

# HOW TWO INSTRUCTIONAL MATERIALS HANDLE THE ENGLISH PAST TENSE: A CONTENT ANALYSIS IN A MALAYSIAN TAHFIDZ CONTEXT

*Muhammad Sulaiman Jazuli<sup>1</sup>, Ima Mutholliatil Badriyah<sup>2</sup>, Munirah Binti Ab Ghani<sup>3</sup>*  
<sup>1,2</sup> Universitas Islam Negeri Maulana Malik Ibrahim Malang, <sup>3</sup>Maahad Tahfiz Ihya' Al-Ahmadi  
 Selangor Malaysia

Email: [230107110028@student.uin-malang.ac.id](mailto:230107110028@student.uin-malang.ac.id)

## ABSTRACT

The English past tense system is often considered one of the most challenging grammatical areas for EFL learners. As instructional materials play a central role in grammar learning, it is important to examine how past tense forms are represented and organized within teaching materials. This study aimed to analyze the representation of the English past tense system, evaluate the coverage of form, meaning, and use, and examine the organization and sequencing of past tense materials in instructional materials used at a Tahfidz Islamic boarding school in Malaysia. Employing a qualitative descriptive design, the study applied content analysis to one textbook and one module using Cunningsworth's (1995) and Larsen-Freeman's (2014) frameworks. The findings revealed that both materials represented all four major past tense forms and generally followed systematic organizational principles. However, differences emerged across the dimensions of form, meaning, and use. The textbook achieved higher scores in form (37/38) and meaning (19/20), whereas the module demonstrated stronger representation of use (15/16) through dialogues, speaking activities, and contextualized tasks. The findings suggest that combining structurally rich and communicatively oriented materials may better support balanced grammar instruction in Islamic boarding school contexts. However, the findings are limited to two instructional materials from a single institution.

**Keywords:** *content analysis, instructional materials, past tense system, grammar pedagogy, Tahfidz school*

## Introduction

Learning English grammar presents considerable challenges for students in contexts where English is not used as a primary language. Structural differences between English and learners' first language often complicate the process of acquisition (Sun, 2016). In language instruction, grammar plays a fundamental role, as it underpins the development of other language skills such as listening, speaking, reading, and writing (Sorohiti & Aini, 2021). Without adequate grammatical knowledge, communication tends to be limited and unstructured (Andika et al., 2023). Contemporary perspectives on grammar pedagogy further emphasize that grammar should not be treated as a set of isolated rules, but rather as an integration of form, meaning, and use that supports meaningful communication (Yılmaz, 2018).

Among various grammatical components, the past tense system is frequently identified as

one of the most challenging areas for EFL learners (Majeed, 2023). Empirical studies consistently report high levels of errors in the use of past forms. Ali et al. (2021) found that students often substitute the simple past with other tense forms and confuse perfect and progressive constructions. Similarly, Damis et al. (2024) reported difficulties in distinguishing verb changes, particularly between regular and irregular forms. Fitria (2020) and Pratiwi et al. (2022) revealed that errors in recount texts predominantly involve the misuse of simple past forms, including auxiliary verbs and verb inflections. Furthermore, Listia & Febriyanti (2020) stated that differences in temporal systems across languages, limited vocabulary, and difficulties memorizing irregular verbs significantly contribute to learners' struggles. Therefore, selecting the past tense system as the focus of this study is both relevant and strategic, given its structural complexity and the consistently high frequency of learner errors

reported across diverse EFL contexts.

Various pedagogical approaches, including explicit instruction, communicative practice, digital media, and interactive classroom activities, have been proposed to support learners' understanding of grammatical tenses (Alanazi, 2017; Ferangiz, 2025; Sari et al., 2022; Sholikhah & Saefullah, 2024). Among these approaches, instructional materials play a crucial role because they provide the primary linguistic input and structured exposure through which learners encounter and practice grammatical forms (Putera et al., 2025). As the foundation of classroom language practice, instructional materials significantly influence how grammar is presented and learned and, when appropriately designed, can promote meaningful learning experiences and learner autonomy (Tarrayo & Anudin, 2023; Uchenna et al., 2021).

In the context of Tahfidz Islamic boarding schools in Malaysia, the role of instructional materials becomes even more critical. Recent studies have also demonstrated increasing scholarly interest in English language teaching practices within Islamic boarding school settings (Saputra et al., 2024). Although some pesantren institutions have begun integrating digital technologies into their educational practices (Al-hakim et al., 2024; Deni et al., 2024), printed materials such as textbooks, religious texts, and worksheets remain important learning resources in many Islamic boarding schools (Abdala, 2024). Moreover, students in Tahfidz settings are engaged in intensive Qur'anic memorization and religious routines, which require instructional materials that are not only pedagogically sound but also culturally and religiously relevant. Recent studies have further emphasized the importance of developing English instructional materials that are responsive to learners' cultural and religious identities and that integrate Islamic values into language instruction to enhance contextual relevance and learner engagement (Basori et al., 2025; Mubarak et al., 2026). As noted by Munir and Nor (2021), Malaysian salafiyah institutions continue to uphold classical religious texts as important curricular components. This context provides opportunities to integrate the teaching of the past tense into Islamic-themed English texts, such as narratives of prophets or historical Islamic events, thereby supporting grammar instruction that is both meaningful and contextually relevant.

Instructional materials play a central role in shaping the content, sequencing, and classroom practices of language instruction, as they often function as the primary source of input and guidance for both teachers and learners

(Cunningsworth, 1995). Consequently, the selection and quality of textbooks significantly influence what students learn and how learning activities are organized. However, many grammar materials continue to present language as isolated rules and discrete forms, emphasizing mechanical drills rather than meaningful communication. Such approaches may limit learners' ability to connect grammatical structures with meaning and use, even though effective grammar instruction requires the integration of form, meaning, and use (Larsen-Freeman, 2014).

Moreover, the organization and sequencing of grammar content are not always systematically designed to align with learners' developmental needs (Cunningsworth, 1995). This limitation becomes particularly problematic in the case of the English past tense system, which involves multiple forms, temporal references, and aspectual distinctions that demand coherent and structured presentation. In Tahfidz Islamic boarding schools, where teachers rely heavily on printed instructional materials and have limited access to digital resources, the effectiveness of grammar instruction largely depends on how these materials represent and sequence the past tense system. Several studies have investigated grammar instruction and the English past tense system from distinct perspectives, including the communicative functions of past tense forms and teachers' pedagogical strategies in teaching past tense verbs (Duffy Bayuong et al., 2025; Pitriyah & Dewanti, 2024). Collectively, these studies highlight the importance of contextualized and pedagogically sound grammar instruction. However, they primarily focus on teaching practices and functional aspects of grammar and provide limited attention to how the past tense system is pedagogically represented, organized, and sequenced within printed instructional materials.

