

**CONTENT ANALYSIS OF “HEADLINE ENGLISH”  
TEXTBOOK FOR 8TH GRADE BASED ON  
CUNNINGSWORTH THEORY**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic  
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Writing an Undergraduate Thesis**

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**AN ANALYSIS OF TEACHERS' PEDAGOGICAL AND  
PROFESSIONAL COMPETENCIES IN TEACHING ENGLISH  
AT MAN 2 BANYUMAS**

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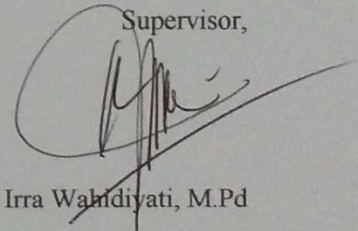
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## MOTTO

*“Motto is just a sentence. The important things are action and willingness..”*



## DEDICATION

I dedicate this thesis to : Myself

My beloved parents

My friends

All of people who have support me

My Almamater, UIN Syaifuddin Zuhri

All the readers of this thesis



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Purwokerto, 03 July 2022

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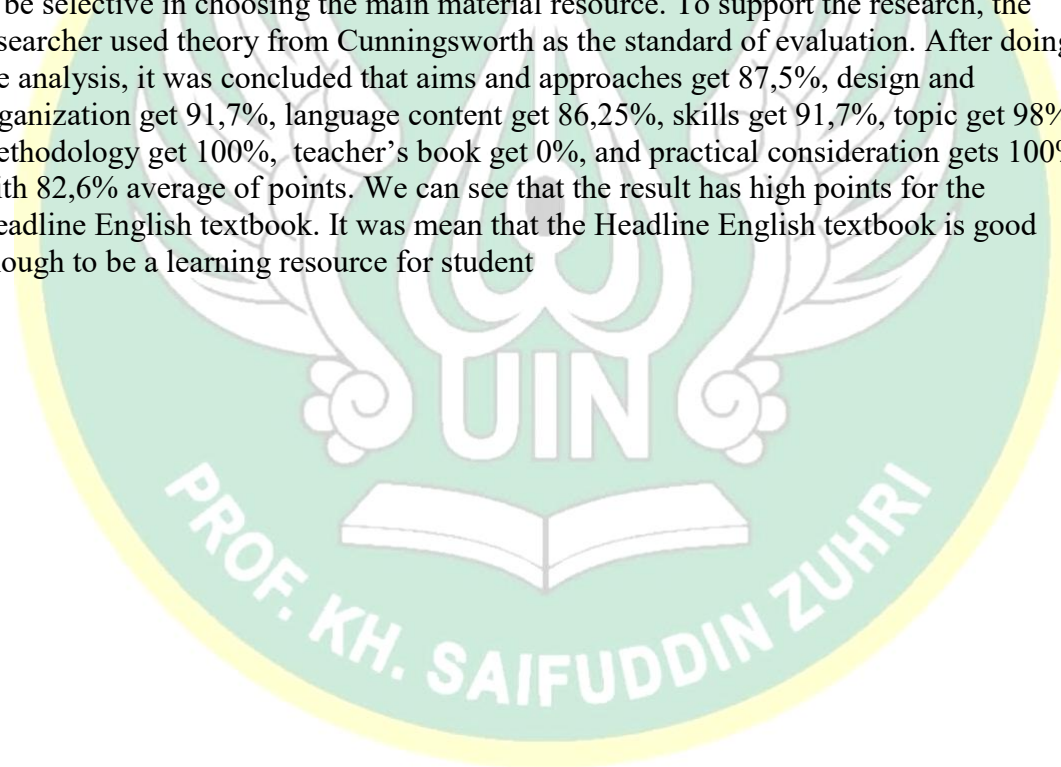
## **CONTENT ANALYSIS OF “HEADLINE ENGLISH” TEXTBOOK FOR 8TH GRADE BASED ON CUNNINGSWORTH THEORY**

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### **ABSTRACT**

Apart of used as a learning resource for students, the textbook also could be an additional guide for the teacher. Just like in an English lesson. We knew that there were main components in English, they were reading, writing, listening, and speaking. On the other hand, there was grammar for the addition. So, it was important for a teacher to evaluate which one is a good book for a student that is suitable for its environment. In this research, the researcher used the Headline English textbook as the main focus in terms of evaluating the book. The researcher analyzed whether the Headline English textbook is suitable or not to be a learning resource in Indonesia since it was important to be selective in choosing the main material resource. To support the research, the researcher used theory from Cunningsworth as the standard of evaluation. After doing the analysis, it was concluded that aims and approaches get 87,5%, design and organization get 91,7%, language content get 86,25%, skills get 91,7%, topic get 98%, methodology get 100%, teacher's book get 0%, and practical consideration gets 100% with 82,6% average of points. We can see that the result has high points for the Headline English textbook. It was mean that the Headline English textbook is good enough to be a learning resource for student



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# CHAPTER I

## INTRODUCTION

### A. Background Study

We knew that there were various online learning stuffs nowadays, for examples, Google Classroom, Edmodo, Kahoot, and Quizziz. But, no matter how exciting or good the stuffs were, we still need a textbook in physical form as the primary source for students<sup>1</sup>. Book has an important role in a formal education environment. Almost all of the subjects have textbooks as the main source, and we know that usually, the school has more than one book title for each subject. So, it is not surprising if there are many publishers except the ministry who contributed to making the learning process easier in the school.

It is also happening in English subjects. There are textbooks for elementary school, junior high school, senior high school, and even university, they have their textbook product. Of course, the material inside should be appropriated with the recent curriculum. Not only contain material but the textbook also contains various assessments based on the skills. The Ministry of Education and Culture of Indonesia also has its publisher to support the learning process in every stage and subject. For example, is an English textbook for junior high school entitled “English Rings the Bell”. However, it is allowed if the school adds some references from other resources.

There are so many brands from various publishers that could be options. One of them is a textbook entitled “Headline English” written by M. Badrus Sholeh and published by Srikandi Empat. “Headline English” textbook is also the book that would be an object in this research (the researcher uses the book for eighth junior high school). After the researcher did some observation, “Headline English” is almost similar to another English textbook in the structure and design.

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<sup>1</sup> Irra Wahidiyati, “Students Perception of The Full Online Learning Quality During The Corona Pandemic”, *Tarling: Jurnal of Languange Education*, 2020, Vol.4(1), p.38

It is good if we do not judge a book early because famous publishers do not always mean having the best quality and vice versa. That is why there are standards to evaluate them, to make sure if a book is suitable enough to be the main source, not only considering the recent curriculum but also the school and students' environment. So, how do we know about the most appropriate textbook? We can know it by analyzing the process with clear standards inside. There are many criteria for analyzing textbooks, for example, BSNP, Cunningsworth, Rajan, etc. from all of the method, the researcher chose Cunningsworth as the standard of analysis because it uses checklist as the method, so it matches with the technique of analysis. In addition, there are many research about analyzing Headline English textbook from every aspects. But, it seems that still not many document about analyzing content using the theory that the reseacrher do.

In conclusion, the researcher decided to analyze an English textbook because it is important to be selective in choosing the main material resource. From several theories of evaluating and analyzing textbook, the researcher uses Cunningsworth theory as the support of this research.

## **B. Operational Definition**

The following definition is provided to make readers have a similar understanding between writer and readers. It is also aimed to avoid ambiguity or misunderstanding. There are three terms, there are :

### **1. Content analysis**

“Content analysis is document analysis”<sup>2</sup>. As its name, content analysis means analyzing about content of the data, usually uses to help the researcher when do a project in document. It refers to text, expression, images, and everything that can be analyzed in content. Another theory about the meaning of content analysis is by Krippendorff, “Content analysis is a research technique for

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<sup>2</sup> Monica Tambunan, “Content Analysis of English Textbook “Interactive English” Used in First Grade Junior High School in 2013 Curriculum”, *JETAL: Journal of English Teaching & Applied Linguistics*, 2019, Vol. 1, No. 1, p.21

making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.”<sup>3</sup>.

## 2. Textbook

According to Oxford Dictionary, a textbook is “a book that teaches a particular subject and that is used especially in schools and colleges”<sup>4</sup>. This kind of book is usually never absent from the main needs in the school environment. A textbook can be a support to help teachers and students to understand the material. It is also can be an additional reference in the assessment process because commonly the content inside is based on the recent curriculum

## 3. Cunningsworth Theory

It is one of the common standards to evaluate a textbook by Alan Cunningsworth. We can read the full explanation in his book entitled “Choosing Your Coursebook” which was published in 1995. According to the theory, Alan Cunningsworth uses the quick-checklist method for evaluation and selection with categories that we can read on the “Literature Review” part<sup>5</sup>.

## C. Research Question

According to the background of the study, below is the research question of the thesis.

1. How is the content of “Headline English 8th Grade” textbook based on Cunningsworth theory?

## D. Objectives and Significances of The Research

There are two points according to the aim and meaning of this thesis paper. The first one is about objectives and the other one is about significance.

1. The Objective of the Research

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<sup>3</sup> Klaus Krippendorff, *Content Analysis*, California, Sage Publications, 2004, p.18

<sup>4</sup> AS Hornby, *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press, 2000, p.1238

<sup>5</sup> Alan Cunningsworth, *Choosing Your Coursebook*, Oxford: Macmillan Publisher, 1995, p.3

This research is aim to :

- a. To evaluate the content of English textbook entitled “Headline English” for 8th Grade based on Cunningsworth theory.
- b. To analyze about teacher’s evaluation according to “Headline English” textbook for 8th Grade based on their experience.

## 2. The Significances of the Research

### a. Theoretical significances

- The researcher expects this research can provide more knowledge in understanding content analysis, especially in evaluating a textbook case.
- The researcher expects this research can be used as a reference for further research.

### b. Practical significances

- For teachers

The researcher expects this research can be useful for teachers to be an additional reference of learning material resources. However, the researcher hopes the teacher always be selective to choose the most suitable textbook in the class.

## **E. Structure of the research**

This research is separated into several chapters.

Chapter I is Introduction. It consists of a background of study, operational definitions, research questions, objectives and significances of the research, reviews of relevant studies, literature review, research methods, and structure of the research.

Chapter II explains the theories of the textbook and Cunningsworth evaluation theory.

Chapter III is about explaining research design, research subject, research objects, data acquisition tools, data collection techniques, and data analysis techniques.

Chapter IV presents the results of the research. So, this part explains the application of Cunningsworth's theory on textbook content analysis.



