

**AN ANALYSIS ON THE SPEAKING MATERIALS OF ENGLISH  
TEXTBOOK USED AT THE EIGHTH GRADE  
BASED ON CUNNINGSWORTH'S CRITERIA**

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**ABSTRACT**

**Dewi Ernestia Simatupang, 2163321011. An Analysis On The Speaking Materials Of English Textbook Used At The Eight Grade On Cunningsworth's Criteria. Thesis: Department of English. Faculty of Language and Art. Medan State University. 2021.**

This study deals with the Cunningsworth's criteria in speaking materials in English textbook used at the eighth grade. The objective of this study was to determine whether the speaking materials in the English textbook "When English Rings A Bell" meet the 6 criteria for evaluation by Cunningsworth such as aims and approaches, design and organization, language content, speaking skill, topic, and methodology. The research design of this study was descriptive qualitative. The data were analyzed qualitatively. The findings of this study are calculated based on each criterion separately. The findings show that speaking materials of "When English Rings the bell" English textbook fulfills the criteria of good textbook suggested by Alan Cunningsworth's checklist with fulfillment 75% for aims and approaches, 60% for language content and 60% for Speaking Skill. These 3 criteria can be categorized as Fair. The other criteria, 80% for design and organization, 83% for methodology and 100% for topic. These 3 criteria can be categorized as Good. So, the researcher can conclude that the speaking materials are presented well enough with an appropriate oral presentation and practice of language items for students' language level. In terms of speaking ability, this textbook greatly assists students in understanding the materials given. In addition, format design includes titles, subheadings, and appropriate cross-referencing for ease of use.

**Keywords:** *Analysis, Speaking Materials, Cunningsworth, Textbook.*

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## **I. INTRODUCTION**

### **Background of Study**

An English textbook has an important role in English as a foreign language classroom. Textbook as the reference or guide for what have to learn by the students. Students and teachers need a textbook to support their teaching learning process. According to Pudjosoedarmo (in Simatupang, 2012:1) a textbook is the most important media in the process of teaching. English textbooks support the teachers to provide materials, from the textbook they find knowledge and materials.

There are many factors determining whether a textbook is good or not. Generally a good textbook is a textbook that fits the curriculum, teacher, and students. To find out how the quality of a textbook is, it is necessary to have a textbook evaluation. Cunningsworth (1995 : 9) assumes textbook evaluation as an activity of value judgements on the parts of textbook which tend to be based on a number of factors including learners and teachers expectations, methodological preferences, the perceived needs of the learners, syllabus requirements, and personal preferences.

Many studies on textbook evaluation have been conducted to improve and modify textbooks. Sheldon (1988) developed a checklist for evaluate all aspects of the book content including graphics, characteristics of appearance, authenticity and flexibility. Skierso (1991) developed a book evaluation checklist text by highlighting bibliographic data, aim & goals, subject matter, vocabulary, grammar, exercises and activities, book layout, physical appearance of the book. Cunningsworths (1984) has developed an evaluation tool to find out the relationship between the material, learning objectives with the needs of learners and the learning process and pay attention to the skills contained in the textbook. From the existing checklist Cunningsworth has a checklist evaluation of each language skill. According to

Cunningsworth (1995), clearly the knowledge base of grammar, lexis, etc and the skills base of listening, speaking, etc must go hand in hand and textbook should develop students' skills in using English every bit as much as they help to develop students knowledge (explicit or not) of the system of English.

The researcher use textbook that provided by the government, entitled “Bahasa Inggris: When English Rings the Bell” a new English textbook prepared by the Ministry of Education and Culture of Indonesia (MECI) in line with the implementation of new designed curriculum, 2013 curriculum. The researcher use this book because this book is distributed for free to all schools in Indonesia that have already applied 2013 curriculum and also available in the website of Ministry of Education and Culture for free download. This books provided by the government are intended for national scale purposes. It is important to knowing the textbook used by the teachers is appropriate for use or not because students and teachers have already received books from the government and have no choice.

