

**A Content Analysis of “Bahasa Inggris” Textbook
For the Twelfth Grade of Senior High School
Based on Alan Cunningsworth’s Theory**

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Abstract

This research was aimed at studying how well an English textbook fulfills language content criteria suggested by Alan Cunningsworth's theory: Grammar, Vocabulary, Phonology, Discourse, and Style and appropriacy. The subject of the research was the Bahasa Inggris textbook for the twelfth grade of senior high school. This study used the descriptive qualitative method, which is also known as documentary analysis. This research takes six out of eleven chapters contained in the Bahasa Inggris Textbook by using purposive sampling to choose information-rich samples. The result shows that the textbook fulfills the majority of Alan Cunningsworth’s language content aspect criteria. The textbook reaches the final score of 79.48 percent which is considered very good. It is preferable for the teacher and student to choose another book or supply another material from the other books, especially phonology material. Also, to meet Alan Cunningsworth’s requirements for an excellent textbook, the author can revise the textbook.

Keywords: Content Analysis, Textbook, Alan Cunningsworth, Language Content

INTRODUCTION

Textbooks are one of the most commonly used teaching materials in the education process. Textbooks in language education, especially English courses, are used as teaching instruments. It helps the teacher to make a teaching sequence. Textbooks are produced and used as any branch of studies manual of instructions or standard book.

Textbooks can help some points in educational courses. First, textbooks can be used to present readable subject matters in various kinds which are suitable with the students and interest, as a source of learning program to make a real condition just like students’ real life. Second, it can motivate students. It also can be used to express a thought and demonstrate its application in teaching materials. Fourth, the textbook

provides tasks, both exercise, and practical tasks. And last, it can be used to provide a suitable and useful evaluation and remedial teaching program for both students and teachers (Greene and Petty Tarigan, 1986, p. 17).

Textbooks in language education, especially English courses, are used as a teaching instrument. It helps the teacher to make a teaching sequence. Besides teaching sequences, it also provides new ideas that can be used by the teacher in the teaching process. It's also one of the important tools to deliver new material to the students. It allows both teachers and students to prepare for what is about to happen and review what they have done.

Published English textbook should cover aspects needed. Thus, choosing the best textbook requires a lot of consideration. Cunningsworth (1995) mentioned eight main aspects of the textbook. There are aim and approaches, textbook packages, language content, selection and grading, skills, topic, subject content and social value, and methodology. One of them is language content. language content deals with the language being taught. Moreover, Cunningsworth explained that language content also forms the foundation of everything else that contributes to the language teaching process. Furtherly, a Textbook has a role as a source of grammar, vocabulary, pronunciation, etc., which means it's should cover well-built language content.

Textbooks are commonly written in response to educational institution demands and published by publishing businesses. As a result, in Indonesian English classes, the textbook should follow the curriculum developed by the Ministry of Education. In the recent Curriculum, 2013 Curriculum, there are two competencies included, core competencies and basic competencies. Both competencies are listed on the syllabus in a form of objectives that have already been determined. Moreover, it produces a good result in language learning. Book used should cover good language content inside. The research difference between this research and all the research which was used as the guidelines for this research was this research only focused on the language content aspect.

Based on the explanation above, a textbook is an important media in language learning which used by the learner at every level to fulfill the goals of a certain curriculum. Thus, it is important to select a textbook that has fulfilled the requirement needed which will help the teacher to select a textbook that is suitable for their purposes. Based on those reasons, this research will be focused on the language content of the textbook. The researcher's method of textbook evaluation is Alan Cunningsworth's theory listed in his book entitled "Choosing Your Coursebook" and will be focused on language content entitled "A Content Analysis of "Bahasa Inggris" Textbook for the Twelfth Grade of Senior High School Based on Alan Cunningsworth's Theory". Thus, this study shows how far the Bahasa Inggris textbook fulfilled the language content criteria provided by Alan Cunningsworth.