Chapter V presents the conclusion and suggestions of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.



## CHAPTER II

### THEORITICAL REVIEW

#### A. Conceptual Theory

##### 1. Definition of content analysis

We can use many methods to analyze data, one of them is by using content analysis. “Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use”<sup>6</sup>, usually uses to categorize, compare, and contrast a corpus of data<sup>7</sup>. Just like its name, content analysis focus on analyzing the content in the research, that is why usually the research types are text.

##### 2. Framework

According to Krippendorff theory, To help us understand more about concept of content analysis, we can see on the explanation of the framework components below :

- a. Text, the information that a content analyst has access to in order to begin an analysis
- b. Research question, the analyst is attempting to answer by studying the body of text.
- c. Context, a setting in which the analyst can make sense of the body of t/ext of his or her choosing.
- d. Analytical construct, it operationalizes the analyst's understanding of the situation.
- e. Inferences, it is to answer the research question, which constitute the content analysis' basic accomplishment
- f. Validating evidence, which is the content analysis' ultimate justification

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<sup>6</sup> Klaus Krippendorff, *Content Analysis*, California, Sage Publications, 2004, p.18

<sup>7</sup> GAO Learning Center, *Content Analysis: Principles and Practices*, US Government Accountability Office, 2013, p.2

### 3. Use

Krippendorff also explains that content analysis has several functions, they are :

#### a. Extrapolations

Extrapolations are unobserved cases in the intervals between or beyond the observations are inferred (data points)

#### b. Standards

Humans compare observed phenomena to standards in order to determine (a) what kinds of phenomena they are (identifications), (b) how excellent or awful the phenomena are (evaluations), and (c) how close the phenomena are to expectations (judgments)

#### c. Indices and symptoms

The most common indices in content analysis are those of unobservable or just indirectly accessible phenomena. Phenomena are typically addressed using measures of textual (verbal and paralinguistic), visual (gestural and pictorial), and communicational characteristics to address extratextual phenomena

#### d. Linguistic re-presentations

Analyzing texts as re-presentations—not to be mistaken with picture like representations—involves examining the conceptual structure that a text evokes in certain readers, the worlds they can envision, transform into their own, and consider real.

#### e. Conversations

A content analysis of data as conversation might entail (a) inferring the range of moves that could follow from any one moment of a recorded history of interactions, (b) reinterpreting that history based on the moves that actually did follow, and (c) applying this explanatory strategy to all moments of naturally occurring conversations

#### f. Institutional processes

Communications have a tendency to reinforce the very institutional explanations and rules that govern their creation and dissemination

#### 4. Component

There are important components to build content analysis method based on Krippendorff theory, the components are :

- Unitizing: about unitizing schemes
- Sampling: about sampling plans
- Recording coding: about coding instructions
- Reducing data to manageable representations: about the stability of statistical techniques or other methods in order to summarizing or simplifying data
- Abductively inferring contextual phenomena: about the analytical constructs or models of the chosen context as warrants
- Narrating the answer to the research question: about the narrative traditions or discursive conventions established within the discipline of the content analyst

#### 5. Validity and Reliability

In validity and reliability cases, Krippendorff gives a theory as below :

##### a. Validity and reliability

These are the requirements related to key validity and reliability :

- The validity and reliability of the data resources
- Rational categories
- The accuratness of categories when represent the data substantiation
- Possibility to generalize beyond the data
- The trustworthy of results

##### b. Steps to analyze

To analyze the data we can use the following steps :

- Observing the resources
- Make some categories
- Analyze the data



- Check the reliability
- Check the results

## 6. Textbook

### a. Definition of textbook

We know that there are many kinds of books nowadays. Examples are novels, comics, textbooks, etc. They have different characteristics and advantages. Some books have purposes to amuse the reader and also there are books to increase the readers' knowledge. It can be knowledge from formal material based on the curriculum in the school until common and deeper knowledge from every aspect of human life. All of them are important because books are precious things to help human understand their environment.

As said before, the meaning of a textbook based on the Oxford Advanced Learner's Dictionary is "a book that teaches a particular subject and that is used especially in schools and colleges"<sup>8</sup>. Cited from Pravidnik o Potrjevanju Učbenikov (2015) in *The Use of Textbooks in the Teaching-Learning Process* by Monika Mithans (2020) explains a textbook as "basic teaching material to achieve the educational objectives and standards of knowledge defined in the curriculum and the catalogue of knowledge."<sup>9</sup>

### b. Textbook in education

Besides can be useful in the language learning process, textbook also can help to improve language ability, learn about the subject content, and become familiarized with other cultures<sup>10</sup>. It can be concluded that textbooks can be used as guidelines or references for

<sup>8</sup> AS Hornby, *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press, 2000, p.1238

<sup>9</sup> Monika Mithans, *The Use of Textbook in the Learning-Teaching Process*, University of Maribor, 2020, p.202

<sup>10</sup> Biljana B. Radić-Bojanić & Jagoda P. Topalov, "Textbooks in the EFL Classroom: Defining, Assessing and Analyzing", *Collection Of Papers Of The Faculty Of Philosophy*, 2016, p.140

teachers and students to support the learning language activity<sup>11</sup>.

Cunningsworth, in his book mention some roles of textbook in the learning language process, they are :

- Material source (oral or written)
- Practice and communicative source
- Reference sources according to grammar, pronunciation, vocabulary, etc.
- Idea reference in learning activities
- Learning guidelines with determine goals (syllabus)
- Resouce of self-directed or self access work
- Support for teachers that still have less experience

c. Textbook evaluation

No coursebook developed for a wide audience will be perfect for a specific set of students, but the goal is to discover the greatest possible fit, as well as the ability to alter or supplement sections of the material where it is insufficient or unsuitable<sup>12</sup>.

According to Tomlinson's theory, learning failure is caused twofold. The first one is the need for commercial success motivation instead of public requests by the publisher<sup>13</sup>. The other reason is publisher/textbook writers give material based on their intuition of what they think is the best instead of focusing on the learner's benefit by using the textbook. It can be summarized that textbook evaluation is very important because it can support the attainment of teaching objectives and is economically viable to teachers and students.

c. Cunningsworth Theory

It seems that book evaluation is not familiar enough in academic activity.

Whereas it is not simple because we can not "formally" judge to decide

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<sup>11</sup> Monica Tambunan, "Content Analysis of English Textbook "Interactive English" Used in First Grade Junior High School in 2013 Curriculum", *JETAL: Journal of English Teaching & Applied Linguistics*, 2019, Vol. 1, No. 1, p.21

<sup>12</sup> Alan Cunningsworth, *Choosing Your Coursebook*, Oxford: Macmillan Publisher, 1995, p.5

<sup>13</sup> Linda Rahmawati, "A Content Analysis of The English Textbook "Primary English as A Second Language", thesis, Surabaya: UIN Sunan Ampel, 2018, p.2

which is good or not just by one or two aspects of a book. If we want to make an evaluation, it is better if we choose the standards of aspects as the first step. For example, by using Cunningsworth's theory. Here is the explanation of the guideline and criteria for book evaluation.

### 1. Guideline

There are some guideline before evaluating textbook, they are :

- 1) Coursebook should correspond to learners' need
- 2) Coursebook should reflect the use (present or future) which learners will make of the language
- 3) Coursebook should take account of students need as learners and facilitate their learning process, without dogmatically imposing a rigid 'method'
- 4) Coursebook should a clear role for learning

### 2. Criteria in evaluating

Criteria of evaluating textbook by Cunningsworth theory are

#### 1) Criteria for aims and approaches

Did the course book's objectives closely match the objectives of the teaching program and the needs of the students?

- Was the course book appropriate for the learning/teaching environment?
- What was the extent of the course book's coverage? Did it cover the majority, if not all, of the requirements? Was it a useful tool for both students and teachers?
- Was there any flexibility in the course book?

#### 2) The criteria of design and organization

- How did the complete course bundle come together (e.g., student books, teacher books, workbooks, cassettes)?
- How was the content organized (for example, by structures, functions, topics, skills, and so on)?
- How was the content organized (e.g., by complexity, learnability, usefulness, and so on)?

- Were the grading and progression appropriate for the students?  
Was it possible for them to finish the work required to meet any external syllabus requirements?
- Were there any grammar or other reference sections? Was it possible to study some of the material on your own?
- Did you find it easy to navigate the course book? Was the layout easy to understand?

### 3) The criteria of language content

- Did the course book cover the grammatical items suited to each level while also taking into account the needs of the students?
- Was the vocabulary teaching material acceptable in terms of amount and range of vocabulary, emphasis on vocabulary development, and individual learning strategies?
- Is there any material in the course book for practicing pronunciation? If so, what topics were covered: (individual sounds, word, sentence, and sentence stress, intonation?)
- Did the course book cover the structure and rules of language use above the sentence level, such as how to participate in discussions, how to structure an extended piece of writing, how to identify the key points in a reading passage, and whether style and appropriateness were addressed?
- How did you handle issues of fashion and appropriation? If so, was the linguistic style appropriate for the situation?

### 4) The criteria of skill

- In light of the lesson objectives and syllabus requirements, were four skills adequately covered?
- Was there any material for working on integrated skills?
- Were the reading passages and activities appropriate for the kids' levels, interests, and other factors? Is there enough reading material?



- Was the listening material well-recorded, as authentic as feasible, and supplemented with background information, questions, and activities to aid comprehension?
- Was spoken English content (e.g., dialogues, role-plays, etc.) well-designed to prepare students for real-life interactions?
- In terms of the quantity of direction, degree of correctness, arrangement of lengthier pieces of writing, and use of appropriate styles, were the writing exercises appropriate?

5) The criteria of topic

- Was there enough information that was of genuine interest to the students?
- Did the topics have enough variety and range?
- Would the topic assist students in broadening their horizons and enriching their experiences?
- Were the themes advanced enough in content while remaining within the language level of the learners?
- Would the students be able to relate to the course book's social and cultural contexts?
- Were women depicted and represented in the same way as men?
- Were other groups represented in terms of ethnicity, occupation, disability, and so on?

6) The criteria of methodology

- 2) What methods of language acquisition did the course book use? Was it appropriate for the circumstance of learning/teaching?
- 3) What level of active learner participation was required, and how well did it match the students' learning styles and expectations?

