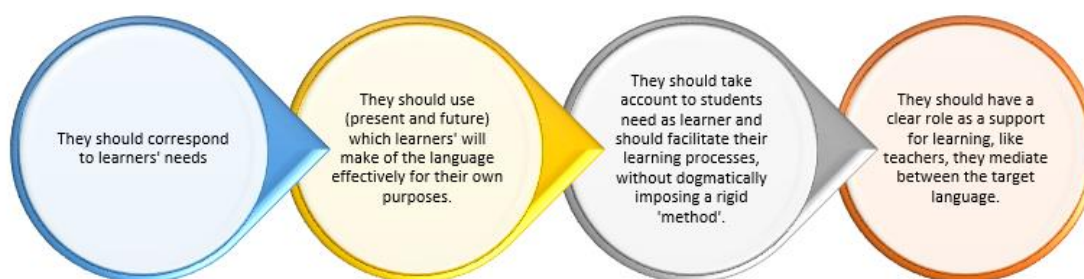
|  |  |
|--|--|
| <b>Readiness</b>                             | The material of textbooks should be suitable for the readiness of the learner's knowledge and skill that they have had before  |
| <b>Motivation</b>                            | The contents of the textbook should motivate the learners to be tolerant   |
| <b>The learner's active participation</b>    | The textbook may make learners interact actively in class through the works activity to observe, to make an exercise to practice and to demonstrate it   |
| <b>Using the tools for the Student Focus</b> | The textbook should supply the pictures, illustrations, diagrams or table to make clear the concept of a textbook<br>The containing social cognitive interaction textbook should support the learners to ask to find something by themselves through their brainstorming to design and make the learning community<br>The authentic evaluation textbook should support teachers to evaluate in certain ways through the learner's achievement and their process. |
| <b>Life skill</b>                            | Textbooks should support the learners in developing their life skill<br>The relationship between the textbook and the surrounding<br>The material of the textbook is crossly related to the learners, such as the area they lived, the knowledge that learners had and their learning needs.   |



|                       |   |
|-----------------------|---|
| <b>Cooperative</b>    | Supplying material textbooks can enable students to work with their friend's textbooks based on the News. |
| <b>The Experience</b> | Textbooks should support the learners in having their own experiences.                                    |

## 5. Analyze a Textbook

With the tall number of textbooks used in almost every school and language course in Indonesia, implementing a textbook in teaching the classroom becomes relatively crucial. As expressed some time recently, the role of a textbook helps inexperienced teachers. It provides a resource for teaching materials and many other roles. A textbook should be selected and evaluated to find a suitable one. The suitability issue of a textbook, stated by Cunningsworth, is that no single textbook or course book released to the market will be ideal for a particular group of learners. Instead of looking for the ideal that will be rather hard to find, we should find the best possible fit that fits the potential to adapt and supplement where it is inadequate or unsuitable. This explanation is true. With tons of commercial Textbook in Indonesia, or nowadays, the most widely used is BSE (Buku Sekolah Elektronik) or E-Book, the quantity of a textbook available in the markets are high and keep increasing. Yet, the high quantity could not ensure a high quality of itself. That is why the quality of the textbook should be analyzed. According to Cunningsworth stated several guidelines to evaluate textbooks or course books to be specified with what the teacher or group of learners needs as follows:



**Figure 2.** Four Criteria for a Good Book for English Learning Needs

Based on this evaluation in analyzing good and appropriate textbooks, we can see the criteria for preparing a good book that can meet the needs of students in learning English. Researchers can find textbooks that focus on student needs by knowing how to analyze textbooks.