LITERATURE REVIEW

1. Content Analysis

The term "content analysis" refers to a research method for subjectively assessing the content of data or written material through methodical coding, categorization, and identification of themes or structures. (Hsieh & Shannon, 2005, p. 1278). Content analysis also represents a research methodology that uses a set of procedures to draw a valid conclusion from a book or document (Weber, 1985, p. 9). Moreover, Holsti (1969, p. 601) pointed out that content research is any approach used to conclude to discover information features, and it is carried

out objectively and systematically. Krippendorff (1980, p. 21), defined content research as a research method that is used to draw conclusions from reproducible valid data based on its context. Moreover, Krippendorff (1980, p. 15) mentioned that content analysis is a tool that is aimed to provide knowledge, new perceptions, present facts, and a practical guide to the implementation. Arikunto (2013) added that the result of content analysis research will be a conclusion of language style, the tendency of the content, layout, illustration, etc. from the studies above, it can be concluded that content analysis is a research method to draw a conclusion through a set of procedures from a content of data or written text.

2. Textbook

Textbook belongs to the printed material that is useful to support the teaching-learning process. Sheldon (1987) defined a textbook as a published book that is specifically designed to assist teachers in keeping a large class under control. According to Cunningsworth (1995, p. 5), a textbook refers to a created material that is expected to increase the learners' knowledge and experience in a form of material for the teaching-learning process. Richards (2001b) mentioned one of the keys in most language programs is a textbook. It presents the language input as well as the language exercises that students complete in the classroom. Textbook often goes with workbooks, digital videos, CDs, CD ROMs, and comprehensive teaching guides, providing plenty and varied resource for teachers and learners (Richards, 2001a, p. 255). Textbook facilitates usable formats for the teacher as well as ideas on planning and giving lessons.

3. Selecting and Evaluating Textbook by Using Alan Cunningsworth Theory

There is no textbook that will be ideal for all learners. Selecting a textbook involves matching the material against the content that will be used (Cunningsworth, 1995, p. 13). However, by selecting a textbook, we will be able to find the appropriate one. Conducting a textbook evaluation is critical for assessing whether a textbook can effectively aid the achievement of teaching objectives while also being financially sustainable for both teachers and students (Maleki et al., 2014).

Moreover, in evaluating language content in the textbook, Cunningsworth mentioned that language content is complex and multidimensional. In most situations, the researcher should decide the priorities and focus on them. At the elementary level, grammatical form and pronunciation will be the important priorities; at the intermediate level, the priority is the appropriateness of the use of grammatical structures.

To analyze and assess the suitability of materials that is being concerned, language content can be compared with what the student needs and expect to learn. Grammar, vocabulary, phonology, pronunciation, discourse, style, and appropriacy are the components of language items.

Cunningsworth provides some criteria for evaluation dealing with the language content aspect as follows:

1. Grammar

Grammar is known as an important part of every general language education, whether it is recognized or perceived it as something else. Moreover, grammar then can be served by focusing on the form of

grammatical items or on the use of them. (Cunningsworth, 1995, p.34) mentioned some checklists dealing with grammar items:

- a. What grammar items are included? Do they correspond to students' language needs?
- b. Are they presented enough unit for easy learning?
- c. Is there an emphasis on language form?
- d. Is there an emphasis on language use (meaning)?
- e. How balanced is the treatment of form and use?
- f. Are newly introduced items related to and contrasted with items already familiar to the learners?
- g. Where one grammatical form has more than one meaning (e.g., the present continuous), are all relevant meanings taught (not necessarily together)?

2. Vocabulary

Without access to a relevant and reasonably large vocabulary, communication is impossible. Students who understand vocabulary can communicate more effectively than those who understand grammar, especially at lower levels. A textbook can assist students to develop techniques for dealing with unfamiliar vocabulary in addition to introducing as many new terms as feasible.

In addition, the development activities of good vocabulary tend to exploit some aspects such as semantic relations, situational relationships, collocations, and relationships of form (Cunningsworth, 1995, p. 38).

In evaluating vocabulary, Cunningsworth listed a checklist as follow:

- a. Is vocabulary-learning material included in its own right? If so, how prominent is it? Is it central to the course or peripheral?
- b. How much vocabulary is taught?
- c. Is there any principled basis for selection of vocabulary?
- d. Is there any distinction between active and passive vocabulary, or classroom vocabulary?
- e. Is vocabulary presented in a structured, purposeful way?
- f. Are learners sensitized to the structure of the lexicon through vocabulary-learning exercises based on:
 - a) Semantic relationships
 - b) Formal relationships
 - c) Collocation
 - d) Situation-based word group
- g. Does the material enable students to expand their own vocabularies?