- 4) What methods were employed to introduce new language objects, and how well did these work for the students?
- 5) What methods were used to teach the various skills? What factors influenced the development of communicative abilities?
- 6) Did the material contain any study techniques or learning strategies guidance or assistance for students?
- 7) Were students required to take some responsibility for their own learning (for example, by setting their own personal learning goals)?
- 7) The criteria of teacher's book
  - Did the teachers who will be using the course book and its accompanying materials receive proper training?
  - Were the teachers' books thorough and helpful?
  - Were instructional approaches, linguistic objects such as grammatical rules, and culture-specific information effectively covered?
  - Did the authors lay out and justify the material's core premises and principles?
  - Were workout keys provided?
- 8) The criteria of practical consideration
  - How much did the entire package cost, and did it represent good value for money?
  - How durable and long-lasting were the books? Were they attractive on the outside?
  - Were they simple to gain? Is it possible to purchase additional supplies on short notice?
  - Did any of the components of the package necessitate the use of specialized equipment, such as a language lab, listening center, or video player? If so, did you have the necessary equipment on hand and was it reliable?

## B. Review of Relevant Studies

Some research have correlate with this theme of the thesis proposal. The researcher has submitted some of them in points below:

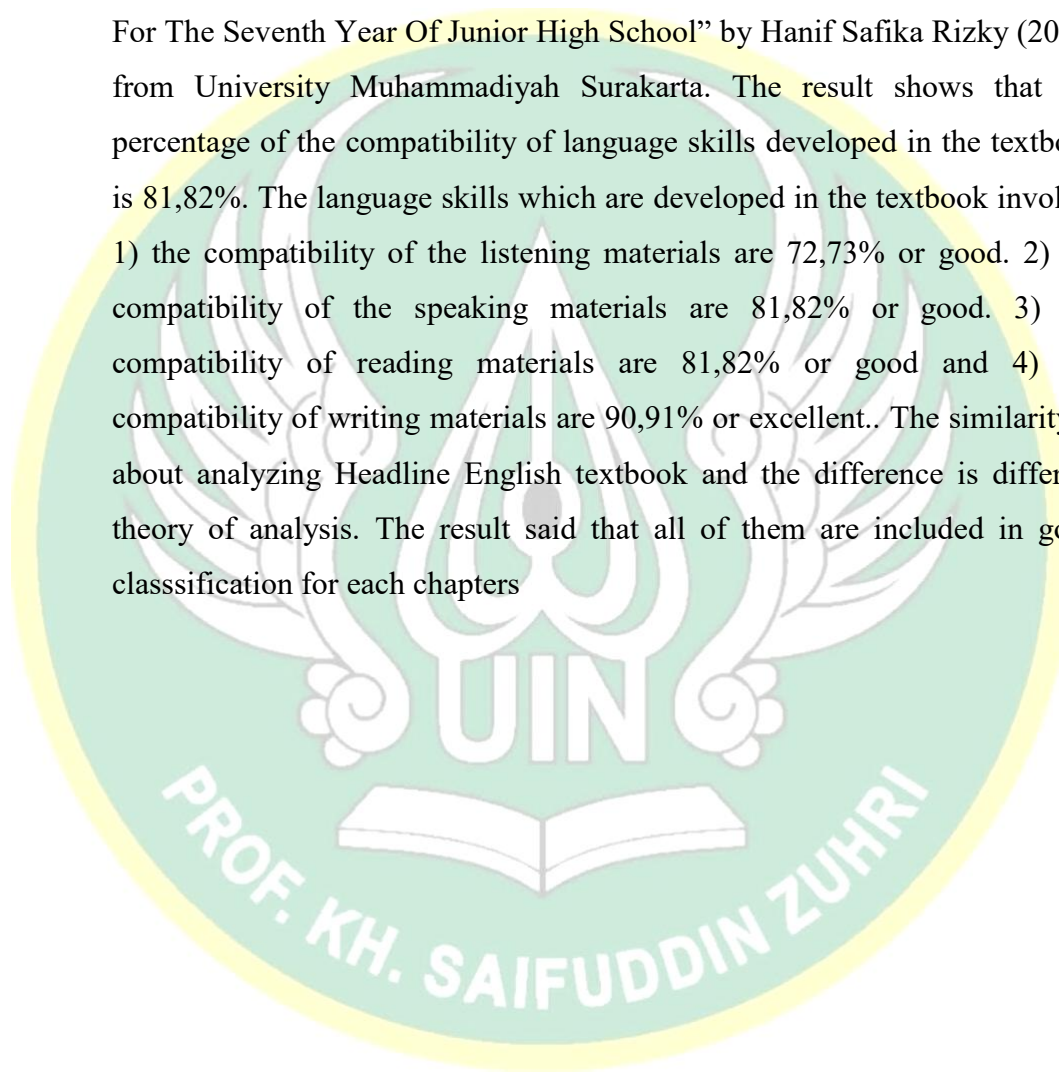
1. Thesis entitled “Cunningsworth-Based Theory of Textbook Evaluation On When English Ring’s A Bell For Eighth Grade Of Junior High School Published by Ministry Of Education And Culture” by Misbachul Farichin (2019) from UIN Walisongo. The result said that English Rings A Bell textbook is good and suitable with Cunningsworth theory. The criteria aims and approaches has the strength on the relevancy of the aims of the textbook and the syllabus, covers the learners need and allows to have different teaching or learning style; the criteria of design and organization is fully fulfilled the criteria in term of textbook organization, textbook sequence, allowing students in individual study, and the readability of the textbook as the syllabus requirement; in term of language content, the textbook is relevant with the criteria the textbook covers appropriate grammar items and the learners’ discourse competence; the criteria of skill, the textbook is fully fulfilled the criteria of covering skills as in the syllabus, having integrated skill work, reading and spoken activities which designed contextualize; the criteria of topic is fully fulfilled, as in criteria of sufficient material, variety of topic, interesting and contextualize topic and gender equality; in methodology the textbook has complete the criteria of involving the students to be active and responsible in their learning, teaching different skills, and developing communicative abilities, the seventh is the criteria of teacher’s book. It meets the criteria fully in termof the comprehensibility of the textbook to give the guidance for teacher; and the practical consideration criteria, it meets the criteria fully in the cost package for it is supplied by the government, and it is easy to be obtained. This research is similar to this research about analyzing textbooks using Cunningsworth theory. The difference is just about the title of the book.

2. Thesis entitled “An Analysis of Textbook Entitled “Headline English” Published By Srikandi Empat of Seventh Grade of Junior High School” by Anisa Novita Sari (2019) from UIN Raden Intan Lampung. The result of the research are the score content eligibility is 91.66 %, the score presentation eligibility is 91.66%, the score language eligibility is 100%, and the score graphic eligibility is 91.66%. Over all, from the result “Headline English” textbook score is 93.75 % it means that quality is very good and suggested to be used. The similiarity between these research is they are using Headline English textbook as the object, meanwhile the difference is about the goal of the research.
3. Thesis entitle “An Analysis Of English Textbook Entitled Bahasa Inggris “When English Rings A Bell” Based On Alan Cunningsworth Criteria” by Yurestiana Yangga Safitri (2020) IAIN Salatiga. The result of this research is When English Rings A Bell textbook is included in good criteria based on Cunningsworth theory. The language used in this textbook is communicative and informative, the skills include listening, speaking, reading, and writing can help improve students’ skills, and the textbook provides topic that can make students excited when learning. This research is similar to this research about analyzing textbooks using Cunningsworth theory. The difference is just about the title of the textbook.
4. Journal entitled “Eight grade text book evaluation by Cunningsworth’s Theory” by Lia Arswin Apriyani, Rr. Hasti Robiasih (2019). The results of the research were (1) When English Rings a Bell fulfills three criteria of a good textbook by Cunningsworth; they are topic, teachers’ book, and practical consideration. Bright meets seven criteria by Cunningsworth: aims and approaches, design and organization, language content, skills, topic, methodology, and practical consideration. (2) The strengths of When English Rings a Bell are in terms of appearance, topics, activities, and social and cultural context. Bright has strength in terms of topic, activities, social and cultural context, and media. The similarity is about analyzing textbook using Cunningsworth theory and the difference is about the title of the texbook and



theory of evaluate. The results of the research are (1) When English Rings a Bell fulfills three criteria of a good textbook by Cunningsworth, (2) The strengths of When English Rings a Bell are in terms of appearance, topics, activities, and social and cultural context. Bright has strength in terms of topic, activities, social and cultural context, and media.

5. Article entitled “The Evaluation of Textbook Entitled “Headline English 1” For The Seventh Year Of Junior High School” by Hanif Safika Rizky (2014) from University Muhammadiyah Surakarta. The result shows that the percentage of the compatibility of language skills developed in the textbook is 81,82%. The language skills which are developed in the textbook involve:  
1) the compatibility of the listening materials are 72,73% or good. 2) the compatibility of the speaking materials are 81,82% or good. 3) the compatibility of reading materials are 81,82% or good and 4) the compatibility of writing materials are 90,91% or excellent.. The similarity is about analyzing Headline English textbook and the difference is different theory of analysis. The result said that all of them are included in good classification for each chapters



## CHAPTER III

### RESEARCH METHOD

#### A. Type of the research

Since the researcher did a research in a textbook, then the type is included in content analysis research. As its name, content analysis is a kind of analysis that focus on the content inside the object. "Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use"<sup>14</sup>. According to this research, the researcher is interested in the content inside the Headline English textbook for VIII grade. Specifically, the researcher analyzed the quality of the textbook using Cuningsworth theory.