## 6. Textbook Evaluation Criteria

Some experts have certain criteria for evaluating textbooks. Cunningsworth lists eight criteria for evaluating textbooks.[29] Standard suggestions include:



**Figure 3.** Textbook Evaluation Criteria according to Cunningsworth

## 7. Students Need to Learn English

The outline of the need of students can be divided into physiological needs, the need for security, the need for belonging and love, the need for esteem, and the need for self-actualization. Need analysis As said before, the wrong one important thing to do in developing the teaching material model is a need analysis and analysis situation. The teaching material must be made according to the need of the teacher as facilitator, students as use, and other parties.[30] Brown said that need analysis as activities identify elements of language needed by students when they are required to understand and use the target language. Need analysis is very useful for determining the learning objectives that will later be used for developing material, activities, and tests. Teaching materials will be easier to adapt, develop, and use by conducting a need analysis of students. By knowing the need of the participant students, the teacher will more easily choose, adapt, and develop material according to the participant's needs so that the learning objectives will be easier to fulfil. Students are given a statement and question to give an opinion based on the levels already prepared. The questions that are given according to the explanation by Brown that the question in the needs analysis must be able to identify problem priority, ability, attitude, and solution.[31]

### METHOD

This research used qualitative methods to analyze the content of the English textbook.[32], [33] The sample was an english textbook for First Grade. It was used for the students of SMA N 01 Limboto. The book was analyzed using Jo McDonough and Christopher shaw's theory of textbook analysis. There were 8 (eight) criteria of the textbook analyzed, namely aim and approaches, design and organization, language content, skills, topic, methodology, teacher's book, and practical condition. The book contained Data analyzed and used the table to list the criteria.

| No | Criteria                | Information  |   |   |   |
|----|-------------------------|--|---|---|---|
| 1  | Aim and approaches      | the textbook is suited to the learning/teaching situation  | covers most or all of what is needed  | a good resource for students and teachers                                 | the textbook is flexible and allows different teaching and learning styles.       |
| 2  | Design and organization | student books, teacher's books, workbooks, cassettes   | depending on structure, function, topic, skill,   | based on complexity, learnability, usefulness                             | grading and progress are suitable for the learner                                 |
| 3  | Language content        | covers the main grammar items appropriate for each, taking into account the level and the needs of the learner | vocabulary instruction is appropriate in terms of vocabulary quantity and scope. focus on personal vocabulary development | the textbook contains pronunciation material, and if so, what is covered: | Textbook deals with structuring and conventions of usage above the sentence level |
| 4  | Skill                   | answer questions about whether all four skills adequately  | taking into account the objectives of the lesson and curriculum requirements  | material for integrated skills work                                       | reading and related activities are appropriate for students' levels, interests    |

|   |                         |  |  |   |   |
|---|-------------------------|--|--|---|---|
| 5 | Topic                   | enough material of genuine interest to learners  | enough variety and range of topics,                    | the topic will help expand students' awareness and enrich their experience  | topics are sophisticated enough in content yet within the learners' language level. |
| 6 | Methodology             | relevant to the learning situation,  | matches the student's learning styles and expectations |   |   |
| 7 | Teacher's book          | adequate guidance for the teachers using the course book and its supporting materials, | teachers' books are comprehensive and supportive       | adequately cover teaching techniques, language items such as grammar rules and culture-specific information   |   |
| 8 | Practical consideration | represent value for money are books sturdy and durable,                                | appearance attractive is it easy to obtain,            | is it further supplies can be obtained in a short time, as well as any part of the packaging requires specific equipment, such as language laboratories, hearing centres, or video player | it is reliable. Schools need to have the equipment necessary for users to function. |

## RESULT AND DISCUSSION

**Aim and Approaches:** The book is suited to the learning/teaching situation because it covers the social function of the language. The task lets the students socialize with their environment. For instance, in speaking skills (page 17), the students were asked to introduce themselves in party situations. The book covers most or all of what is needed, for example, text structure, language features, topic-related activities, and skill focus. All units of this book covered at least 5 (five) tasks which referred to the need of students. For example, chapter 1, "talking about self," covered 8 (eight) tasks. Every language skill has its tasks. The book is a good resource for students and teachers because it prepares language features, for example, vocabulary exercises on page 9 and grammar exercises on pages 14-15. This textbook is flexible and allows different teaching and learning styles because it prepares various tasks. For example, vocabulary building which refers to language games, sometimes used spelling practice, etc. It was seen on pages 16 -22.