3. Phonology

Including the phonology global aspect of the textbook is as important as the production of individual sounds, because the production of a natural-sounding speech sound is dependent on the speaker's ability to manage paragraph stress and intonation in English at a certain level of propriety.

Moreover, specialized terminology – voiced/unvoiced sounds, weak forms, stressed syllables – is essential to be added to the textbook if learners are going to study phonology in any depth. However, as a general rule, learners should be offered terminology whenever it can assist

them in analyzing, categorizing, and therefore better understanding how English works. This idea also applies to the usage of the phonemic alphabet, and we should check to see if it is used and included in the textbook as a reference.

In addition, Cunningsworth mentioned checklist to evaluate the phonology aspects as follow:

- a. How thoroughly and systematically are each of the following aspects of the phonological system covered:
 - a) Articulation of individual sounds
 - b) Words in contact (e.g., assimilation)
 - c) Word stress
 - d) Weak forms
 - e) Sentence stress
 - f) Intonation
- b. Where phonology is taught selectively, is the emphasis on areas of pronunciation that are important to meet learners' needs and help avoid misunderstandings?
- c. Is the pronunciation work built on to other types of work, such as listening, dialogue practice, etc. or does it stand separately?
- d. How much terminology is used? Is it comprehensible to the learners?
- e. Is the phonemic alphabet used? If so, are students given any training in learning it?
- f. Does the material use a diagrammatic system to show stress and intonation?
- g. Are these cassettes for pronunciation practice? If so, do they provide good models for learners?

4. Discourse

Discourse is an aspect of language usage that extends beyond the sphere of grammatical rules and includes things like paragraph sequencing, cohesiveness, paragraphing, text structuring, dialogue involvement, and so on. Discourse is concerned with language usage and the standards that guide how we use language to communicate effectively.

Practically, all textbooks will present a model of discourse through the examples of language that they offer in dialogues, reading text, and listening packages.

Moreover, (Cunningsworth, 1995, p. 50) listed some checklist to evaluate discourse as follows:

- a. Does the textbook deal with any aspects of discourse?
- b. If so, which aspects are covered:
 - a) Conjunctives
 - b) Other features of cohesion (reference pronouns, substitution, etc)
 - c) Paragraphing and organization of written discourse
 - d) Structure and conventions of spoken discourse
- c. Do the examples of spoken and written discourse presented by the material provide good models for the learners?
- d. Is the treatment of discourse sustained and progressive throughout the course, or does it consist of limited or isolated elements?

5. Style and Appropriacy

Language is both contextually sensitive and stylistically varied. Textbooks should be examined from the perspective of appropriateness to assess how far they prepare students to use the suitable style in a variety of settings. For students that study English as a foreign language, there will be double comprehension that they need to do, to perceive and comprehend the nature of the social situations in which they find themselves, as well as to choose and employ appropriate language.

In addition, to evaluate the style and appropriacy, (Cunningsworth, 1995, p. 52) mentioned checklist as follow:

- a. Is there any reference to appropriacy?
- b. If so, is it dealt with thoroughly or incidentally?
- c. Is appropriacy taught with reference to:
 - a) Choice of grammar
 - b) Choice of vocabulary
 - c) Discourse structure
 - d) Pronunciation?
- d. Is there any attempt to match language style to social situation?
- e. Does the coursebook identify situations or areas of language use where learners should be particularly sensitive to using appropriate styles, e.g. when complaining?

RESEARCH METHOD

The researcher used the descriptive method in gathering and investigating the data of this study. Kothari (2004, pp. 2-3) stated that descriptive research includes surveys and fact-finding inquiries of different kinds. The major feature of this technique is that the writer does not influence the variables; the researcher can only report on what has occurred or is currently occurring. The goal of qualitative descriptive research is to provide a comprehensive summary of specific events encountered by individuals or groups of people in common words (Lambert, 2012).