Another body of research has focused on the evaluation of instructional materials in terms of textbook quality, curriculum alignment, and learner needs (Hidayat & Rohmana, 2025; I. Lestari et al., 2025; U. M. Lestari et al., 2023; Sabiq & Muflihah, 2021; Tambunan et al., 2019; Wahyudin et al., 2025). These studies offer valuable insights into the overall suitability and effectiveness of instructional materials. Nevertheless, they tend to examine textbooks from a general perspective and pay limited attention to the pedagogical representation of a specific grammatical system, particularly the English past tense system. Despite these contributions, limited research has specifically examined the pedagogical representation of a

single grammatical system within instructional materials. Existing studies on grammar learning and instruction have largely focused on instructional approaches, grammar pedagogy, and learning outcomes (Ananda & Asiza, 2025; Xu & Li, 2022), while studies on instructional materials have generally emphasized overall textbook quality and curriculum alignment (Abdul Syahid et al., 2024; Pan & Zhu, 2022). Consequently, limited attention has been given to how grammatical systems are represented, organized, and sequenced in instructional materials, particularly through the integration of form, meaning, and use. Moreover, although Cunningsworth's framework has been widely employed to evaluate instructional materials and Larsen-Freeman's perspective has frequently informed grammar pedagogy research, the integration of these perspectives to investigate the representation of a specific grammatical system in instructional materials remains underexplored.

This study contributes to the field of textbook evaluation by providing a focused analytical description through a contextual-descriptive approach of the English past tense system rooted within the specific context of the textbook used in Tahfidz Islamic boarding school in Malaysia. It examines instructional materials, particularly textbooks and modules, as the sole objects of analysis and combines material evaluation which is grounded in two principal frameworks those are Cunningsworth's (1995) for coursebook evaluation framework to examine the quality and organization of instructional materials and Larsen-Freeman's (2014) for grammar pedagogy perspective to analyze the representation of the past tense system in terms of form, meaning, and use. This approach provides further insights into how the past tense system is presented and organized within printed instructional materials but it does not attempt universal generalizations but rather provides a rich and in-depth understanding of the quality of past tense material. This study can serve as a reflective foundation for textbook developers, educators, and researchers in understanding the complexity of grammar presentation especially in past tense system in English language learning contexts.

However, considering the focus of the present study on the representation of the past tense system, the analysis specifically concentrates on two dimensions that are most relevant to grammatical presentation, namely language content and design and organization, as these dimensions allow the researcher to examine how past tense materials are presented, structured, and sequenced within the instructional materials.

To analyze the representation of the grammatical system more specifically, this study also draws on the perspective of Larsen-Freeman (2014), who conceptualizes grammar pedagogy as the integration of form, meaning, and use rather than as isolated structural rules detached from communicative context. In operational terms, Cunningsworth's framework functions as a basis for examining how past tense materials are presented in terms of content adequacy, organization, and sequencing. This framework facilitates a systematic evaluation of the pedagogical design of the materials. Meanwhile, Larsen-Freeman's model is employed to analyze the representation of the past tense system more deeply, particularly in assessing whether the materials adequately integrate form, meaning, and use. By combining these two frameworks, this study not only evaluates the overall suitability of the materials but also investigates how the past tense system is represented, structured, and developed to support systematic and meaningful learning.

Based on the background and research gaps identified above, this study aims to: (1) analyze how the English past tense system is represented in the instructional materials used in a Tahfidz Islamic boarding school in Malaysia; (2) evaluate the extent to which these materials adequately cover the dimensions of form, meaning, and use of the past tense system; and (3) examine how past tense materials are organized and sequenced to support systematic learning. These objectives directly respond to the need for a more specific, in-depth, and context-sensitive analysis of grammar presentation within Islamic boarding school settings. To address these objectives, this study employs content analysis to examine the representation of the English past tense system in printed instructional materials used in a Tahfidz school. The analysis focuses on how the past tense system is represented, organized, and sequenced within the materials.

Therefore, this study centers on the pedagogical quality of past tense representation in instructional materials as a foundational element of grammar learning. By examining how the English past tense system is constructed and presented within the context of Tahfidz education in Malaysia, the study seeks to contribute to a more nuanced understanding of grammar material design in print-based instructional environments and to extend the limited literature on language education in Tahfidz-based institutions. Practically, the findings are expected to provide pedagogical implications for teachers, material developers, and curriculum designers in

evaluating and developing instructional materials that present grammar in a more systematic, meaningful, and contextually relevant manner.

### Method

This study employed a qualitative approach with a qualitative descriptive design and was framed as a case study of instructional materials used in a single Tahfidz Islamic boarding school in Malaysia. Qualitative descriptive research is appropriate for studies that aim to systematically describe and interpret phenomena within their natural context without manipulating variables (Creswell, 2013; Lim, 2024). In this study, the phenomenon under investigation is the representation of the English past tense system in instructional materials used in a Tahfidz Islamic boarding school. To analyze the materials, the study applied content analysis. Through this approach, the instructional materials were systematically examined to identify patterns of representation, coverage, and organization of the past tense system (Neuendorf, 2017; Schreier, 2012; Xu & Ye, 2025).

The study was conducted at Maahad Tahfiz Ihya' Al-Ahmadi, located in Selangor, Malaysia. The institution is an Islamic secondary school that integrates several educational tracks, including Tahfiz, Diniah, academic studies, and pure sciences. In addition to emphasizing Qur’anic memorization and religious studies, the school also supports academic learning and extracurricular activities. The learning environment combines traditional Islamic education with modern educational facilities, such as comfortable classrooms and the availability of digital tools including smart televisions in classrooms. Despite the presence of technological facilities, printed instructional materials remain an important component of classroom learning.

The data sources of this study consisted of one textbook and one module used in the English learning process at Maahad Tahfiz Ihya' Al-

Ahmadi. These materials contained content related to the English past tense system and were obtained directly from the English teacher, who confirmed that they were the only official printed instructional materials used in English classes at the school. Therefore, all available materials were included in the analysis. The selection was not limited to a specific grade level; rather, it was based on the presence of past tense content that was directly relevant to the objectives of the study. To ensure document trustworthiness, the authenticity of the materials was further verified by examining their publication information, including their titles, publishers, editions, and years of publication prior to the analysis.

Table 1

| Description of Instructional Materials Analyzed |                                   |                              |                |      |
|-------------------------------------------------|-----------------------------------|------------------------------|----------------|------|
| Material Type                                   | Title of Material                 | Publisher                    | Edition        | Year |
| Textbook                                        | Close-up Student's Book           | National Geographic Learning | Second Edition | 2016 |
|                                                 | My PDP Xtra Fasih Digital English | Sasbadi                      | 2026 Edition   | 2026 |

The unit of analysis in this study encompassed all sections within the instructional materials that relate to the English past tense system. These sections include grammatical explanations, examples, exercises, and instructional tasks that involve past tense usage. By focusing specifically on materials related to the past tense system, the analysis aims to examine how this grammatical system is represented, explained, and practiced within the instructional materials. The complete analysis checklist used in this study is presented in Tables 2–6 to provide transparency regarding the operationalization of the analytical frameworks and to facilitate the replication of the study.