The approach that the researcher used is mixed method. According to Creswell, Mixed methods techniques include elements of quantitative and qualitative techniques<sup>15</sup>. As it is likely to offer rich insights into the research phenomenon that cannot be fully comprehended by using only qualitative or quantitative approaches, combining two methods may be preferable to utilizing just one<sup>16</sup>. Eventhough this research is included in mixed method, but the researcher gave more attention to the qualitative method since the data is based on a textbook, meanwhile the researcher decided the quantitative method is from the technique of data analysis

#### B. Headline English Textbook

##### 1. Headline English Textbook Profile

Headline English textbook is one of the English textbooks in Indonesia. Even though the Headline English textbook is not from the ministry, it is still used by many schools for additional references. These are the following details about the textbook :

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<sup>14</sup> Klaus Krippendorff, *Content Analysis*, California, Sage Publications, 2004, p.18

<sup>15</sup> Creswell, J. W., & Creswell, J. D., *Research design* (5th ed.), SAGE Publications, 2018, p.V

<sup>16</sup> Dawadi, S., Shrestha, S., & Giri, R. A., "Mixed-Methods Research: A Discussion on its Types, Challenges, and Criticisms", *Journal of Practical Studies in Education*, 2(2), 2021, p.27

Title : Headline English 2 for SMP-MTs  
Curriculum : 2013  
Writer : M. Badrus Sholeh, M.Pd  
Editor : Ratna Juwita Ningsih and Debi Karmila  
Year : 2018  
Publisher : PT. SEWU (Srikandi Empat Widya Utama)  
ISBN : 978-602-382-135-8  
Adress of publisher: Tengah street No.37, Bumi Asri Mekarrahayu, Bandung  
Postcode : 40218  
e-mail of publisher : [srikandiempat@yahoo.co.id](mailto:srikandiempat@yahoo.co.id)  
Cover illustrator : Wahyuni Markotim  
Cover source : <http://scottishlibraries.org/media/1652/shutterstock-school-pupils-library.jpg>  
Lay Out : Wawan Setiawan  
1st edition : January 2018  
2nd edition : May 2018  
3rd edition : April 2019

## 2. Book Feature and Content

Headline English Textbook has 267 pages with 8 chapters inside. Each chapter has 2 to 4 parts filled with several book features. Below are the explanations of the book's chapters.

The first chapter has the title "Pay Attention, Please". It has 3 sub chapters, they are Asking for and Showing Attention, Checking for Understanding, and Giving and Responding to Compliment.

The second chapter has the title "What is Your Opinion?". It has 3 sub chapters, they are Asking for and Giving Opinion, Expressing and Asking about Ability, and Expressing and Asking about Willingness.

The third chapter has the title Checking for Understanding. It has 3 sub chapters, they are Expressing and Responding to Obligation, Expressing and Responding to Problem, and Giving and Responding to Suggestion.

The fourth chapter has the title “Stand Up, Please”. It has 3 sub chapters, they are Giving and Responding to Instructions, Extending, Accepting, and Refusing Invitation, and Asking for, Giving, and Refusing Permission.

The fifth chapter has the title “It’s A Greeting Card”. It has 3 sub chapters, they are Understanding and Writing Greeting Card, Expressing the Position of People, Things, and Animals, and Expressing Habits and General Truths

The sixth chapter has the title “She’s Reading A Book”. It has 2 sub chapters, they are Expressing Something Happening at Present and Expressing Comparison.

The seventh chapter has the title “My Holiday in Bali”. It has 2 sub chapters, they are Expressing Something Happening in the Past and Talking about and Writing Recount Text.

The eighth chapter has the title “ It’s A Short Message”. It has 4 sub chapters, they are Talking about and Writing Short Messages, Talking about and Writing Announcements, Talking about and Writing Notices, and Getting the Message of a Song

Then, below is the book’s feature list :

- a. Objective : about main materials and character values
- b. Subchapter : explanation of each main material
- c. Let’s start : first activities before observing
- d. Observing : there are illustrations or dialogue about the material
- e. Questioning : for students in case don’t understand yet about material
- f. Exploring : exploring materials by students in many ways
- g. Associating : analyzing the collected information
- h. Communicating : the students deliver the result or summary of the material
- i. Important Notes : notes that usually used in daily conversation
- j. Grammar in Focus: explanation of grammar
- k. Competency Test : evaluation to measure the students’ ability
- l. Homework : additional task
- m. School Project : some individual or groups project



- n. Remedial Test : task to help students get a better understanding
- o. Enrichment Tes : more tasks
- p. Time for Fun : Game to make more understand
- q. Time for Review : Review test
- r. Reflection : Identify how much students understand
- s. Vocabulary List : Dictionary-meaning list
- t. Publisher Information: About writer and production team

Every chapter also has a note about things that would be learned, such as the Objectives of Study, which kind of grammar inside, and the Character of Values. To make it clear, we can see that in the explanation below, the researcher discussed several chapters of the Headline English textbook

#### C. Technique of data collection

We need a technique to collect data. According to this research, the researcher used documentation and interview.

##### 1. Documentation

Notes, case reports, contracts, drafts, death certificates, remarks, diaries, statistics, yearly reports, certifications, judgments, letters, and expert opinions are examples of standardized artifacts. Scott proposes four criteria for evaluating document quality that you can use to decide whether or not to use a certain document (or combination of documents) for your research.

- a. Genuineness. Is the evidence genuine and unmistakable in its provenance?
- b. Trustworthiness. Is the evidence devoid of inaccuracies and omissions?
- c. Representability. Is the evidence typical of its kind, and if not, what is the scope of the outlier?
- d. Importance. Is the evidence intelligible and clear?
- e. The most popular research strategy for such a project is document analysis.

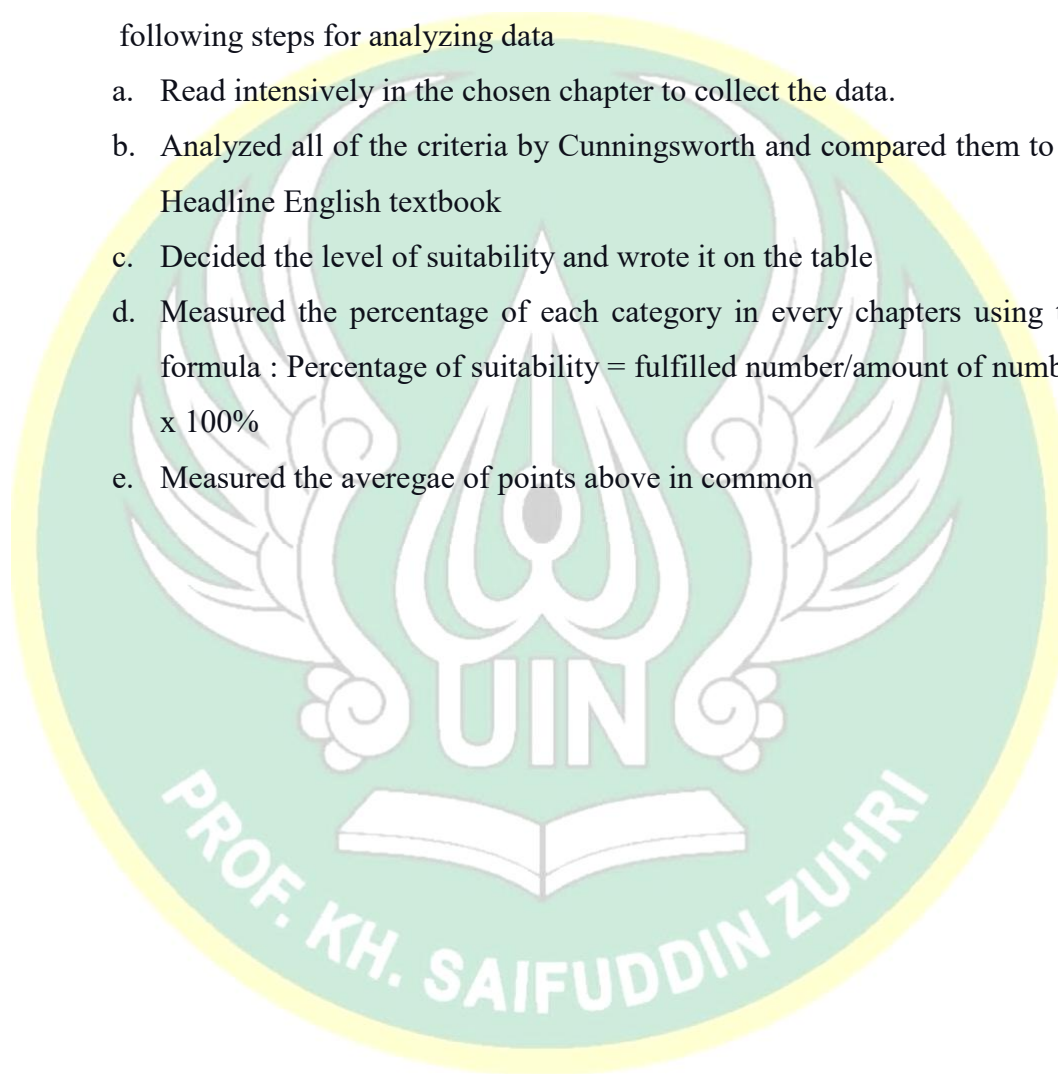
According to the research type, the researcher used documentation as the method of collecting data. These are the following steps :

- Find the “*Headline English*” for VIII grades as the focus material
- Analyzes all of the chapters
- Evaluate it with Cunningsworth theory in every part

#### D. Technique of data analysis

In analyzing data, the researcher used the content analysis method. Focused on what its content and correlation to other variables. These are the following steps for analyzing data

- Read intensively in the chosen chapter to collect the data.
- Analyzed all of the criteria by Cunningsworth and compared them to the *Headline English* textbook
- Decided the level of suitability and wrote it on the table
- Measured the percentage of each category in every chapters using this formula :  $\text{Percentage of suitability} = \frac{\text{fulfilled number}}{\text{amount of numbers}} \times 100\%$
- Measured the average of points above in common



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

##### 1. Analysis Headline English Textbook based on Alan Cunningsworth's Evaluation Theory

These are analyses of the Headline English textbook based on Cunningsworth theory in common :

###### a. Aims and approaches

No.	Criteria	Yes/No
1	Did the course book's objectives closely match the objectives of the teaching program and the needs of the students?	Yes
2	Was the course book appropriate for the learning/teaching environment	Yes
3	What was the extent of the course book's coverage? Did it cover the majority, if not all, of the requirements? Was it a useful tool for both students and teachers?	Yes
4	Was there any flexibility in the course book?	Yes

The textbook is consistent with the most recent Indonesian curriculum, appropriate for the classroom environment, and sufficiently flexible for individual learning

###### b. The criteria of design and organization

1) How did the complete course bundle come together (e.g., student books, teacher books, workbooks, cassettes)?

Unfortunately, we just get students' book

2) How was the content organized (e.g., according to structures, functions, topics, skills, etc.)?

The textbook's contents are mainly ordered by syllabus before separated by topics with various skill activities. Eventhough there are some material separation that does not same with syllabus order, but it still understandable

- 3) How was the content organized (e.g., by complexity, learnability, usefulness, and so on)?

The sequenced is based on the complexity level. for example we starts the chapter I with "Asking for and Showing Attention" before continue to chapter II that filled by "Giving Opinion" material.

- 4) Were the grading and progression appropriate for the students? Was it possible for them to finish the work required to meet any external syllabus requirements?