In this research, the researcher uses purposive sampling. Purposive sampling itself is a non-random sampling strategy in which the researcher chooses "information-rich" examples to investigate further (Patton, 2002). As a result, when a researcher picks a sample from which the most may be learned, this is referred to as purposeful sampling. In conclusion, purposive sampling is a sampling method by selecting the information-rich sample to be learned.

In this research, the researcher takes 6 out of 11 chapters containing Chapter 4, Chapter 5, Chapter 7, Chapter 8, Chapter 9, and Chapter 11. As the sampling of this research is purposive sampling, the researcher selects chapters by considering the large activities of the sample chapters

The process of analysis is done in line with the process of research. The data analysis. In analyzing data, the researcher uses interactive models that are consisted of four stages as stated by (Miles and Huberman (1992) in Sugiyono, 2013, p. 91)

1. Data Collection

Data collection deals with the activities to find the early data. Arikunto (2013) stated that data collection can be done in some ways; by using test, questionnaire, interview, observation and documentation.

2. Data Reduction

Collected data will be increased as long as the process of collecting data goes into the field. Therefore, it will be needed to conduct a data reduction to analyze the data

collected. According to Sugiyono (2013, p. 338), data reduction means summarizing, choosing essential things, focusing on important things, and looking for themes and patterns.

Data reduction in the research will be done by selecting data based on the criteria of good language content in a textbook suggested by Alan Cunningsworth.

3. Data Display

Data display can be done in several ways. It can be served in the table, graphic, matrix, chart, etc. Miles and Huberman (1984) in Sugiyono (2013, p. 341) stated that the most frequent form of display data in qualitative research data in the past has been narrative text. In displaying data, the researcher will answer the checklist items provided by Alan Cunningsworth and then elaborate it in narrative text.

4. Matching

The last phase is to make conclusions. The researcher will use the following formula to determine how well the textbook meets Alan Cunningsworth's language content criteria.

$$P = \frac{f}{N} \times 100\%$$

RESEARCH FINDING AND DISCUSSION

There are five aspects of the Bahasa Inggris Textbook that have been evaluated by the researcher. Aspects evaluated have a different number of total items. To make it balanced, the researcher separated each aspect score and make an average from the result of all aspects.

The Bahasa Inggris textbook met 33 of the 42 grammatical criteria.

$$\begin{aligned} &= \frac{33}{42} \times 100\% \\ &= 78.57\% \end{aligned}$$

The Bahasa Inggris textbook met all of the 42 vocabulary criteria.

$$\begin{aligned} &= \frac{42}{42} \times 100\% \\ &= 100\% \end{aligned}$$

The Bahasa Inggris textbook met 18 of the 42 phonological criteria.

$$\begin{aligned} &= \frac{18}{42} \times 100\% \\ &= 42,85\% \end{aligned}$$

The Bahasa Inggris textbook met all 24 discourse criteria.

$$\begin{aligned} &= \frac{24}{24} \times 100\% \\ &= 100\% \end{aligned}$$

The Bahasa Inggris textbook met 18 of the 24 style and appropriacy criteria.

$$\begin{aligned} &= \frac{18}{24} \times 100\% \\ &= 75\% \end{aligned}$$

On average, the quality of Bahasa Inggris textbooks is rated as follows.

$$= \frac{78,57+100+42,85+100+75}{500} \times 100\%$$

$$= 79,48\% = \text{Very Good}$$

The researcher used Arikunto's (2013) "Schema of Compatibility Classification" to assess the quality of the

Bahasa
Textbook

Interval	Compatibility
76-100%	Very Good
56-75%	Good
40-55%	Fair
0-39%	Bad

of the
Inggris

1. Grammar

Grammar items delivered in the Bahasa Inggris textbook followed the competencies listed in the chapter map. The competence is also listed on the first page of each chapter. the competence listed is based on competencies listed by the Culture and Education Ministry of Indonesia.

Language form and use treatment are mainly balanced. The textbook provided grammar form and use in the brief examples and exercises to enable the student to explore and expand their understanding of grammar-related in each chapter. The introduced item inside the chapter is, mainly, already familiar to the learner.