Table 2

| Analysis Checklist Based on Cunningsworth's (1995) Framework: Design and Organization |                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Main Indicator                                                                        | Sub-Indicator                                                                                                                                                                                                                 |
| D1. Components of grammar learning                                                    | D1.1 The material provides explanations of past tense forms<br>D1.2 The material provides examples of past tense usage<br>D1.3 The material provides exercises related to past tense forms                                    |
| D2. Organization of past tense materials                                              | D2.1 Past tense materials are grouped systematically within the material<br>D2.2 Headings and subheadings related to past tense are clearly presented                                                                         |
| D3. Sequencing and progression                                                        | D3.1 Simple past tense is introduced before more complex past tense forms<br>D3.2 The progression of past tense topics follows a logical sequence<br>D3.3 The transition between past tense topics is coherent and systematic |
| D4. Recycling and review                                                              | D4.1 The material provides review activities for past tense topics<br>D4.2 Previously learned past tense forms reappear in later sections                                                                                     |
| D5. Grammar reference support                                                         | D5.1 Grammar summaries or reference sections related to past tense are provided                                                                                                                                               |
| D6. Layout and accessibility                                                          | D6.1 The layout makes past tense materials easy to identify<br>D6.2 The structure of the material helps users locate past tense content easily                                                                                |

Table 2 presents the analysis checklist

based on the design and organization dimension of

201

Cunningsworth's (1995) coursebook evaluation framework. This dimension was employed to examine how past tense materials were structured,

sequenced, reinforced, and made accessible within the instructional materials.

**Table 3**  
**Analysis Checklist Based on Cunningsworth's (1995) Framework: Language Content**

| Main Indicator                           | Sub-Indicator                                                                                                                                                                                                                 |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L1. Coverage of past tense grammar items | L1.1 Simple past tense materials are included<br>L1.2 Past continuous tense materials are included<br>L1.3 Past perfect tense materials are included<br>L1.4 Past perfect continuous tense materials are included             |
| L2. Explanation of past tense forms      | L2.1 Rules or patterns of past tense formation are explained<br>L2.2 Regular and irregular verb forms are explained                                                                                                           |
| L3. Examples of past tense usage         | L3.1 Examples are provided for simple past tense<br>L3.2 Examples are provided for past continuous tense<br>L3.3 Examples are provided for past perfect tense<br>L3.4 Examples are provided for past perfect continuous tense |
| L4. Practice activities                  | L4.1 Exercises are provided for practicing past tense forms<br>L4.2 Activities encourage the application of past tense in context                                                                                             |
| L5. Contextual language use              | L5.1 Past tense is presented in contextualized texts (e.g., narratives, recounts)<br>L5.2 Past tense appears in communicative contexts (e.g., dialogues, conversations)                                                       |

Table 3 presents the analysis checklist based on the language content dimension of Cunningsworth's (1995) framework. This dimension focuses on the selection and

presentation of grammatical content related to the English past tense system, including its coverage, explanations, examples, practice activities, and contextual use.

**Table 4**  
**Analysis Checklist Based on Larsen-Freeman's (2014) Framework: Form**

| Main Indicator                                     | Sub-Indicator                                                                                                                                                                                                                                                                          |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| F1. Representation of simple past tense form       | F1.1 Simple past sentence patterns are presented<br>F1.2 Affirmative forms of simple past tense are presented<br>F1.3 Negative forms of simple past tense are presented<br>F1.4 Interrogative forms of simple past tense are presented                                                 |
| F2. Representation of past continuous form         | F2.1 Past continuous sentence patterns are presented<br>F2.2 Affirmative forms of past continuous tense are presented<br>F2.3 Negative forms of past continuous tense are presented<br>F2.4 Interrogative forms of past continuous tense are presented                                 |
| F3. Representation of past perfect form            | F3.1 Past perfect sentence patterns are presented<br>F3.2 Affirmative forms of past perfect tense are presented<br>F3.3 Negative forms of past perfect tense are presented<br>F3.4 Interrogative forms of past perfect tense are presented                                             |
| F4. Representation of past perfect continuous form | F4.1 Past perfect continuous sentence patterns are presented<br>F4.2 Affirmative forms of past perfect continuous tense are presented<br>F4.3 Negative forms of past perfect continuous tense are presented<br>F4.4 Interrogative forms of past perfect continuous tense are presented |
| F5. Grammatical form explanation                   | F5.1 Rules or patterns of past tense formation are explained<br>F5.2 Regular verb forms are presented<br>F5.3 Irregular verb forms are presented                                                                                                                                       |

Table 4 presents the analysis checklist based on the form dimension of Larsen-Freeman's (2014) grammar pedagogy framework. This dimension focuses on the representation of grammatical structures and patterns associated

with the English past tense system.

**Table 5**  
**Analysis Checklist Based on Larsen-Freeman's (2014) Framework: Meaning**

| Main Indicator                                      | Sub-Indicator                                                                                                                                                                |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| M1. Meaning of simple past tense                    | M1.1 The material explains simple past tense as actions completed in the past<br>M1.2 Time references related to simple past tense are presented                             |
| M2. Meaning of past continuous tense                | M2.1 The material explains past continuous tense as ongoing actions in the past<br>M2.2 The relationship between ongoing past actions and specific times/events is explained |
| M3. Meaning of past perfect tense                   | M3.1 The material explains past perfect tense as actions completed before another past action<br>M3.2 The sequence of two past events is explained                           |
| M4. Meaning of past perfect continuous tense        | M4.1 The material explains past perfect continuous tense as ongoing actions before another past event<br>M4.2 Duration or continuity before a past event is explained        |
| M5. Temporal relationships between past tense forms | M5.1 Differences between past tense forms are explained<br>M5.2 Relationships among multiple past events are presented clearly                                               |

Table 5 presents the analysis checklist based on the meaning dimension of Larsen-Freeman's (2014) framework. This dimension

examines the semantic concepts conveyed by the past tense forms and the temporal relationships represented by different grammatical structures.