The grading and progression are suitable enough since it was clear and has matched with syllabus.

- 5) Were there any grammar or other reference sections? Was it possible to study some of the material on your own?

Yes, there were.

- 6) Did you find it easy to navigate the course book? Was the layout easy to understand?

Yes, it did.

c. The criteria of language content

No	Criteria	Yes/No
1	Did the course book cover the grammatical items suited to each level while also taking into account the needs of the students?	Yes
2	Was the vocabulary teaching material acceptable in terms of amount and range of vocabulary, emphasis on vocabulary development, and individual learning strategies?	Yes
3	there any material in the course book for	No



	practicing pronunciation? If so, what topics were covered: (individual sounds, word, sentence, and sentence stress, intonation?)	
4	Did the course book cover the structure and rules of language use above the sentence level, such as how to participate in discussions, how to structure an extended piece of writing, how to identify the key points in a reading passage, and whether style and appropriateness were addressed?	Yes
5	How did you handle issues of style and appropriation? If so, was the linguistic style appropriate for the situation?	Yes (\

The textbook doesn't provide any challenging material for students; the grammar and vocabulary are acceptable for the curriculum. Speaking and listening abilities exist, but they frequently place more emphasis on interaction and discussion than on proper pronunciation

d. The criteria of skill

No	Criteria	Yes/No
1	In light of the lesson objectives and syllabus requirements, were four skills adequately covered?	Yes
2	Was there any material for working on integrated skills?	Yes
3	Were the reading passages and activities appropriate for the kids' levels, interests, and other factors? Is there enough reading material?	Yes
4	Was the listening material well-recorded, as authentic as feasible, and supplemented with background information, questions, and activities to aid comprehension?	No

5	Was spoken English content (e.g., dialogues, role-plays, etc.) well-designed to prepare students for real-life interactions?	Yes
6	In terms of the quantity of direction, degree of correctness, arrangement of lengthier pieces of writing, and use of appropriate styles, were the writing exercises appropriate?	Yes

The book covers all of the essential competencies (reading, listening, speaking, writing). But because it excludes recorded content, the listening ability is not at its peak

e. The criteria of topic

No	Criteria	Yes/No
1	Was there enough information that was of genuine interest to the students?	Yes
2	Did the topics have enough variety and range?	Yes
3	Would the topic assist students in broadening their horizons and enriching their experiences?	Yes
4	Were the themes advanced enough in content while remaining within the language level of the learners?	Yes
5	Would the students be able to relate to the course book's social and cultural contexts?	Yes
6	Were women depicted and represented in the same way as men?	Yes
7	Were other groups represented in terms of ethnicity, occupation, disability, and so on?	Yes

The points all met the parameters of the Cunningsworth theory. The textbook takes into account the interests and awareness of the students, covers a wide range of topics, and takes into account delicate subjects like social, cultural, and gender issues, among others.

f. The criteria of methodology

1) What methods of language acquisition did the course book use? Was it appropriate for the circumstance of learning/teaching?

It use student as center on the learning process. Yes, it was.

2) What level of active learner participation was required, and how well did it match the students' learning styles and expectations?

Between the textbook and students are both use transformation level and it is matched so well

3) What methods were employed to introduce new language objects, and how well did these work for the students?

This textbook often use active learning technique that suitable enough for learners that use 2013 curriculum

4) What methods were used to teach the various skills? What factors influenced the development of communicative abilities?

The textbook separates the skills to each parts. For communicative abilities that include to the speaking skills, the textbook often use dialogue to develop it

5) Did the material contain any study techniques or learning strategies guidance or assistance for students?

Yes, it did.

6) Were students required to take some responsibility for their own learning (for example, by setting their own personal learning goals)?

Yes, it were.

g. The criteria of teacher's book

Does not have a teacher's book

h. The criteria of practical consideration

No	Criteria	Yes/No
1	How much did the entire package cost, and did it represent good value for money?	(IDR 81.000, standard price for textbook)
2	How durable and long-lasting were the books?	Yes

	Were they attractive on the outside?	
3	Were they simple to gain? Is it possible to purchase additional supplies on short notice?	Yes
4	Did any of the components of the package necessitate the use of specialized equipment, such as a language lab, listening center, or video player? If so, did you have the necessary equipment on hand and was it reliable?	No

The methods, degree of engaged learners, and presentational strategies are appropriate for the learning environment. On the other hand, the teacher is free to teach the various skills in a style that suits them. The textbook also includes a reflection and guidance section that is designed to help students enhance their capacity and responsibility.

#### E. Relevancy

Cited from Misbachul Arifin (2019), to makes the research easier to understand, these are several table of relevancy with their each category<sup>17</sup>.

Number of relevancy :

0 = not relevant

1 = almost relevant

2 = relevant

Number of percent result :

a. Chapter 1

1) Aims and Approaches

This is the table for aims and approaches category :

Criteria	Description	Relevancy		

<sup>17</sup> Misbachul Farichin, Thesis: "Cunningsworth-Based Theory of Textbook Evaluation on When English Ring's A Bell For Eighth Grade of Junior High School Published by Ministry of Education and Culture" (Semarang: Uin Walisongo, 2019, p.66)



Aims and approaches	Correspondence				87,5%
	Availability			✓	
	Comprehension			✓	
	Flexibility		✓		

Table 4.1 Aims and approaches

Aims and approaches category get 87,5% of relevancy, which means that this category is relevant to Cunningsworth theory.

The textbook is related with the recent Indonesian syllabus, suitable for learners' education environment, comprehension enough according to its level, but not really flexible for individual learning

## 2) Language content

This is the table for language content category:

Criteria	Description	Relevancy			%
		Yes	No	Partial	
Language content	Grammar items			✓	90%
	Range of vocabulary			✓	
	Pronunciation		✓		
	Above sentence level			✓	
	Style and appropriacy			✓	

Table 4.3 language content

The language content category gets 90% of relevancy, which means that this category is relevant to Cunningsworth theory

The grammar and vocabulary are appropriate to the syllabus, the textbook doesn't give any hard-level content for learners. There are speaking and listening skills but often focus on dialogue and conversation, not on pronunciation.

## 3) Skills

This is the table for skills category :

Criteria	Description	Relevancy			
Skills	Lesson objectives and syllabus requirements			✓	91,7 %
	Integrated skills			✓	
	Reading passages			✓	
	Listening material		✓		
	Spoken English material			✓	
	Writing activities			✓	

Table 4.4 skills

Skills category get 91,7% of relevancy, which means that this category is relevant with Cunningsworth theory.

The textbook covered all of the main skills (reading, listening, speaking, writing). But, the listening skill is not at maximum point since it doesn't include the recorded material.

#### 4) Topic

This is the table for topic category :

Criteria	Description	Relevancy			
Topic	Students' interest			✓	100%
	Variety and range			✓	
	Students' awareness			✓	
	Sophisticated content			✓	
	Social and cultural contexts			✓	
	Women representation			✓	
	Other groups representation			✓	

Table 4.5 topic

Topic category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

All of the points fulfilled the Cunningsworth theory requirements. The textbook gives attention to learners' interest and awareness, makes

various topic with a large enough range, and consider sensitive contents such as social, culture, gender, etc.c.

5) Methodology

This is the table for methodology category :

Criteria	Description	Relevancy			
Methodology	Learning approaches			✓	100%
	Level of active learner			✓	
	Presentation techniques			✓	
	Different teaching skills			✓	
	Advice/help			✓	
	Students' responsibility			✓	

Table 4.6 methodology

The category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

The approaches, level of active learners, and presentation techniques are suitable for the learning situation. On the other hand, the teacher can teach the different skills in their way method. The textbook also develops advice and reflection column to decision column for develop the student's ability and responsibility

b. Chapter 2

1) Aims and Approaches

This is the table for aims and approaches category :

Criteria	Description	Relevancy			
Aims and Respondend				✓	75%

approaches	litability			✓	
	mprehension			✓	
	exibilty		✓		

Table 4.1 Aims and approaches

Aims and approaches category get 87,5% of relevancy, which means that this category is relevant to Cunningsworth theory.

The textbook is related with the recent Indonesian syllabus, suitable for learners' education environment, comprehension enough according to its level, but not really flexible for individual learning

## 2) Language content

This is the table for language content category:

riteria	scription	levancy			%
language content	Grammar items			✓	
	Range of vocabulary			✓	
	Pronunciation		✓		
	Above sentence level		✓		
	Style and appropriacy			✓	

Table 4.3 language content

The language content category gets 80% of relevancy, which means that this category is relevant to Cunningsworth theory

The grammar and vocabulary are appropriate to the syllabus, the textbook doesn't give any hard-level content for learners. There are speaking and listening skills but often focus on dialogue and conversation, not about pronunciation..

## 3) Skills

This is the table for skills category :

riteria	scription	levancy	
---------	-----------	---------	--



Skills	Lesson objectives and syllabus requirements			✓	91,7 %
	Integrated skills			✓	
	Reading passages			✓	
	Listening material		✓		
	Spoken English material			✓	
	Writing activities			✓	

Table 4.4 skills

Skills category get 91,7% of relevancy, which means that this category is relevant with Cunningsworth theory.

The textbook covered all of the main skills (reading, listening, speaking, writing). But, the listening skill is not at maximum point since it doesn't include the recorded material.

#### 4) Topic

This is the table for topic category :

Criteria	Description	Relevancy			
Topic	Students' interest			✓	100%
	Variety and range			✓	
	Students' awareness			✓	
	Sophisticated content			✓	
	Social and cultural contexts			✓	
	Women representation			✓	
	Other groups representation			✓	

Table 4.5 topic

Topic category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

All of the points fulfilled the Cunningsworth theory requirements. The textbook gives attention to learners' interest and awareness, makes

various topic with a large enough range, and consider sensitive contents such as social, culture, gender, etc.c.

5) Methodology

This is the table for methodology category :

Criteria	Description	Relevancy			%
Methodology	Learning approaches			✓	100%
	Level of active learner			✓	
	Presentation techniques			✓	
	Different teaching skills			✓	
	Advice/help			✓	
	Students' responsibility			✓	

Table 4.6 methodology

The category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

The approaches, level of active learners, and presentation techniques are suitable for the learning situation. On the other hand, the teacher can teach the different skills in their way method. The textbook also develops advice and reflection column to decision column for develop the student's ability and responsibility.

c. Chapter 3

1) Aims and Approaches

This is the table for aims and approaches category :

Criteria	Description	Relevancy			%

Aims and approaches	Correspondence			✓	87,5%
	Adaptability			✓	
	Comprehension			✓	
	Flexibility		✓		

Table 4.1 Aims and approaches

Aims and approaches category get 87,5% of relevancy, which means that this category is relevant to Cunningsworth theory.

