



The Content Analysis of English Textbooks Based on Alan Cunningsworth's Criteria: A Systematic Review

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Abstract:

This investigation endeavors to elucidate the merits and demerits inherent in English textbooks as delineated in a myriad of scholarly articles dedicated to the content analysis of pedagogical materials for English instruction. A plethora of English textbooks, disseminated by governmental or non-governmental publishers, underwent scrutiny through the prism of various theoretical frameworks, most notably Alan Cunningsworth's discerning criteria. Employing a systematic review, this research meticulously unveils the commendable aspects and deficiencies encapsulated within the fabric of English textbooks or coursebooks expounded upon in the surveyed articles. A compendium of fifteen articles, spanning the temporal expanse from 2015 to 2023, was subjected to rigorous analysis through the discerning lens of Alan Cunningsworth's evaluative criteria. The discerning scrutiny revealed that all the scrutinized English textbooks impeccably adhered to and fulfilled the exacting standards posited by Cunningsworth's criteria. However, interspersed within these articles lay instances where certain textbooks failed to meet the stringent criteria delineated by Alan Cunningsworth. This investigation aspires to transcend its immediate findings, serving as a beacon of reference for future researchers and English educators engaged in the analytical or evaluative scrutiny of English instructional materials.

Keywords: Content Analysis, Textbooks, English Skills, Curriculum

Introduction

In contemporary times, English stands as a language widely employed by a myriad of individuals globally. Maru et al., (2021); Maru et al., (2020); Maru et al., (2022) assert that It's holds a pivotal status as one of the imperative languages embraced by a multitude of learners across diverse regions. Its paramount significance extends to various facets of modern existence, notably within the realm of education. The interconnectedness of every corner of the Earth is

facilitated through the utilization of English. Endowed with universal attributes, English has garnered recognition as the global language, serving as a common medium among speakers of myriad languages. The relentless progress of science and technology has ushered in transformative changes across the global landscape, rendering the world a cohesive global village where individuals are compelled to cultivate harmonious relationships, as aptly

asserted by Rao in 2019. Echoing this sentiment, Maru et al., (2021); Gunantar (2016) affirms that English serves as a means of communication for over a billion individuals who adopt it as a secondary or additional language, transcending cultural and linguistic variances. Presently, English permeates various mediums such as books, electronic devices, and social media platforms, facilitating connection, communication, interaction, and relationship-building among people. Consequently, English assumes a pervasive presence in educational curricula worldwide, transcending geographical and national boundaries.

English education in Indonesia dates back to the era of Dutch occupation (Zein, 2020), making it a longstanding feature in the country's academic landscape (Maru et al., 2020); Maru et al., (2023). As a populous non-English-speaking nation, Indonesia has evolved into a crucial market for English language education. Within the Association of South East Asian Nations (ASEAN) community, Indonesia holds a significant position where English serves as a catalyst for globalization, exerting influence not only within linguistic realms but also extending its impact into economic, political, cultural, and ideological domains (Hamied, 2013; Zein, 2019 and 2020). English, positioned as the foremost foreign language, is integral to the educational curriculum across all levels, from elementary to senior high school, in most Indonesian schools. The government, through the Ministry of Education, consistently underscores the importance of English, deeming it a compulsory subject. This strategic emphasis ensures that educators throughout the nation are equipped to impart English language skills to students. According to Maru et al., (2018); Zein et al. (2020); Maru et al., (2021), English gained recognition as a globally significant language, fueled by the dominance of the USA and the UK as major political powers.

This perception, envisioning English as the language of the future, led to its inclusion as the 'first foreign language' in the national education curriculum, superseding languages like Arabic, French, and German (Nababan, 1991).

Several years subsequent to this period, the New Order regime (1967–1998) solidified the official status of English through Presidential Decree No. 28/1990. This directive mandated the inclusion of English as a compulsory subject in secondary schools overseen by the Ministry of Education and Culture. Consequently, English became a mandatory component of the curriculum in Sekolah Menengah Pertama (junior high school) (SMP), Sekolah Menengah Atas (senior high school) (SMA), and Sekolah Menengah Kejuruan (vocational high school) (SMK). Moreover, English attained compulsory status in secondary schools under the Ministry of Religious Affairs, namely Madrasah Tsanawiyah and Madrasah Aliyah. Consequently, English assumed the role of either a second language for those solely fluent in Indonesian or a third language for the majority conversant in both Indonesian and a regional language.