**Table 6**  
**Analysis Checklist Based on Larsen-Freeman's (2014) Framework: Use**

| Main Indicator                       | Sub-Indicator                                                                                                                                |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| U1. Contextualized use of past tense | U1.1 Past tense is presented in contextualized example sentences<br>U1.2 Contexts help explain when and why past tense is used               |
| U2. Communicative use of past tense  | U2.1 Past tense appears in dialogues or conversations<br>U2.2 Past tense appears in communicative classroom tasks or activities              |
| U3. Meaningful use in exercises      | U3.1 Exercises require learners to use past tense meaningfully<br>U3.2 Exercises encourage learners to produce original past tense sentences |
| U4. Integration with discourse       | U4.1 Past tense is integrated into narrative or recount texts<br>U4.2 Past tense is used across connected sentences or extended discourse    |

Table 6 presents the analysis checklist based on the use dimension of Larsen-Freeman's (2014) framework. This dimension focuses on the appropriate application of past tense forms in contextualized and communicative situations, including meaningful language use in discourse and classroom activities (Ellis, 2006). The primary research instrument used in this study was an analysis checklist developed based on established theoretical frameworks and principles of materials evaluation (McGrath, 2016; Tomlinson, 2011). The checklist served as a systematic guide for examining the instructional materials and identifying relevant features related to the representation of the past tense system (Widianto & Pusse, 2025). To enhance the trustworthiness of the analysis, peer debriefing was conducted with the second author throughout the research process (Nowell et al., 2017). The researcher initially developed the analysis checklist and carried out the coding process, while the second author reviewed the instrument, provided feedback on the coding procedures and

interpretations, and discussed necessary revisions until agreement was reached. This process helped ensure the appropriateness and consistency of the analytical framework and the interpretation of the findings. Additionally, the third author, who served as the school's English teacher, facilitated access to the instructional materials and confirmed the authenticity and use of the documents analyzed in this study.

Content analysis is a research technique used to make replicable and valid inferences from texts to the contexts of their use (Krippendorff, 2013). The data analysis was conducted in two stages using an analysis checklist consisting of operationalized sub-indicators derived from the selected theoretical frameworks. In the first stage, the instructional materials were analyzed using Cunningsworth's evaluation framework, particularly the dimensions of language content, design, and organization. This stage focused on examining how past tense materials were presented, organized, and sequenced within the instructional materials. In the second stage, the

analysis focused more specifically on the representation of the past tense system using Larsen-Freeman's form, meaning, and use framework. This stage aimed to evaluate the extent to which the instructional materials integrated grammatical forms, semantic meanings, and communicative uses of the past tense system. To support the analysis process, each sub-indicator in the checklist was scored using a three-point scale: 0 (not present), 1 (partially present), and 2 (clearly present or adequate).

**Table 7**  
**Coding and scoring scheme**

| Score | Meaning                    |
|-------|----------------------------|
| 0     | Not present                |
| 1     | Partially present          |
| 2     | Clearly present / adequate |

Through these two analytical stages, the study provides both a general evaluation of the instructional materials and a deeper examination of how the past tense system is pedagogically represented within them.

### Findings and Discussion

#### *Representation of the English past tense system in the instructional materials*

The analysis revealed that the English past tense system was comprehensively represented in both instructional materials examined in this study, namely the textbook and the module. All four major past tense forms included in the analytical framework Simple Past, Past Continuous, Past Perfect, and Past Perfect Continuous were identified in both materials. Furthermore, the analysis showed that the representation of the past tense system was relatively balanced across the two materials. Although certain sections in the textbook provided additional attention to the relationship between particular tense forms, such as the Simple Past and the Past Perfect, no tense was entirely neglected or disproportionately emphasized.

The findings also revealed that the past tense materials were presented through a combination of explanations, examples, exercises, and learning activities. These components were consistently found in both the textbook and the module, although their modes of presentation differed. The module organized several tense forms into paired instructional units, such as Simple Past with Past Continuous and Past Perfect with Past Perfect Continuous, allowing learners to observe relationships and contrasts between related grammatical structures. This finding indicates that the instructional materials provided learners with exposure to a complete range of past

tense structures rather than focusing on a limited selection of forms (Tomlinson, 2011; Tomlinson & Masuhara, 2018). The inclusion of these four tense forms suggests that the materials attempted to introduce learners to different ways of expressing past events, actions in progress in the past, completed actions preceding other past events, and long-duration actions extending up to a particular point in the past.

The inclusion of all four past tense forms is pedagogically important because it enables learners to develop a more comprehensive understanding of the English tense-aspect system. For beginning learners, exposure to all major past tense forms may help establish a conceptual framework of past-time reference and prevent the misconception that English past events can be expressed through only one or two tense forms. From a pedagogical perspective, incomplete representation of the past tense system may result in fragmented understanding and limit learners' awareness of the relationships among different tense forms (Larsen-Freeman, 2014). In general, both materials allocated substantial space to each past tense category, enabling learners to encounter a variety of grammatical structures associated with past-time reference. This balanced coverage is important because the English past tense system consists of interconnected forms that require learners to understand not only individual structures but also the distinctions among them.

Nevertheless, the representation was not entirely equal across all tense forms. The textbook devoted greater attention to the relationship between the Simple Past and the Past Perfect through explicit comparison and additional explanations, whereas similar comparisons were not provided for other tense forms. This finding suggests that, although all four past tense forms were represented, certain aspects of the past tense system received greater pedagogical emphasis than others. Overall, the instructional materials appeared to combine the development of grammatical knowledge with opportunities for language practice. As a result, the representation of the English past tense system extended beyond the presentation of grammatical rules and included various forms of learning support designed to facilitate both understanding and application of the target structures.

This finding is consistent with previous studies emphasizing that effective grammar instruction should move beyond isolated rule presentation and provide learners with opportunities to connect grammatical knowledge with meaningful language use (Ananda & Asiza, 2025; Xu & Li, 2022). The findings also indicate

that instructional materials can play an important role in supporting grammar learning by integrating explanations, examples, and practice activities within the learning process.

Despite these strengths, the two materials exhibited different pedagogical characteristics. The textbook provided more detailed and explicit explanations of the past tense system, particularly in distinguishing related tense forms, whereas the module offered more accessible organization and a broader range of activities. These findings suggest that the two materials possess complementary strengths and limitations rather than representing superior and inferior alternatives. From a practical perspective, the findings suggest that the two materials may function more effectively when used complementarily rather than independently. While both materials provide an adequate foundation for introducing the English past tense system, additional instructional support may still be necessary to promote deeper and more sustained understanding of the relationships among different past tense forms.

#### *Organization and Sequencing of Past Tense Materials*

**Table 8**  
**Summary of Cunningsworth analysis**

| Aspect                  | Textbook | Module | Maximum |
|-------------------------|----------|--------|---------|
| Design and organization | 24       | 23     | 26      |
| Language content        | 26       | 27     | 28      |

Table 8 presents the results of the analysis based on Cunningsworth's framework, focusing on the dimensions of design and organization and language content. The textbook obtained a score of 24 out of 26 in design and organization and 26 out of 28 in language content, while the module achieved scores of 23 and 27, respectively. These differences are discussed in the following sections. The textbook adopted a distinctive organizational structure in presenting the past tense system. Unlike conventional instructional materials that typically introduce grammatical explanations before practice activities, the textbook presented many exercises at the beginning of the units, while detailed explanations and examples were centralized in a dedicated Grammar Reference section located at the end of the book. This arrangement was consistently applied to all four past tense forms, namely the Simple Past, Past Continuous, Past Perfect, and Past Perfect Continuous.

Despite its unconventional layout, the sequencing of past tense materials in the textbook remained systematic and pedagogically coherent.