The textbook is related with the recent Indonesian syllabus, suitable for learners' education environment, comprehension enough according to its level, but not really flexible for individual learning

## 2) Language content

This is the table for language content category:

Criteria	Description	Relevancy			%
		Yes	No	Partial	
Language content	Grammar items			✓	80%
	Range of vocabulary			✓	
	Pronunciation	✓			
	Above sentence level	✓			
	Style and appropriacy			✓	

Table 4.3 language content

The language content category gets 80% of relevancy, which means that this category is relevant to Cunningsworth theory

The grammar and vocabulary are appropriate to the syllabus, the textbook doesn't give any hard-level content for learners. There are speaking and listening skills but often focus on dialogue and conversation, not about pronunciation..

## 3) Skills

This is the table for skills category :

Criteria	Description	Relevancy			
Skills	Lesson objectives and syllabus requirements			✓	91,7 %
	Integrated skills			✓	
	Reading passages			✓	
	Listening material		✓		
	Spoken English material			✓	
	Writing activities			✓	

Table 4.4 skills

Skills category get 91,7% of relevancy, it means that this category is relevant with Cunningsworth theory.

The textbook covered all of the main skills (reading, listening, speaking, writing). But, the listening skill is not at maximum point since it doesn't include the recorded material.

#### 4) Topic

This is the table for topic category :

Criteria	Description	Relevancy			
Topic	Students' interest			✓	93 %
	Variety and range			✓	
	Students' awareness			✓	
	Sophisticated content			✓	
	Social and cultural contexts			✓	
	Women representation			✓	
	Other groups representation		✓		

Table 4.5 topic

Topic category get 93% of relevancy, which means that this category is relevant to Cunningsworth theory.

All of the points fulfilled the Cunningsworth theory requirements. The textbook gives attention to learners' interest and awareness, makes



various topic with a large enough range, and consider sensitive contents such as social, gender,etc

5) Methodology

This is the table for methodology category :

Criteria	Description	Relevancy			
Methodology	Learning approaches			✓	100%
	Level of active learner			✓	
	Presentation techniques			✓	
	Different teaching skills			✓	
	Advice/help			✓	
	Students' responsibility			✓	

Table 4.6 methodology

The category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

The approaches, level of active learners, and presentation techniques are suitable for the learning situation. On the other hand, the teacher can teach the different skills in their way method. The textbook also develops advice and reflection column to decision column for develop the student's ability and responsibility.

d. Chapter 4

1) Aims and Approaches

This is the table for aims and approaches category :

Criteria	Description	Relevancy			
Aims and approaches	Responsibility			✓	75%
	Ability			✓	

	Comprehension			✓	
	Flexibility		✓		

Table 4.1 Aims and approaches

Aims and approaches category get 87,5% of relevancy, which means that this category is relevant to Cunningsworth theory.

The textbook is related with the recent Indonesian syllabus, suitable for learners' education environment, comprehension enough according to its level, but not really flexible for individual learning

## 2) Language content

This is the table for language content category:

Criteria	Description	Relevancy			%
Language content	Grammar items			✓	
	Range of vocabulary			✓	
	Pronunciation		✓		
	Above sentence level			✓	
	Style and appropriacy			✓	

Table 4.3 language content

The language content category gets 90% of relevancy, which means that this category is relevant to Cunningsworth theory

The grammar and vocabulary are appropriate to the syllabus, the textbook doesn't give any hard-level content for learners. There are speaking and listening skills but often focus on dialogue and conversation, not about pronunciation.

## 3) Skills

This is the table for skills category :

Criteria	Description	Relevancy			

Skills	Lesson objectives and syllabus requirements			✓	91,7 %
	Integrated skills			✓	
	Reading passages			✓	
	Listening material		✓		
	Spoken English material			✓	
	Writing activities			✓	

Table 4.4 skills

Skills category get 91,7% of relevancy, which means that this category is relevant with Cunningsworth theory.

The textbook covered all of the main skills (reading, listening, speaking, writing). But, the listening skill is not at maximum point since it doesn't include the recorded material.

#### 4) Topic

This is the table for topic category :

Criteria	Description	Relevancy			
Topic	Students' interest			✓	90 %
	Variety and range			✓	
	Students' awareness			✓	
	Sophisticated content			✓	
	Social and cultural contexts			✓	
	Women representation			✓	
	Other groups representation		✓		

Table 4.5 topic

Topic category get 90% of relevancy, which means that this category is relevant to Cunningsworth theory.

All of the points fulfilled the Cunningsworth theory requirements. The textbook gives attention to learners' interest and awareness, makes various topic with a large enough range, and consider sensitive contents such as social, culture, gender, etc.c.

### 5) Methodology

This is the table for methodology category :

Criteria	Description	Relevancy			
Methodology	Learning approaches			✓	100%
	Level of active learner			✓	
	Presentation techniques			✓	
	Different teaching skills			✓	
	Advice/help			✓	
	Students' responsibility			✓	

Table 4.6 methodology

The category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

The approaches, level of active learners, and presentation techniques are suitable for the learning situation. On the other hand, the teacher can teach the different skills in their way method. The textbook also develops advice and reflection column to decision column for develop the student's ability and responsibility.

### e. Chapter 5

#### 1) Aims and Approaches

This is the table for aims and approaches category :

Criteria	Description	Relevancy			
Aims and approaches	Respondent			✓	75%
	Ability			✓	
	Comprehension			✓	
	Flexibility		✓		

Table 4.1 Aims and approaches



Aims and approaches category get 87,5% of relevancy, which means that this category is relevant to Cunningsworth theory.

The textbook is related with the recent Indonesian syllabus, suitable for learners' education environment, comprehension enough according to its level, but not really flexible for individual learning

### 2) Language content

This is the table for language content category:

Criteria	Description	Relevancy			%
		Yes	No	Partial	
Language content	Grammar items			✓	90%
	Range of vocabulary			✓	
	Pronunciation		✓		
	Above sentence level		✓		
	Style and appropriacy			✓	

Table 4.3 language content

The language content category gets 90% of relevancy, which means that this category is relevant to Cunningsworth theory

The grammar and vocabulary are appropriate to the syllabus, the textbook doesn't give any hard-level content for learners. There are speaking and listening skills but often focus on dialogue and conversation, not about pronunciation..

### 3) Skills

This is the table for skills category :

Criteria	Description	Relevancy			%
		Yes	No	Partial	
Skills	Lesson objectives and syllabus requirements			✓	87,5%
	Integrated skills			✓	
	Reading passages			✓	
	Listening material		✓		

	Spoken English material			✓	
	Writing activities			✓	

Table 4.4 skills

Skills category get 91,7% of relevancy, which means that this category is relevant with Cunningsworth theory.

The textbook covered all of the main skills (reading, listening, speaking, writing). But, the listening skill is not at maximum point since it doesn't include the recorded material.

#### 4) Topic

This is the table for topic category :

Criteria	Description	Relevancy			
Topic	Students' interest			✓	100%
	Variety and range			✓	
	Students' awareness			✓	
	Sophisticated content			✓	
	Social and cultural contexts			✓	
	Women representation			✓	
	Other groups representation			✓	

Table 4.5 topic

Topic category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

All of the points fulfilled the Cunningsworth theory requirements. The textbook gives attention to learners' interest and awareness, makes various topic with a large enough range, and consider sensitive contents such as social, culture, gender, etc.c.

#### 5) Methodology

This is the table for methodology category :

Criteria	Description	Relevancy			

Methodology	Learning approaches			✓	100%
	Level of active learner			✓	
	Presentation techniques			✓	
	Different teaching skills			✓	
	Advice/help			✓	
	Students' responsibility			✓	

Table 4.6 methodology

The category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

The approaches, level of active learners, and presentation techniques are suitable for the learning situation. On the other hand, the teacher can teach the different skills in their way method. The textbook also develops advice and reflection column to decision column for develop the student's ability and responsibility.

f. Chapter 6

1) Aims and Approaches

This is the table for aims and approaches category :

Criteria	Description	Relevancy			
Aims and approaches	Respondent			✓	87,5%
	Ability			✓	
	Comprehension			✓	
	Flexibility		✓		

Table 4.1 Aims and approaches

Aims and approaches category get 87,5% of relevancy, which means that this category is relevant to Cunningsworth theory.

The textbook is related with the recent Indonesian syllabus, suitable for learners' education environment, comprehension enough according to its level, but not really flexible for individual learning

2) Language content

This is the table for language content category:

Criteria	Description	Relevancy			
Language content	Grammar items			✓	80%
	Range of vocabulary			✓	
	Pronunciation		✓		
	Above sentence level		✓		
	Style and appropriacy			✓	

Table 4.3 language content

The language content category gets 80% of relevancy, which means that this category is relevant to Cunningsworth theory

The grammar and vocabulary are appropriate to the syllabus, the textbook doesn't give any hard-level content for learners. There are speaking and listening skills but often focus on dialogue and conversation, not about pronunciation..

3) Skills

This is the table for skills category :

Criteria	Description	Relevancy			
Skills	Lesson objectives and syllabus requirements			✓	77%
	Integrated skills			✓	
	Reading passages			✓	
	Listening material		✓		
	Spoken English material			✓	



	Writing activities			✓	
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Table 4.4 skills

Skills category get 91,7% of relevancy, which means that this category is relevant with Cunningsworth theory.

The textbook covered all of the main skills (reading, listening, speaking, writing). But, the listening skill is not at maximum point since it doesn't include the recorded material.

#### 4) Topic

This is the table for topic category :

Criteria	Description	Relevancy			
Topic	Students' interest			✓	100%
	Variety and range			✓	
	Students' awareness			✓	
	Sophisticated content			✓	
	Social and cultural contexts			✓	
	Women representation			✓	
	Other groups representation			✓	

Table 4.5 topic

Topic category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

All of the points fulfilled the Cunningsworth theory requirements. The textbook gives attention to learners' interest and awareness, makes various topic with a large enough range, and consider sensitive contents such as social, culture, gender, etc.c.