Remarkably, from 1974 to 2023, alterations in the national education curriculum occurred, yet English endured as a mandatory subject, steadfastly mandated for instruction by teachers and acquisition by students throughout Indonesia. Each curriculum iteration bears distinct characteristics and objectives concerning the presentation of English to Indonesian students and educators. To address the contemporary objectives of Indonesian education, particularly in facilitating English instruction, the government, through the Ministry of Education, Culture, Research, and Technology, has, since 2021, issued English textbooks for elementary, junior high, senior high, and vocational schools. This initiative aims to provide educators and students with valuable resources. Collaborative efforts between

the government and various publishers in Indonesia have also yielded English textbooks for teaching and learning purposes. Recognizing the pivotal role of textbooks, especially in English education, is crucial. These materials serve as indispensable tools for conveying linguistic and cultural knowledge, shaping curricula, and guiding pedagogical endeavors, as emphasized by Gün (2023). They enrich the learning process, enabling students to enhance their English proficiency, while concurrently aiding teachers in realizing effective instructional strategies and achieving course objectives.

Tomlinson (2012), as cited in Gün, (2023) underscores the pivotal role textbooks assume in shaping the instructional process, instilling motivation in students, and aiding teachers in the selection of learning materials. Within the realm of English language education, textbooks are foundational elements that play a vital role in influencing the language learning journey, offering guidance to students, and presenting content in a systematic manner. ELT textbooks yield positive and facilitative effects for learners, instructors, and align with the objectives and outcomes outlined in the syllabus. Moreover, Gün (2023) asserts that the effective utilization of textbooks in English language teaching can support diverse learning objectives, encompassing the enhancement of language skills, acquisition of grammatical proficiency, and improvement of communication abilities. Textbooks serve as avenues for exposing students to new vocabulary and grammatical structures, providing opportunities to hone their reading, writing, speaking, and listening skills—the fundamental components of language proficiency.

The content encapsulated within textbooks, particularly the materials or topics, emerges as a pivotal factor capable of enhancing and enriching students' English proficiency in listening,

speaking, reading, and writing, as emphasized by Sulistyono et al. (2021). It is emphasized that the teaching and learning process in classrooms is intricately woven with learning materials for students, and textbooks represent a fundamental source during this educational process. The utilization of textbooks is driven by the intent to save time, offer material guidance, and facilitate homework, concurrently enabling students to learn more effectively, rapidly, and effortlessly. While textbooks encompass topics and materials that can aid teachers and students in the teaching and learning of English, it is acknowledged that the content may not consistently align with the criteria of a high-quality English textbook based on curriculum standards or theoretical frameworks put forth by experts. Researchers have conducted numerous analyses on English textbooks for teaching and learning, identifying instances where certain materials meet the criteria of excellence, while others fall short. Consequently, this article seeks to present a compilation of studies focused on the analysis of English textbooks for teaching and learning English, grounded in Alan Cunningsworth's Criteria.

Review Literature

Curriculum Development in Indonesia: The History

The curriculum in Indonesia has changed for several periods since 1947. The curriculum changed followed the development of science and technology in Indonesia. It cannot be denied that the Curriculum in Indonesia has been changed for eleven times since curriculum 1947. Rohimajaya and Hamer (2023) stated that In Indonesia, schools have introduced kinds of curriculum. Beginning with the curriculum of 1947, 1952, 1964, 1975, 1984, 1994, and 2004 or KBK (Based Curriculum Competency), 2006 or

KTSP, 2013, and the newest one is the Merdeka Curriculum (Raharjo, 2020). The following are several short descriptions about the changes of the development of curriculum in Indonesia taken from an article in the Google scholar as follows:

1. Curriculum 1968 and Before

The first curriculum in Indonesia after independent day is the curriculum 1947 (a Subject Plan 1947/ Rencana Pelajaran 1947). In 1952, there was improvement of curriculum in Indonesia which is known as unravel Subject Plans 1952 (Rencana Pembelajaran Terurai 1952). In 1964, Indonesia government improved the national educational system. The next curriculum development was in the year 1968 (curriculum 1968). The curriculum change was coloured by the political change from the Old Order to the New Orde

2. Curriculum 1975, 1984 and 1994

The Ministry of Education and Culture established the curriculum 1975 to substitute the curriculum 1968 under the Ministerial Decree No.008d/U/1975 and 008e/U/1975 dated on January 15, 1975. In 1984, the curriculum 1984 was established to rectify the curriculum 1975. By the year 1994, the curriculum 1984 was considered that it needed to be revised.

3. Competence Based Curriculum (KBK, The Curriculum 2004)

The curriculum developed at the time was called Competence Based Curriculum which focused on developing ability to do (competence) duties in accordance with certain performance standards that had been set

4. School-Based Curriculum (KTSP, The Curriculum 2006)

KTSP (Education Unit Level Curriculum) or School-Based Curriculum is the curriculum developed by the operational and implemented in each educational unit (school). Development Education Unit Level Curriculum (KTSP) refers to the various national education standards to ensure the achievement of national education goals. The government regulation is landing on the

need to provide structured and carried out eight national education standards: (1) content standard, (2) process standard, (3) graduate competence standard, (4) educational personnel standard, (5) facilities and infrastructure standard, (6) management standard, (7) financial standard, and (8) educational assessment standard. Two of the eight national education standards, namely the Content Standards (Standar Isi) and the Graduates Competency Standards (Standar Kompetensi Lulusan) are the main reference for the education unit in developing the curriculum.

5. The Curriculum 2013

The next curriculum applied in Indonesia education is the curriculum 2013. The implementation of the curriculum 2013 is started on July, 2013. However, it is still for certain schools and levels of education. The goal of the curriculum 2013 is to produce Indonesian people who are productive, creative, innovative, and affective through empowerment of integrated attitude, skill, and knowledge. Curriculum development is the organized preparation of whatever is going to be taught in schools. They are made into official documents, as guides for teachers, and made obligatory by provincial and territorial departments. The change of curriculum in Indonesia education is in line with the meaning of the current reform of education and learning which are always carried out from time to time and never stopped. The changes mean for the purpose of improving quality of their education and learning. However, it is not deniable that the changes of a curriculum are affected by the political atmosphere at the time.

The arrangement of new curriculum or K13 that has been implemented in June 2013 is one of the targets that must be completed in accordance with the National Rencana Pembangunan Jangka Menengah (RPJMN) in the education sector. The changes in the curriculum are carried out to answer the challenges of the changing times so that students are able to compete in the future.

Another reason for the changes of curriculum is that the previous or KTSP curriculum made the students burdened because of too much learning materials that must be learned by students. It also looks at the conditions that have existed for several years. KTSP, which gives flexibility to teachers to make curriculum independently for each school did not run well.

The curriculum 2013 was released in July 2013 Curriculum in Indonesia and it was developed by the Ministry of Education and Culture of Indonesia. As we know that the recent curriculum decided by the ministry is the 2013 Curriculum. The 2013 Curriculum includes competency of attitude, knowledge, and skills integrated. Therefore, the design of curriculum is also changed from teacher-centred to student-centred.

The 2013 Curriculum adopts scientific approach. As conveyed in Permendikbud No. 81a (2013) scientific approach is a learning process that is designed to make students construct concept and principle actively through some steps: (1) observing; (2) questioning; (3) collecting information and concluding, (4) associating, and (5) communicating. Mendikbud said in Modul Bahasa Inggris that the content of the 2013 Curriculum is formed core competencies of class and followed by the basic competence of subjects. Core competence is the quality that must be owned by pupils in the class through basic competence which is organized in pupils' learning process. Basic competence is competence that must be learned by the pupils. This basic competence will be the reference for teacher to write the syllabus and teaching-learning process.