**Design and Organization:** This textbook did not prepare teacher's books, workbooks, and cassettes; however, it prepared pronunciation. It can be seen, for example, in chapter 1, page 3. This book prepared topics in every chapter, for example, chapter 2, "Congratulating and Complementing others," page 20 and chapter 3 ", What are you Going to do Today" page 38. This book accommodated tasks based on complexity, learnability, and usefulness. For example, the task vocabulary exercise in chapter 3, page 43, allowed the students to answer the exercise because the vocabulary was displayed on the previous page.



This book was also gave grading and progress, which suitable for the learner. It started by giving vocabulary building, grammar review, and pronunciation chart. The textbook deals with structuring and conventions of usage above the sentence level. It can be seen from the grade of words or sentences in every task.

**Language Content:** This book accommodated all criteria in language content. The syllabus in this book describes the criteria or indicators of language content. It covers the main grammar items appropriate for each, considering the learner's level and needs. It covered vocabulary instruction appropriate in terms of vocabulary quantity and scope. It focused on personal vocabulary. The textbook contains pronunciation material.

**Skill:** This book prepared all four skills adequately and added 3 (three) aspects of language, namely vocabulary, grammar, and pronunciation. It also considers the objectives of the lesson and curriculum requirements, material for integrated skills work, reading and related activities that are appropriate for students' levels and interests. It can be seen that the core competence of the unit preceded every single chapter of this book.

**Topic:** There was enough material of genuine interest to learners, enough variety and a range of topics. The topic prepared in this textbook help expand students' awareness and enrich their experience. For example, the topic in chapter two, "congratulating and complimenting others," enriched students' experience in congratulating others in every moment of life. The topics in this textbook are sophisticated enough in content yet within the learners' language level. For example, accommodating social media as material sources.

**Teacher's book:** However, this textbook did not supplement with a textbook. Therefore, there was no data analysis of this textbook.

**Practical Consideration:** This book is prepared pdf file and open access for download. It represents value for money, are books sturdy and durable, appearance attractive, is it easy to obtain. Further supplies can be obtained quickly; however, any part of the packaging requiring specific equipment, such as language laboratories, hearing centres, or video players, was unreliable. Schools need to have the equipment necessary for users to function.

The analysis result indicated that the textbook fulfilled 5 (five) criteria of a good textbook, and 2 (two) criteria were excluded.

The textbook is a published, printed material commonly used as a teaching and learning medium in schools. The media is one of the most important tools used in learning and teaching. It provides students and teachers with a source of information and guidance. Therefore, based on the results of field interviews with several participants, the researchers looked at whether the textbooks used by the teacher met the criteria for a good English textbook, as Jo McDonough and Christopher Shaw suggested. In the search, the researcher found two components that became the benchmark criteria for a good English textbook, according to Jo McDonough and Christopher Shaw: external and internal evaluation.

And in the search with some data, it was found that the teacher took a lot of references from the internet, but it was adjusted to the existing basic competencies and based on the textbook used by the teacher. And also, from the results of searches conducted by researchers that in the use of textbooks used by teachers, teachers feel very helpful because the materials and instructions for using these books can be understood easily. It's just that the teacher has difficulty understanding the students. Because some materials are only suitable for some students, it takes a teacher's teaching skills to help students learn. Because the teacher, as a facilitator, must be ready for this.

## CONCLUSION

Analyzing textbooks is one way to know how far the quality of the textbooks we use in the learning system is. Textbooks have an important role for teachers and students. Apart from being a learning reference book and a means to help students learn. Based on the explanation above, it can be concluded that to find out whether English textbooks meet the criteria of a good textbook, according to Jo McDonough and Christopher Shaw, apart from requiring textbooks as a reference in learning, the skills of a teacher are also needed in presenting the material and adapting it to the needs. , motivation, and student interest in learning English by using the textbook. In the search, the researchers also found that the motivation and interest of students in English subjects by using textbooks were different.

For this reason, teachers must be able to provide good learning methods for students because students' abilities are different. And the delivery of the material must be able to make students understand the material so that the learning objectives can be achieved properly. As well as in the use of the textbook. The teacher is greatly helped because the contents of the material and the instructions for using the book can be understood and have many features such as photos, diagrams, tables, and charts so that the process of delivering the content of the material can look attractive to students and teachers are easy to use.

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