2. Vocabulary

Cunningsworth (1995, 38) expects the new words to are not only taught in a form of a new word list and the definition or taught outside of the context, but also exercise that sensitize students to the structure of the lexicon of English. Vocabulary items delivered are based on the theme used in each chapter. Vocabulary included is central to the course since it is often used in the related chapter.

Vocabulary exercise is delivered mainly in form of observation and application. Nation (2000, p 38) mentioned active and passive vocabulary usually mentioned as productive and receptive vocabulary. Listening or reading a word's shape and recovering its meaning is referred to as receptive vocabulary. Meanwhile, productive vocabulary refers to the ability to communicate meaning verbally or in writing, as well as the ability to locate and produce the proper spoken or written word form. Fortunately, the Bahasa Inggris textbook provides both active and passive vocabulary through the exercise given. And based on that way, the material enables the student to expand their vocabulary. In conclusion, the Bahasa Inggris textbook has covered the vocabulary aspect suggested by Alan Cunningsworth.

3. Phonology

Different from the two aspects before, Bahasa Inggris Textbook did not fulfill well the criteria provided by Alan Cunningsworth. Bahasa Inggris Textbook,

unfortunately, only delivers articulation of individual sounds as their main phonology exercise. Some chapters have a speaking exercise that asks the student to use correct intonation without an explanation about intonation in the book. This may be caused by student-centered learning from the related curriculum that asks the student to learn the other aspect by themselves.

Moreover, the teacher should guide the student about things they found outside the textbook. Another thing that should be delivered on phonology learning is its terminology. Bahasa Inggris Textbook didn't provide phonology terminology at all. Cunningsworth (1995, p 41) mentioned that learners should be given terminology whenever it will help them to analyze English, categorize it and as a consequence, understand better how it works.

4. Discourse

Discourse is a feature of language use that goes beyond the domain of grammar rules and includes areas such as the sequencing of sentences, cohesion, paragraphing, structuring text, participation in the conversation, etc. Discourse in Bahasa Inggris Textbook is delivered almost in the same way. It starts from the introduction of grammar items and vocabulary used in related discourse. Then it introduced the text structure that related to the discourse being discussed. And ended with projects that asked students to produce both spoken and written discourse. The researcher considered the treatment given to be sustained and progressive.

5. Style and Appropriacy

In Bahasa Inggris Textbook, style and appropriacy were delivered through the discourse structure given. The attempt was given mainly in form of an exercise given dealing with each chapter's competence. The delivered in discourses exercise which combines grammar, vocabulary, and phonology inside it.

CONCLUSION AND SUGGESTION

Bahasa Inggris Textbook is designed by the Ministry of Education and Culture according to the 2013 curriculum. In evaluation using Language Aspect criteria provided by Alan Cunningsworth, the Bahasa Inggris textbook is considered "very good", since it results in 79.48 percent in fulfilling them. The grammar items delivered correspond to the student's language needs and mainly delivered balance treatment between language form and use. The vocabulary of the Bahasa Inggris textbook is also well delivered in the form of exercises given. Meanwhile in phonology, Bahasa Inggris Textbook is lack variation exercises. The phonology aspect is only delivered in a form of articulation of sound. In the Discourse aspect, the Bahasa Inggris textbook mainly covers paragraphing and organization of written discourse. In Style and appropriacy, Bahasa Inggris Textbook covers appropriacy based on each chapter theme.

The researcher suggests that English teachers find supplementary material to improve phonology exercises. It is important to enrich the phonology section since the book has lack phonology aspect. To analyze and assess the suitability of materials that is being concerned, language content can be compared with what the student needs and expect to learn. Grammar, vocabulary, phonology, pronunciation, discourse, and style and appropriacy are the components of language items

The researcher also suggests students who will use this textbook find supplementary phonology material such as conversation recordings which can be in a

form of cassettes or videos. It would be better if students consult with the teacher about supplementary material needed.

The researcher suggests that it would be better if the author gives some revises to improve the quality of language content based on criteria suggested by Alan Cunningsworth. Main revised suggested in the variation of phonology learning such as word stress and intonation. Moreover, if it is possible, the Bahasa Inggris textbook can attach cassettes or recordings of native people to support phonology exercise

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