The reseacher focuses on speaking materials of “When English Rings a Bell.”. Bailey and Savage (1994) as cited by Lazarson (2000:103) states that "speaking in a second or foreign language has often been viewed as the most demanding of the four skills." People frequently avoid speaking because they are self-conscious about correctly pronouncing the words and are too shy to practice. At this point, they have been defeated by their fear and reluctance to speak up in the first place. The speaking materials should include the standard and fundamental competencies, indicators, and learning objectives that must be met. One of the most common problems with textbooks is a lack of good speaking material. Another issue with the English textbook used in this study is that it has many uses in the classroom, so the researcher wants to know the appropriateness of the speaking material. The reasons above guide the researcher to analyze speaking materials in the textbook

“When English Rings a Bell.” with the textbook evaluation by Cunningsworth (1995: 1-3). The researcher is motivated to conduct research under the title “An Analysis of Speaking Materials in English Textbook Used at the Eighth Grade Based On Cunningsworth Criteria”

## **II. REVIEW OF LITERATURE**

### **Cunningsworth’s Theory**

A textbook has to fulfill all of the criteria of good textbook. Selecting textbook is also done to know a good textbook. Cunningsworth (1995:5) said that selecting coursebook or textbook involves matching the material against the context in which is going to be used. According to Cunningsworth (1995), he classified how to analysing textbook into 6 criteria:

#### **1. Aims and approaches**

Aims is aspects of In-depth evaluation to see the appropriateness of the aims of the textbook with the teaching program and the teaching-learning situation, and whether the textbook is suit with the teaching-learning situation (Cunningsworth, 1995: 3- 4). In this context, researcher discusses about the aim of the 2013 Curriculum correspond to the aim of the textbook.

#### **2. Design and organization**

Design and Organization are aspect of In-depth evaluation to see the appropriateness of organization to the teacher and students, how clear the layout is, and the materials are provided in the textbook can allow them to complete the work needed to meet syllabus requirements (Cunningsworth, 1995: 3-4).

### 3. Language content

The researcher concerned with the language that is contained in the textbook. This language content can then be compared with the students need to learn, in order to evaluate the suitability of the material.

### 4. Speaking Skill

Skill is aspect of In-depth evaluation to see the appropriateness of the skills in the textbook covered the course aims and syllabus requirements, whether the speaking material well-designed to equip learners for real-life interactions. Speaking practice takes place through the oral presentation and practice of new language items, in dialogue work and in roleplay.

### 5. Topic

The criterion of topic seeks to answer the questions of whether there is sufficient material of genuine interest to learners, whether there is enough variety and range of topic, whether the topic will help expand students awareness and enrich their experience, whether the topics are sophisticated enough in content, yet within the learners' language level, whether the students will be able to relate to the social and cultural context presented in the textbook.

### 6. Methodology

In methodology it seeks to answer the questions of approaches to language learning are taken by the textbook and whether it is appropriate to the learning/teaching situation, what level of active learner involvement can be expected and whether this matches the students learning styles and expectations, what techniques are used for presenting/practicing new language items and whether they are suitable for the learners, how the skills are taught, how communicative abilities are developed, whether the material includes any advice/help students on study skills and learning strategies.

### **Evaluation of Textbook**

Evaluation teaching materials or textbook evaluation is the process of measuring and assessing textbooks by determining textbook influence against book users (Tomlinson & Masuhara, 2004). The purpose of the evaluation is to know whether the textbook is good or not. By so doing, the result of textbook evaluation can show the strength and weakness of textbook use in certain period of time (Cunningsworth, 1995: 14). Also, the results of evaluation can be used by wider parties related to its use including the government, teachers, publishers, and other educational policy makers.

### **III. RESEARCH METHODOLOGY**

The researcher used a descriptive qualitative research with content analysis design in conducting the research. The aim of this descriptive qualitative research is to gain a holistic picture and depth of understanding of the strength and weaknesses of English textbooks (Ary, 2010).