#### 5) Methodology

This is the table for methodology category :

Criteria	Description	Relevancy			
Methodology	Learning approaches			✓	100%

	Level of active learner			✓	
	Presentation techniques			✓	
	Different teaching skills			✓	
	Advice/help			✓	
	Students' responsibility			✓	

Table 4.6 methodology

The category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

The approaches, level of active learners, and presentation techniques are suitable for the learning situation. On the other hand, the teacher can teach the different skills in their way method. The textbook also develops advice and reflection column to decision column for develop the student's ability and responsibility.

g. Chapter 7

1) Aims and Approaches

This is the table for aims and approaches category :

Criteria	Description	Relevancy			
Aims and approaches	Respondend			✓	87,5%
	Ability			✓	
	Comprehension			✓	
	Flexibility		✓		

Table 4.1 Aims and approaches

Aims and approaches category get 87,5% of relevancy, which means that this category is relevant to Cunningsworth theory.

The textbook is related with the recent Indonesian syllabus, suitable for learners' education environment, comprehension enough according to its level, but not really flexible for individual learning

2) Language content

This is the table for language content category:

Criteria	Description	Relevancy			
Language content	Grammar items			✓	90%
	Range of vocabulary			✓	
	Pronunciation		✓		
	Above sentence level			✓	
	Style and appropriacy			✓	

Table 4.3 language content

The language content category gets 90% of relevancy, which means that this category is relevant to Cunningsworth theory

The grammar and vocabulary are appropriate to the syllabus, the textbook doesn't give any hard-level content for learners. There are speaking and listening skills but often focus on dialogue and conversation, not about pronunciation.

3) Skills

This is the table for skills category :

Criteria	Description	Relevancy			
Skills	Lesson objectives and syllabus requirements			✓	87%
	Integrated skills			✓	
	Reading passages			✓	
	Listening material		✓		
	Spoken English material			✓	
	Writing activities			✓	

Table 4.4 skills

Skills category get 91,7% of relevancy, which means that this category is relevant with Cunningsworth theory.

The textbook covered all of the main skills (reading, listening, speaking, writing). But, the listening skill is not at maximum point since it doesn't include the recorded material.

4) Topic

This is the table for topic category :

Criteria	Description	Relevancy			
Topic	Students' interest			✓	100%
	Variety and range			✓	
	Students' awareness			✓	
	Sophisticated content			✓	
	Social and cultural contexts			✓	
	Women representation			✓	
	Other groups representation			✓	

Table 4.5 topic

Topic category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

All of the points fulfilled the Cunningsworth theory requirements. The textbook gives attention to learners' interest and awareness, makes various topic with a large enough range, and consider sensitive contents such as social, culture, gender, etc.c.

5) Methodology

This is the table for methodology category :

Criteria	Description	Relevancy			
Methodology	Learning approaches			✓	100%
	Level of active learner			✓	



	resentation techniques			✓	
	Different teaching skills			✓	
	Advice/help			✓	
	Students' responsibility			✓	

Table 4.6 methodology

The category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

The approaches, level of active learners, and presentation techniques are suitable for the learning situation. On the other hand, the teacher can teach the different skills in their way method. The textbook also develops advice and reflection column to dection column for develop th student's abilty and responsibility.

#### h. Chapter 8

##### 1) Aims and Approaches

This is the table for aims and approaches category :

Criteria	Description	Relevancy			
Aims and approaches	Correspondend			✓	87,5%
	Ability			✓	
	Comprehension			✓	
	Flexibility		✓		

Table 4.1 Aims and approaches

Aims and approaches category get 87,5% of relevancy, which means that this category is relevant to Cunningsworth theory.

The textbook is related with the recent Indonesian syllabus, suitable for learners' education environment, comprehension enough according to its level, but not really flexible for individual learning

##### 2) Language content

This is the table for language content category:

Criteria	Description	Relevancy			
Language content	Grammar items			✓	90%
	Range of vocabulary			✓	
	Pronunciation		✓		
	Above sentence level			✓	
	Style and appropriacy			✓	

Table 4.3 language content

The language content category gets 90% of relevancy, which means that this category is relevant to Cunningsworth theory

The grammar and vocabulary are appropriate to the syllabus, the textbook doesn't give any hard-level content for learners. There are speaking and listening skills but often focus on dialogue and conversation, not about pronunciation..

### 3) Skills

This is the table for skills category :

Criteria	Description	Relevancy			
Skills	Lesson objectives and syllabus requirements			✓	91,7%
	Integrated skills			✓	
	Reading passages			✓	
	Listening material		✓		
	Spoken English material			✓	
	Writing activities			✓	

Table 4.4 skills

Skills category get 91,7% of relevancy, which means that this category is relevant with Cunningsworth theory.

The textbook covered all of the main skills (reading, listening, speaking, writing). But, the listening skill is not at maximum point since it doesn't include the recorded material.

#### 4) Topic

This is the table for topic category :

Criteria	Description	Relevancy			
Topic	Students' interest			✓	100%
	Variety and range			✓	
	Students' awareness			✓	
	Sophisticated content			✓	
	Social and cultural contexts			✓	
	Women representation			✓	
	Other groups representation			✓	

Table 4.5 topic

Topic category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

All of the points fulfilled the Cunningsworth theory requirements. The textbook gives attention to learners' interest and awareness, makes various topic with a large enough range, and consider sensitive contents such as social, culture, gender, etc

#### 5) Methodology

This is the table for methodology category :

Criteria	Description	Relevancy			
Methodology	Learning approaches			✓	100%
	Level of active learner			✓	
	Presentation techniques			✓	
	Different teaching skills			✓	

	Advice/help			✓	
	Students' responsibility			✓	

Table 4.6 methodology

The category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory.

The approaches, level of active learners, and presentation techniques are suitable for the learning situation. On the other hand, the teacher can teach the different skills in their way method. The textbook also develops advice and reflection column to decision column for develop the student's ability and responsibility.

i. Design And Organization, Teacher's Book, And Practical Consideration

Since the criteria of design and organization, teacher's book, and practical consideration are universal, these are the results about them

1) Design and Organization

This is the table for design and organization category :

Criteria	Description	Relevancy			
Design and Organization	Components		✓		100%
	Content organization			✓	
	Content sequenced			✓	
	Grading and progression			✓	
	Reference section			✓	
	Case to find way			✓	

Table 4.2 design and organizations



Design and organization category get 91,7% of relevancy, which means that this category is relevant to Cunningsworth theory.

We just get the learner's book without teacher's book, cassette, or other things. In the other hand, the content organization and sequenced are clear and organized well. The grading and progression also delivered at every chapters, reference sections are also inserted, and the textbook has clear layout.

### 2) Teacher's book

This is the table for teacher's book category

Criteria	Description	Relevancy			Percentage
		Yes	No	Not Applicable	
Teacher's book	Guidance for teacher	✓			0%
	Comprehensive and supportive book	✓			
	Grammar rules and culture specific information	✓			
	Basic premises and principles	✓			
	Keys to exercises	✓			

Table 4.7 Teacher's book

There is no teacher's book for this edition

### 3) Practical consideration

This is the table for practical consideration category

Criteria	Description	Relevancy			Percentage
		Yes	No	Not Applicable	
Practical consideration	Whole package cost			✓	0%
	Appearance			✓	
	Book obtained			✓	
	Particular equipment			✓	

Table 4.8 practical consideration

Practical consideration category get 100% of relevancy, which means that this category is relevant to Cunningsworth theory

This textbook is so easily obtained, have standard price, and no need any additional requirement. The quality of the textbook is good enough, it uses standard quality of paper and absolutely has good appearance

F. Average points of criteria

No.	Categories	Relevancy
1.	Aims and approaches	87,5%
2.	Design and organization	91,7%
3.	Language content	86,25%
4.	Skill	91,7 %
5.	Topic	98%
6.	Methodology	100%
7.	Teacher's book	0%
8.	Practical consideration	100%
Average		82,6%

Table 4.9 average of presentations

We get 82,6% as the average points of final result of the relevancy between Headline English textbook and Cunningsworth theory

B. Discussion

1. Aims and approaches

Criteria of aims and approaches get 87,5% for all of the chapters. Between competence in the “Headline English” textbook and the Indonesian syllabus are the same. The textbook also uses the current curriculum in Indonesia (2013 curriculum). It is suitable for the stage and material needs of the learners. On the other hand, the culture that the textbook contained and Indonesian culture are not in contradiction. So, it is safe for the goal of local moral values aspect.

The materials are comprehensive enough to be a resource in the junior high school environment since the way of explanation is simple and understandable. On the other hand, this textbook also contains standard material based on the recent curriculum. In addition, it is flexible for several ways of teaching but not really good for individual learning. Rut Glory Septiani Dilla, in material presentation aspect stated about the way of presenting the material, the presenting of exercise and also contain of material presentation as the items of evaluation<sup>18</sup>. All of them are fulfilled by Headline English textbook since the items are complete and presented well

## 2. Language and content

Criteria of language and content get 90%. Since the textbook follows the curriculum points, the grammar used in the textbook is suitable for the learner's level. The writing skill in this book also gives attention to vocabulary development. The textbook also gives additional vocabulary for learners. The textbook covered speaking and listening skill, but not any specific pronunciation work. The textbook explains much material about expression in conversation, arranging sentences to be a paragraph, etc. The textbook contains formal and several informal style

## 3. Skill

The criteria of skill get 91,7%. The textbook contains all of the main skills that are suitable for lesson objectives and syllabus requirements. There is material for integrated skills work. The reading passages and associated activities are suitable since the material was considered by students' grades and interesting thing nowadays. On the other hand, it shows much material about daily life. Agus Husein explains some aspects as the standard of evaluation in skills case; there are listening, speaking, reading, writing, grammar, pronunciation, vocabulary, and communication. Further more, the details are about specific grammar, technical vocabulary, general vocabulary, reading comprehension, listening comprehension, writing skills, speaking skills, and

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<sup>18</sup> Rut Glory Septiani Dilla, "The Content Analysis of Bahasa Inggris Textbook for Senior High School Grade X Published By Kemendikbud 2014", Journal of English Education an Teaching (JEET), Bengkulu University, 2017, Vol.1(1), p.6

communicative skills as the details of analysis<sup>19</sup>. All of them are fulfilled by Headline English textbook except the listening skill. The listening skill didn't use any recording tools so it doesn't support the learning process so much. It was based on teacher's practice. But, the materials and commands are understandable enough. Almost all of the speaking materials are common conversation in daily life. Since the learners are still in 8th grade, the writing activities are quite simple but support learners' own

#### 4. Topic

The criteria of topic get 100%. The textbook has sufficient material of genuine interest to learners. There were many interesting varieties and topics. We can see different topics on each chapter. Examples of topics that could provide students' experience are Exploring (filled by provide activities in which students do exploration of the material), Communicating (orally or in writing), Time for Fun (filled by game or song), and etc. The textbook is suitable enough for students' ability on that level. The textbook is made by Indonesian publisher for Indonesian students based on Indonesian culture. So, there is no contradiction at every aspect. Both of men and women are represented equal in this textbook. We can see that on the page 124, Indonesian culture is mentioned there. In addition there is no bad statement about those groups mentioned above.