Within the Grammar Reference section, the tense forms were introduced in a logical progression, beginning with the Simple Past and continuing through the Past Continuous, Past Perfect, and Past Perfect Continuous. In addition, opportunities for reinforcement were identified throughout the book. The four past tense forms reappeared in subsequent units through exercises and contextualized examples, indicating that the materials incorporated elements of recycling rather than presenting each tense as an isolated topic. In contrast, the module followed a more conventional organizational pattern in which grammatical explanations were presented before examples and practice activities. Each past tense topic was introduced through explanatory sections, followed by illustrative examples and a variety of exercises designed to reinforce learning. A notable feature of the module was its presentation of tense forms in paired instructional units. The Simple Past was introduced alongside the Past Continuous, while the Past Perfect was presented together with the Past Perfect Continuous. Furthermore, the placement of explanations, examples, and exercises within the same instructional units enabled learners to access relevant information without having to consult separate sections of the material.

The module also provided diverse learning activities that extended beyond traditional grammar exercises. In addition to written practice tasks, learners were exposed to activities involving dialogues, speaking tasks, listening exercises, and contextualized writing activities. The module further incorporated review activities in subsequent units, particularly for the Simple Past and Past Continuous tenses. However, the recycling of past tense forms was not entirely balanced, as the Past Perfect appeared less frequently in later activities and the Past Perfect Continuous was rarely revisited. With regard to language content, both instructional materials provided extensive coverage of the English past tense system. The analysis showed that the textbook and the module included all four major past tense forms, namely the Simple Past, Past Continuous, Past Perfect, and Past Perfect Continuous. In addition to presenting the tense forms themselves, both materials provided explanations of grammatical rules, illustrative examples, and practice exercises designed to develop learners' understanding of past tense structures.

While both materials offered comprehensive coverage of past tense content, several differences were identified in the presentation of specific grammatical features. The

textbook provided detailed explanations of both regular and irregular verb forms within its Grammar Reference section. The module, however, provided limited explanations of irregular verb forms beyond the Simple Past tense, particularly in relation to past participles required for the Past Perfect tense. In terms of contextualization, both materials incorporated narrative and recount texts that illustrated the use of past tense forms in extended discourse. However, the module additionally included dialogues and conversational examples. Although both instructional materials achieved relatively high scores in the dimensions of design and organization and language content, these scores do not necessarily indicate complete adequacy. In the present study, adequacy refers to the presence of essential pedagogical components, including grammatical explanations, illustrative examples, practice activities, and opportunities for reinforcement and contextualized use. Although both materials fulfilled most of these criteria, neither material provided equally strong support across all aspects of grammar learning. Rather, the findings reveal important differences in the ways past tense materials were organized, presented, and reinforced, suggesting that each material possesses particular strengths and limitations.

The textbook showed a major strength in providing detailed explanations of grammatical forms and usage patterns through its Grammar Reference section. However, placing the explanations at the end of the book may create practical challenges for both teachers and learners. First-time users may find the organization confusing because practice activities appear before any explicit explanation of the target structures. In classroom settings, teachers may need to move repeatedly between the exercise sections and the Grammar Reference pages, potentially reducing instructional efficiency and affecting time management. In the context of this study, this arrangement appears more suitable as a review resource than as the primary means of introducing grammatical concepts. This finding complements previous studies on instructional materials, which generally emphasized textbook quality and curriculum alignment (I. Lestari et al., 2025; U. M. Lestari et al., 2023), by showing that the accessibility and placement of grammatical explanations may also influence the practical implementation of materials in classroom settings (Basori et al., 2024).

Nevertheless, the textbook presented the tense forms in a gradual progression from less complex to more complex structures, which may support incremental learning (Richards, 2001).

However, the recycling activities remained uneven because certain tense forms, particularly the Past Perfect Continuous, received limited reinforcement throughout the materials. In contrast, the module provided a more accessible and learner-friendly instructional sequence by presenting explanations before practice activities. This organization is more consistent with the common learning flow in grammar instruction, where learners first receive explanations and examples before applying their knowledge in exercises (Richards, 2001). The inclusion of dialogues, speaking tasks, listening activities, and contextualized writing tasks also provided opportunities for learners to engage with past tense forms in various learning contexts. The presence of communicative and contextualized activities is also consistent with previous studies that highlighted the importance of contextualized grammar instruction and meaningful language use in teaching past tense forms (Duffy Bayuung et al., 2025; Pitriyah & Dewanti, 2024).

Despite these strengths, the module also presented several limitations. The grammatical explanations were relatively brief and lacked explicit comparisons between related tense forms, particularly between the Simple Past and the Past Perfect. Furthermore, the recycling activities focused primarily on the Simple Past and Past Continuous, whereas the Past Perfect and Past Perfect Continuous received considerably less attention. These limitations may reduce opportunities for learners to develop a deeper understanding of the relationships among different past tense forms. These findings suggest that communicative activities alone may not be sufficient when explicit explanations and balanced reinforcement are limited, supporting arguments that grammar instruction should integrate explicit knowledge with meaningful language use rather than emphasize only one aspect of learning (Ananda & Asiza, 2025; Xu & Li, 2022).

The findings further indicate that the two materials emphasized different aspects of language presentation and practice. The textbook prioritized detailed grammatical explanations and explicit descriptions of verb forms, whereas the module provided more contextualized and communicative opportunities for language practice. Similar to previous evaluations of instructional materials (Sabiq & Muflihah, 2021; Wahyudin et al., 2025), these findings indicate that different materials may emphasize distinct pedagogical priorities. However, unlike these earlier studies, the present study specifically illustrates how such differences affect the representation and sequencing of a single

grammatical system and suggests that comprehensive grammar instruction requires a balance between explicit explanation and meaningful practice.

Therefore, neither material can be considered entirely sufficient when used independently because each possesses complementary strengths and limitations. The textbook provides more detailed grammatical explanations, whereas the module offers a more accessible learning sequence and richer opportunities for practice. These findings indicate that effective grammar instruction depends not only on comprehensive content coverage but also on how grammatical information is organized, contextualized, and made accessible to learners and teachers in classroom practice.

#### *Coverage of Form, Meaning, and Use*

**Table 9**

##### **Summary of Form–Meaning–Use analysis**

| Aspect  | Textbook | Module | Maximum |
|---------|----------|--------|---------|
| Form    | 37       | 36     | 38      |
| Meaning | 19       | 16     | 20      |
| Use     | 11       | 15     | 16      |

Table 9 presents the findings of the analysis based on Larsen-Freeman’s framework of form, meaning, and use. The textbook achieved scores of 37 out of 38 for form and 19 out of 20 for meaning, while the module obtained scores of 36 and 16, respectively. Greater variation was found in the use dimension, where the textbook received a score of 11 out of 16 and the module achieved 15 out of 16. The analysis revealed that both instructional materials provided extensive coverage of grammatical form. The textbook and the module presented the structural patterns of all four past tense forms, namely the Simple Past, Past Continuous, Past Perfect, and Past Perfect Continuous. For each tense, learners were provided with affirmative, negative, and interrogative sentence patterns, enabling a comprehensive understanding of the formal characteristics of the target structures.