The data of this study were obtained from an English textbook titled “When English Rings a Bell “ used at the eighth grade of junior high school written by Siti Wachidah, Asep Gunawan, and Yuli Rulani and it published by Kementrian Pendidikan dan Kebudayaan. The textbook that the researcher used the revised edition. Besides that, the researcher also used the syllabus and the checklist of good textbook evaluation by Cunningsworth. . In this research, the researcher-generate documents for the subject by tables provided of checklist to observe and evaluate.

#### **IV. RESEARCH FINDING AND DISCUSSION**

##### **Findings**

This English textbook fulfills the criteria of good textbook suggested in the aspect of speaking materials by Alan Cunningsworth's checklist with fulfillment the several important criteria, the topic which received 100%. This fulfillment criteria can be indicated the speaking materials in *When English Rings a Bell* was Good in the aspect of topic criteria. The textbook, on the other hand, fails to meet some criteria for Aims and Approach, which received 75%, Design and Organization, which received 80%, Language Content, which received 60%, Speaking Skill, which received 60%, and Methodology, which received 83%. These other five criteria indicated that speaking materials in *When English Rings a Bell* was Fair in the aspect of aims and approach, design and organization, language content, speaking skill and methodology criteria.

##### **Discussion**

This textbook accordance to Indonesia's most recent curriculum, known as K13, in terms of approach. The researcher evaluated the speaking materials in textbook and determined that it was consistent to the K13 approach, specifically the scientific approach. The textbook, according to Cunningsworth (1995), does not meet all of the learners' needs because it does not provide adequate language input to be learned by the learners' individual grammar reference and vocabulary glossary.. As a result, students are encouraged to seek out additional resources to help them with their studies.

*When English Rings the Bell* used an inductive approach in its speaking materials. An inductive approach to language teaching begins with examples and

asks students to find rules. The teacher first ensures that the students understand the meaning of its use by assessing their comprehension of the conversation text, and then focuses on the form, eliciting rules about the form, its use, and its pronunciation from the text using examples.

All chapters in the textbook that include speaking materials are relevant to the K-13 curriculum. Students are instructed to describe or tell about something, which can be about themselves, their experiences, or anything else, as part of the course's speaking material, which includes an oral presentation and practice of language items. The curriculum-based textbook includes strategies for spoken activity, allowing students to express themselves while also improving their perceptual skills. However, the activity does not assist students in dealing with unpredictability in spoken discourse and does not fulfill students' need to speak because students only describe and there are no questions posed to students regarding their presentation. When *English Rings the Bell* is written in a logical and organized manner that is appropriate for the students' grade level. In addition, format design includes titles, subheadings, and appropriate cross-referencing for ease of use.

## **V. CONCLUSIONS AND SUGGESTIONS**

Based on the findings, the researcher concludes that speaking materials in textbook “When English Rings a Bell-Revised Edition” is fair based on Cunningsworth (1995). One important criterion is met by the textbook, the topic got 100%. The textbook, on the other hand, fails to meet the criteria for Aims and approach criteria that got 75%, Design and Organization criteria that got 80%, Language Content criteria 60%, Speaking Skill 60% and Methodology 83%. The textbook's aims displayed their relevance to the program for teaching and learning.



Based on the explanation and the conclusion above, the researcher intended to give some suggestions. For teachers This textbook makes the students enjoy learning speaking with simple language activities and materials. This textbook lacks a sufficient vocabulary glossary, pronunciation work, as well as exercises to assist students in developing their conversation and creative thinking. Although this textbook is fair and must be used by teachers and students because it is a mandatory book on a national scale, however, the teachers need to add other activities books for the student's creative thinking. Then, the result of this research can be used for Learning Materials Writer. The writer needs to pay attention to the exercise for the students. This book can be used as a further reference with easy learning materials and it is according to the topic of the syllabus, but it is necessary to increase the exercise and additional information on vocabulary and pronunciation.

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