#### 5. Methodology

The criteria of methodology get 100%. It uses students as the center of the learning process. Yes, it was. The content is not in contradiction with Indonesian culture, so it is appropriate to the learning/teaching situation. It is matched well with the learning styles and expectations. This textbook often uses active learning techniques that are suitable enough for learners that use the 2013 curriculum. The textbook separates the skills into each part. For communicative abilities that include speaking skills, the textbook often uses dialogue to develop it. There is an "Important Notes" part that is filled with

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<sup>19</sup> Agus Husein As Sabiq and Muflihah, "Content Analysis of an EAP Coursebook in an Islamic University", *JETAL: Journal of English Teaching & Applied Linguistics*, Banyumas: The State Islamic University of Prof. KH. Saifuddin Zuhri of Purwokerto, 2020, 3(1), p.15



additional tips according to the material. There is a “Reflection” part to make the students do reflection according to their learning progress

#### 6. Design and organization

Criteria of design and organization get 91,7%. The material inside the textbook is quite good, but we can not get additional resources such as the teacher’s book, workbooks, and cassettes. The textbook’s contents are mainly ordered by the syllabus before being separated by topics with various skill activities. Even though there is some material separation that does not the same as syllabus order, it is still understandable. The sequenced is based on the complexity level. for example, we start chapter I with “Asking for and Showing Attention” before continuing to chapter II filled with “Giving Opinion” material. Khoerunnisa stated about the content organized according to structure, functions, topics, and skills that could be the points to decide the design and organization criteria<sup>20</sup>. All of them are fulfilled well by Headline English textbook since the structure is parted well, the function to support the learning process is clear, the topics are various, and skills are complete. The grading and progression are suitable enough since it was clear and matched with the syllabus. There are additional notes filled in the guide of grammar rules, vocabulary, etc. It helps the students who want to learn by themselves, especially about material that doesn’t need a partner. The layout and material organization inside the textbook are clear and understandable. In addition, the design of the cover, picture, and material delivery is simple and not over-color

#### 7. Teacher’s book

Criteria of teacher’s book get 0% since there is no teacher’s book for this edition

#### 8. Practical consideration

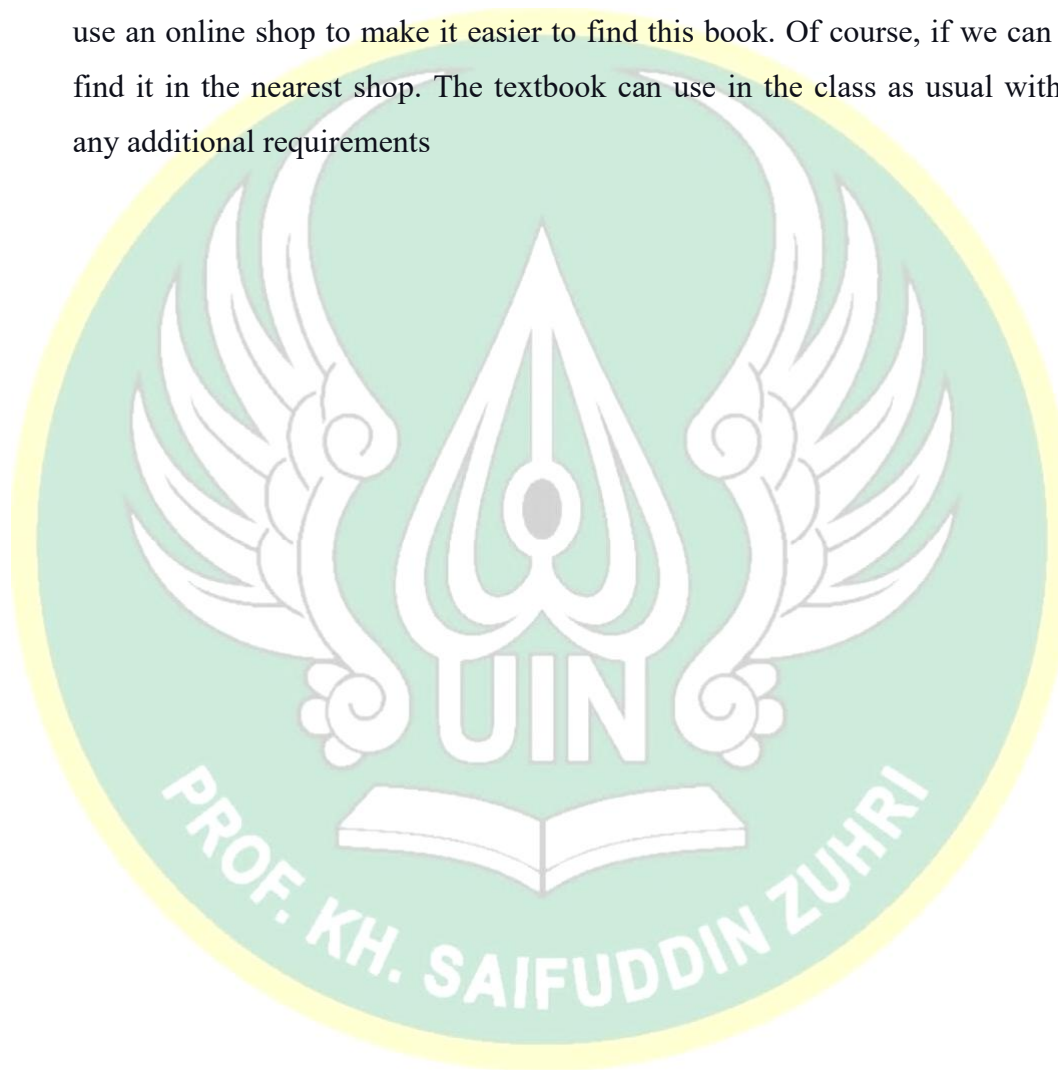
The criteria of practical consideration get 100%. It cost around IDR 81.000 for student’s book<sup>21</sup> standard price for textbook. In the quality case, the

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<sup>20</sup> Khoerunnisa, “Content Analysis on English Textbooks For Smp/Mts”, UIN Sultan Maulana Hasanuddin Banten, 2017, p.8

<sup>21</sup> [www.gramedia.com/products/smpmts-kl-2-headline-english-k2013-edisi-revisi?queryID=ce5b25183cc281ae3b49a47ba1bf7d24](http://www.gramedia.com/products/smpmts-kl-2-headline-english-k2013-edisi-revisi?queryID=ce5b25183cc281ae3b49a47ba1bf7d24) accessed at 7th June 2022

textbook uses standard quality paper for the cover and pages. In the content case, as long as the school still uses the 2013 curriculum, the “Headline English” textbook always can be a source in the learning process. The appearance is also attractive enough since the cover depicts a learning process activity. In addition, there are many illustration pictures to make the material description more interesting. Even if there is no electronic book but we still can use an online shop to make it easier to find this book. Of course, if we can not find it in the nearest shop. The textbook can use in the class as usual without any additional requirements



## CHAPTER V

### CLOSING

#### A. Conclusion

After analyzed content in Headline English textbook, it concluded as follow :

1. The researcher analyzed content in Headline English textbook using Cunningsworth theory. In this research, the research analyzed all of the chapters of the textbook
2. The results showed different on each categories, these are for deatails : aims and approaches get 87,5%, design and organization get 91,7%, language content get 86,25%, skill get 91,7%, topic get 98%, methodology get 100%, teacher's book get 0%, and practical consideration get 100%. The average points is 82,6%
3. The result of analysis has high result, it means that Headline English textbook has good quality and suitable in our educational environment

#### B. Limitation of The Study

From the research above, the researcher concluded that there is limitation about the study. It is about the the textbook that has no several stuffs in its criteria

#### C. Suggestions

After the researcher finish the analysis, these are several suggests that expected can be improvement :

1. For teacher

According to this research, it is sugested to English teacher to give more attention about the quality and suitability of the used textbook. As the facilitator, it is important for teacher to be selective about the resources in learning process, especially about textbook

2. For readers

For readers, especially who want do analysis about analysing textbook, it will be a good idea to use textbook that suitable with the educational environment. To know wheter the textbook is good enough or not, we can do a simple analysis by ourselves to know some crucial aspects, such as curriculum, topics, skills, etc

inside the textbook. In the other hand, it is better if we use certain theories of evaluating textbook to make it more accurate than just a simple analysis





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## APPENDICES

### 1. Resume of the criteria

These are the resume of the analysis above

Chapter 1		
No.	Criteria	Presentation
	Aims and Approaches	5%
	Language content	0%
	Skills	7 %
	Topic	0%
	Methodology	0%
Chapter 2		
No.	Criteria	Presentation
	Aims and Approaches	5%
	Language content	0%
	Skills	7 %
	Topic	0%
	Methodology	0%
Chapter 3		
No.	Criteria	Presentation
	Aims and Approaches	5%
	Language content	0%
	Skills	7 %
	Topic	0%
	Methodology	0%
Chapter 4		
No.	Criteria	Presentation
	Aims and Approaches	5%
	Language content	0%
	Skills	7 %
	Topic	0%
	Methodology	0%
Chapter 5		
No.	Criteria	Presentation
	Aims and Approaches	5%
	Language content	0%
	Skills	7 %

	Topic	0%
	Methodology	0%
Chapter 6		
No.	Criteria	Percentage
	Aims and Approaches	95%
	Language content	100%
	Skills	97%
	Topic	0%
	Methodology	0%
Chapter 7		
No.	Criteria	Percentage
	Aims and Approaches	95%
	Language content	100%
	Skills	97%
	Topic	0%
	Methodology	0%
Chapter 8		
No.	Criteria	Percentage
	Aims and Approaches	95%
	Language content	100%
	Skills	97%
	Topic	0%
	Methodology	0%
Design and organization, teacher's book, and practical consideration		
No.	Categories	Relevancy
1	Design and organization	91,7%
2	Teacher's book	0%
3	Practical consideration	100%