In addition to sentence patterns, both materials included information related to verb forms required for the construction of past tense structures. The textbook provided examples of both regular and irregular verbs and included spelling rules associated with verb formation. Similarly, the module presented regular and irregular verb forms, although the treatment of irregular verbs was more limited, particularly in relation to past participles required for the Past Perfect tense.

The findings showed that both instructional

materials provided substantial coverage of the semantic meanings associated with the English past tense system. Each tense form was accompanied by explanations describing its primary function and temporal reference. The Simple Past was presented as a completed action in the past, while the Past Continuous was explained as an action in progress at a particular time in the past. Similarly, the Past Perfect was described as an action completed before another past event, and the Past Perfect Continuous was introduced as an action that had been ongoing before another event occurred. In addition, both materials incorporated examples that illustrated temporal relationships, duration, and sequences of events.

Although both materials adequately represented the meanings of the four past tense forms, the textbook provided a more explicit explanation of the relationships between certain tense forms. In particular, it included a dedicated explanation comparing the functions of the Simple Past and the Past Perfect, accompanied by examples that clarified when each tense should be used. By contrast, the module explained the meaning of each tense individually but did not explicitly discuss the differences between one tense and another, even when related tense forms were presented within the same instructional unit. As a result, the textbook offered slightly more comprehensive coverage of meaning by addressing both individual tense functions and contrasts between related past tense forms.

The analysis of the use dimension revealed greater differences between the two instructional materials than were observed in the form and meaning dimensions. Both materials presented past tense forms within contextualized examples rather than isolated sentences. The examples typically included references to time, situations, sequences of events, or durations, allowing learners to observe how grammatical structures function in meaningful contexts. Furthermore, both materials integrated past tense forms into longer texts, such as narratives and recounts, demonstrating how grammatical structures operate within connected discourse rather than at the sentence level alone. The textbook provided several opportunities for meaningful language use, particularly through contextualized reading passages and writing activities. One notable task required learners to write a narrative text of approximately one hundred words using the four narrative tenses, thereby encouraging the production of original sentences rather than mechanical responses. In addition, past tense forms were embedded within extended narrative

texts, such as recounts and stories, allowing learners to observe the target structures in authentic discourse. However, despite these strengths, the textbook did not include dialogues, role-plays, interviews, or other communicative oral activities that required learners to use past tense forms in spoken interaction.

The module offered broader coverage of communicative language use. In addition to contextualized examples and writing activities, it incorporated dialogues, speaking tasks, and interactive exercises that required learners to apply past tense forms in meaningful communication. For example, learners were instructed to perform dialogues with classmates and complete tasks involving personal experiences and everyday situations. The inclusion of both written and spoken tasks provided learners with opportunities to use past tense forms across a wider range of communicative contexts, which contributed to the module's higher score in the use dimension. Although both materials fulfilled many of these criteria, the representation of the three dimensions was not equally balanced. In the present study, adequate representation of form, meaning, and use refers to the presence of explicit explanations, illustrative examples, and opportunities for contextualized and communicative practice across the three dimensions of grammar. Overall, both instructional materials showed strong coverage of grammatical form and meaning, as reflected in their high scores across these dimensions. However, important differences remained in the representation of form, meaning, and use, indicating that each material possessed distinct strengths and limitations.

Although both materials provided substantial support for grammatical form, neither material offered equally detailed explanations of irregular verb forms across all four tenses. In particular, the module offered limited explanations of past participle forms required for the Past Perfect tense, which may create difficulties for learners in understanding more complex verb patterns (Ellis, 2006). The findings also suggest that representing the meaning of each tense individually may not be sufficient for learners to fully understand the relationships among different past tense forms. The absence of explicit comparisons between related tenses in the module may increase the likelihood of confusion, particularly between the Simple Past and the Past Perfect, which often express closely related temporal meanings. These findings support previous studies emphasizing that grammar learning should involve not only the mastery of

structural forms but also an understanding of the relationships between grammatical meanings and functions (Ananda & Asiza, 2025; Xu & Li, 2022).

Despite the module's stronger representation of communicative use, opportunities for meaningful language use remained limited in both materials. Neither material provided extensive opportunities for authentic interaction beyond classroom tasks, suggesting that the materials may be sufficient for developing initial grammatical awareness but less adequate for promoting sustained communicative competence (Swan, 2005). The module's emphasis on communicative activities is also consistent with previous studies that advocate contextualized and meaningful grammar instruction (Duffy Bayuong et al., 2025; Pitriyah & Dewanti, 2024). Unlike previous studies that primarily focused on grammar instruction and learning outcomes (Ananda & Asiza, 2025; Xu & Li, 2022), the present study reveals how the dimensions of form, meaning, and use are represented within instructional materials themselves.

Therefore, neither instructional material fully represented the three dimensions of form, meaning, and use in an equally balanced manner. The textbook offered stronger support for form and meaning, whereas the module provided richer opportunities for communicative use. These findings suggest that effective grammar materials should integrate explicit explanations, semantic understanding, and meaningful language use simultaneously, as emphasizing only one dimension may limit learners' overall grammatical development.

## **Conclusion**

This study addressed the limited attention given to how a specific grammatical system is represented, organized, and sequenced within instructional materials, particularly in the context of Tahfidz Islamic boarding schools. The findings indicate that both instructional materials provided comprehensive coverage of the English past tense system; however, neither material fully represented the dimensions of form, meaning, and use in an equally balanced manner. The textbook offered stronger support for grammatical form and meaning, whereas the module provided richer opportunities for communicative language use. These findings suggest that effective grammar instruction requires instructional materials that balance explicit explanations with meaningful opportunities for language use.

This study contributes to the literature by demonstrating how the dimensions of form,

meaning, and use are represented within instructional materials themselves rather than focusing solely on grammar instruction and learning outcomes. It also extends the limited body of research on language education in Tahfidz-based institutions and illustrates how different organizational approaches shape the pedagogical representation of a single grammatical system. Practically, the findings suggest that material designers in Islamic boarding schools should consider combining a structurally rich textbook with a communicatively oriented module to achieve a more balanced integration of grammatical knowledge and language practice. Likewise, teachers should be aware that relying on a single instructional resource may overemphasize one dimension of grammar competence while neglecting others.

This study has several limitations. The analysis was limited to two instructional materials used in a single Tahfidz Islamic boarding school in Malaysia, which restricts the generalizability of the findings. In addition, the study focused exclusively on instructional materials and did not incorporate learner outcomes, classroom implementation, or teachers' perspectives. As a qualitative content analysis, the findings inevitably involved the researcher's interpretations despite the use of systematic evaluation criteria and peer debriefing procedures. Future research may involve multiple educational institutions, a larger corpus of instructional materials, and the perspectives of teachers and learners to provide a more comprehensive understanding of grammar instruction and material design in Islamic educational settings.

## References

- Abdala, J.** (2024). A qualitative approach on the instructional materials used in teaching and learning of English Language in Tanzania's secondary schools. *Heliyon*, 10(14), e34129. <https://doi.org/10.1016/j.heliyon.2024.e34129>
- Abdul Syahid, Yeni Suryani, Winna, W., Lafifah Suliyya, & Fatma.** (2024). Analysis of English for Specific Purposes Textbook Entitled Intelligent Bussines Based on Cunningsworth's Theory. *Journal of English for Specific Purposes in Indonesia*, 3(2), 73–82. <https://doi.org/10.33369/espindonesia.v3i2.34318>
- Alanazi, S.** (2017). Explicit Language Teaching and Competence in Using the Past Tense in English Among Saudi EFL Learners. *JOURNAL OF ADVANCES IN LINGUISTICS*, 8(1), 1247–1250. <https://doi.org/10.24297/jal.v8i1.6341>
- Al-hakim, H., Dartim, D., & Chehdimae, H.** (2024). The Role of Digital Technology in Optimizing Education at Pesantren Muhammadiyah Boarding School Yogyakarta. *Iseedu: Journal of Islamic Educational Thoughts and Practices*, 8(1), 56–61. <https://doi.org/10.23917/iseedu.v8i1.8844>
- Ali, S., Ali, I., & Hussain, S.** (2021). Difficulties in the Applications of Tenses Faced by ESL Learners. *Research Journal of Social Sciences & Economics Review*, 2(1), 428–435. [https://doi.org/https://doi.org/10.36902/rjsser-vol2-iss1-2021\(428-435\)](https://doi.org/https://doi.org/10.36902/rjsser-vol2-iss1-2021(428-435))
- Ananda, J., & Asiza, N.** (2025). From Theory to Practice: The Impact of Task- Based Learning on Grammar Proficiency in EFL Teaching. *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature*, 13(1), 1622–1637. <https://doi.org/10.24256/ideas.%20v13i1.6424>
- Andika, A., Tahrnun, T., & Firdaus, M.** (2023). Developing English Grammar Instructional Materials Oriented to Constructivism Theory. *Journal of Languages and Language Teaching*, 11(2), 286. <https://doi.org/10.33394/jollt.v11i2.6838>
- Basori, B., Anggrisia, N. F., Mubarak, H., Mahfudza, F. Z., & Degaf, A.** (2025). Integrating Islamic Values in EFL Instruction: Developing Speaking for Formal Interactions Textbook in an Islamic University Context. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 13(1), 44–55. <https://doi.org/10.23887/jpbi.v13i1.88860>
- Basori, B., Wihardini, D., Rofiki, I., & Maharany, E. R.** (2024). Investigating pre-service teachers' perceptions on readability tools: A case study in Indonesia. *International Journal of Evaluation and Research in Education (IJERE)*, 13(1), 589. <https://doi.org/10.11591/ijere.v13i1.26333>
- Creswell, J. W.** (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed). SAGE Publications.
- Cunningsworth, A.** (1995). *Choosing your Coursebook* (1st ed.). Macmillan Heinemann.
- Damis, W. H., Jabu, B., & Salija, K.** (2024). Difficulties in Learning English Tenses Encountered by Senior High School Students. *Pinisi Journal of Art, Humanity, and Social Studies*, 4(2), 452–462.
- Deni, A., Maemunah Sa'diyah, & Ouedraogo Saidou.** (2024). Digital-based learning planning at baiturrahman islamic boarding school in the academic year 2024/2025. *At Turots: Jurnal Pendidikan Islam*, 120–131. <https://doi.org/10.51468/jpi.v6i1.487>
- Duffy Bayuong, P., Hashim, H., & Yunus, M. Md.** (2025). Past Tense Forms in CEFR-Aligned English Textbooks Used at Malaysian Primary Schools and Their Directive

- Functions. *Arab World English Journal*, 16(3), 388–406. <https://doi.org/10.24093/awej/vol16no3.24>
- Ellis, R.** (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL Quarterly*, 40(1), 83. <https://doi.org/10.2307/40264512>
- Ferangiz, G.** (2025). Effective Ways Of Teaching Past Tenses In The English Language. *Ta'lim Innovatsiyasi va Integratsiyasi*, 54(1), 150–154.
- Fitria, T. N.** (2020). Error Analysis in Using Simple Past Tense Found in Students' Writing of Recount Text. *Ahmad Dahlan Journal of English Studies*, 7(1), 39. <https://doi.org/10.26555/adjes.v7i1.12238>
- Hidayat, M. Y. R., & Rohmana, W. I. M.** (2025). Cognitive Levels Of Indonesian Junior High School English Textbook Questions: A Revised Bloom's Taxonomy Analysis. *Journal of English Educational Study (JEES)*, 8(1), 107–116. <https://doi.org/https://doi.org/10.31932/jees.v8i1.4565>
- Krippendorff, K.** (2013). *Content Analysis: An Introduction to Its Methodology* (3rd ed.). SAGE Publications, Inc.
- Larsen-Freeman, D.** (2014). Teaching Grammar. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language* (4th ed., pp. 251–266). National Geographic Learning.
- Lestari, I., Qalyubi, I., & Normuliati, S.** (2025). Analysis of the Content of the English Textbook "Bright 1" for Grade VII Junior High School/MTs Students Based on Alan Cunningsworth's Theory. *Journal of English Language and Education*, 10(1), 128–140. <https://doi.org/10.31004/jele.v10i1.609>
- Lestari, U. M., Ningrum, A. S. B., & Aini, N.** (2023). Content Analysis On Two English Textbooks For The Eighth Grader Of Junior High School. *Magister Scientiae*, 51(1), 47–62. <https://doi.org/10.33508/mgs.v51i1.4413>
- Lim, W. M.** (2024). What Is Qualitative Research? An Overview and Guidelines. *Australasian Marketing Journal*, 33(2), 1–31. <https://doi.org/10.1177/14413582241264619>
- Listia, R., & Febriyanti, E. R.** (2020). EFL Learners' Problems in Using Tenses: An Insight for Grammar Teaching. *IJET (Indonesian Journal of English Teaching)*, 9(1), 86–95. <https://doi.org/10.15642/ijet2.2020.9.1.86-95>
- Majeed, D.** (2023). An Analysis of The Common Past Tense Errors Committed in Writing by Kurdish Learners of Efl. *The Journal of University of Duhok*, 26(2), 1624–1629. <https://doi.org/10.26682/hjuod.2023.26.2.95>
- McGrath, I.** (2016). *Materials Evaluation and Design for Language Teaching*. Edinburgh University Press. <https://doi.org/10.1515/9780748694822>
- Mubarok, H., Anggrisia, N. F., & Degaf, A.** (2026). Bridging Faith and Fluency: An Identity-Responsive Instructional Model for Islamic-Based English Speaking Materials. *JPP Jurnal Pendidikan Progresif*, 16(1), 67–94. <https://doi.org/https://doi.org/10.23960/jpp.v16i1.pp67-94>
- Munir, & Nor, M. R. M.** (2021). Universitas Islam Negeri Raden Fatah, Indonesia. *Jurnal Pendidikan Islam*, 10(1), 67–88. <https://doi.org/10.14421/jpi.2021.101.67-88>
- Neuendorf, K. A.** (2017). *The content analysis guidebook* (Second edition). SAGE.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J.** (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 1609406917733847. <https://doi.org/10.1177/1609406917733847>
- Pan, M. X., & Zhu, Y.** (2022). Researching English language textbooks: A systematic review in the Chinese context (1964–2021). *Asian-Pacific Journal of Second and Foreign Language Education*, 7(1), 30. <https://doi.org/10.1186/s40862-022-00156-3>
- Pitriyah, & Dewanti, R.** (2024). Magister of English Education Department, Universitas Negeri Jakarta, Jakarta, Indonesia. *Journal of Law, Economics, and English*, 6(2), 23–35.
- Pratiwi, A. E., Korompot, C. A., & Tahir, M.** (2022). Learning the Simple Past Tense in Narrative Texts: A Study of the Difficulties Experienced by Year 11 High School Students. *Journal of Excellence in English Language Education*, 1(2), 108–117. <https://doi.org/10.26858/joele.v1i2.32676>
- Putera, A. A., Syahriar, M. I. T., & Mubarak, M. N.** (2025). Developing English and sign language module for hearing impaired students at SEN School Idayu 1 Malang. *Journal of English Language Teaching and Learning (JETLE)*, 6(2), 169–183. <https://doi.org/https://doi.org/10.18860/jetle.v6i2.32307>
- Richards, J. C.** (2001). *Curriculum Development in Language Teaching* (First published 2001). Cambridge University Press. <http://www.cambridge.org/> (Original work published Cambridge University Press)
- Sabiq, A. H. A. & Muflihah.** (2021). *Content Analysis of an EAP Coursebook in an Islamic University*. 3(1), 12–20. <https://doi.org/10.36655/jetal.v3i1.598>
- Saputra, U. P. A., Rusafi, W. F. N. R., & Rohmana, W. I. M.** (2024). Implementing Various Strategies in Teaching English through Literature in Islamic Boarding School. *Journal of English Language Teaching, Literature and Culture*, 3(1), 42–48. <https://doi.org/10.53682/jelttec.v3i1.8294>
- Sari, E. N., Ardiana, A., & Sastrawati, I.** (2022). Combining Think Pair Share Model with Digital Media to Enhance Students' Basic Grammar Mastery: Is It Effective?

- International Journal of English Education and Linguistics (IJoEEL)*, 4(2), 98–111. <https://doi.org/10.33650/ijoeel.v4i2.4733>
- Schreier, M.** (2012). *Qualitative Content Analysis in Practice*. SAGE Publications Ltd. <https://doi.org/10.4135/9781529682571>
- Sholikhah, Y. I., & Saefullah, H.** (2024). Teacher-Students' Classroom Interaction in Teaching Grammar with Interactive Learning Approach. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(12), 5959–5963. <https://doi.org/10.54371/jiip.v5i12.3942>
- Sorohiti, M., & Aini, E. N.** (2021). Grammar Teaching Materials: What Makes Them Interesting?: *Proceedings of the 4th International Conference on Sustainable Innovation 2020–Social, Humanity, and Education (ICoSIHESS 2020)*, 518, 270–277. <https://doi.org/10.2991/assehr.k.210120.135>
- Sun, G.** (2016). The Acquisition of English Articles by Second Language Learners. *SAGE Open*, 6(1), 1–8. <https://doi.org/10.1177/2158244016635716>
- Swan, M.** (2005). Legislation by Hypothesis: The Case of Task-Based Instruction. *Applied Linguistics*, 26(3), 376–401. <https://doi.org/10.1093/applin/ami013>
- Tambunan, M. S., Sipayung, K. T., & Sinaga, N. T.** (2019). Content Analysis Of English Textbook “Interactive English” Used In First Grade Juniorhigh School In 2013 Curriculum. *JETAL: Journal of English Teaching & Applied Linguistic*, 1(1), 20–27. <https://doi.org/10.36655/jetal.v1i1.101>
- Tarrayo, V. N., & Anudin, A. G.** (2023). Materials development in flexible learning amid the pandemic: Perspectives from English language teachers in a Philippine state university. *Innovation in Language Learning and Teaching*, 17(1), 102–113. <https://doi.org/10.1080/17501229.2021.1939703>
- Tomlinson, B. (Ed.).** (2011). *Materials development in language teaching* (2nd ed). Cambridge University Press.
- Tomlinson, B., & Masuhara, H.** (2018). *The Complete Guide to the Theory and Practice of Materials Development for Language Learning* (First edition). John Wiley & Sons, Inc. <http://www.wiley.com>  
<http://www.wiley.com/go/permissions>  
(Original work published John Wiley & Sons, Inc.)
- Uchenna, N. E., Pauline, U. C., Aloysius, E., Nwanneka, O. J., Uzochukwu, N. H., & Nkiruka, A. S.** (2021). Study On The Availability And Utilization Of Instructional Media In Teaching And Learning Of The English Language In Secondary And Primary Schools In Ebonyi State. *International Journal of Engineering Science Invention*, 10(7), 36–44. <https://doi.org/10.35629/6734-1007013644>
- Wahyudin, Novari, A. F., & Rohimajaya, N. A.** (2025). The Analysis of English Course Book for Tenth Grade of Senior High School Based on Merdeka Curriculum. *Journal of English Education Studies*, 8(1), 13–32. <https://doi.org/10.30653/005.202581.134>
- Widiyanto, E., & Pusse, T.-K.** (2025). Cultura Franca: Investigating cultural gradations of Indonesian as a foreign language textbook. *Asian-Pacific Journal of Second and Foreign Language Education*, 10(1), 30. <https://doi.org/10.1186/s40862-025-00335-y>
- Xu, J., & Li, C.** (2022). Timing of form-focused instruction: Effects on EFL learners' grammar learning. *Studies in Second Language Learning and Teaching*, 12(3), 405–433. <https://doi.org/10.14746/ssl1t.2022.12.3.4>
- Xu, J., & Ye, F.** (2025). Two decades of research on ELT textbook content: A bibliometric and content analysis. *Studies in Second Language Learning and Teaching*, 16(1), 165–190. <https://doi.org/10.14746/ssl1t.39278>
- Yilmaz, A.** (2018). Form-meaning-use framework in grammar teaching: Research on noun clauses in writing skills. *Journal of Language and Linguistic Studies*, 14(3), 37–55.