The Curriculum 2013 was perhaps the reformed and advanced version of KTSP because many aspects in the Curriculum 2013 are adapted from KTSP. The KD (Kompetensi Dasar) was still used in the Curriculum 2013. It also still uses the KTSP curriculum frameworks as the basis, yet in

Curriculum 2013 introduced new curriculum variable which is KI (Kompetensi Inti). The main aspect that has been optimized in Curriculum 2013 compared to KTSP is that in Curriculum 2013 the contents are not only based on student accomplishment on the indicator and standards, but also the student comprehension in applying the value of honesty, self-discipline, responsibility, cooperation, tolerance, polite, responsibility, and proactive. The idea of Curriculum 2013 is to provide all indicators in KD (Kompetensi Dasar) and KI (Kompetensi Inti) with religious value, believes, and social peace and relate all those values into every single lesson that will be taught

6. Merdeka Curriculum

Rohimajaya & Hamer (2023) presented in their paper about Merdeka Curriculum. Merdeka Curriculum was developed as a more adaptive curriculum framework as part of a learning reform program, emphasizing the material important for character development and student competencies (Ministry of Education and Culture, 2022). The government explained that the primary characteristics of this curriculum that support the recovery of learning are as follows: (1) project-based learning for the development of soft skills and appropriate character Pancasila Student Profile; (2) a focus on the subject matter; and (3) an emphasis on the development of critical thinking. It is crucial that there is sufficient time for learning depth in core competencies such as literacy and numeracy and that teachers can adopt differentiation-based learning based on student capacity.

The Pancasila Student Profile defines a fundamental aspect of the Merdeka curriculum. Pancasila students have personality competence based on Pancasila values as a whole and in-depth (Sari & Sinthiya, 2022). The Pancasila Student Profile is compatible with the government's stated vision and mission in Regulation of the Minister of

Education and Culture Number 22 of 2020, which says that students of Pancasila are the embodiment of Indonesian students as lifelong learners who have global competence, personality, and behavior according to Pancasila values, with six dimensions namely (1) faith, piety to Almighty God, and have a noble character, (2) global diversity, (3) cooperation, (4) independent, (5) critical reasoning, and (6) creative. Through the Pancasila Student Profile Strengthening Initiative project, students learn to take actual action in response to developmental problems and their learning. This enhancement is also designed to motivate students to contribute to the community and the environment

Content Analysis

Content analysis is a method of analyzing the content of books, written, visual, or verbal communication messages. Blooms et al (1956, in Assaly and Igbaria, 2014) stated that analysis is the ability to break down material into its component parts in order to understand its organizational structure. This Analysis involves identifying parts, analysing the relationship between parts, and recognizing the organizational principles involved. Analysis requires an understanding of both the content and the structural form of the material, and therefore learning outcomes using analysis constitute a higher level of thinking than comprehension and application.

Krippendorff (2004, in Tambunan, 2019) defined that content analysis is potentially one of the most important research techniques in the social sciences. The content analysis views data of representation not of physical events but of the texts, images and expression that are created to be seen, read, interpreted, and acted for their meanings and must therefore be analysed with such use in their mind analysing text in the contexts of their uses distinguish in content analysis from other method of inquiry

Mashaqba (2017) stated that content analysis is the technique for analyzing the content of textbooks materials consists of written, spoken, visual, which serve as a medium for communication. Furthermore, the material of content analysis includes textbooks, articles novels, magazine articles, and political speeches etc. Any type of material which used to convey a message or communication can be a subject of analysis.

Furthermore, Francis (1995, in Mashaqba) stated that content analysis refers to any technique for making inferences by objectively and analytically identifying specific features of materials. In addition, Wallen and Fraenkel (2001, in Mashaqba) stated that content analysis is an analysis of the written or visual contents of any documented material. Besides, it is a research instrument used to determine the presence of certain words or concept within texts or sets of texts.

Moreover, Babbie (1989) states that content analysis is the study of recorded human communications, such as book, websites, paintings, and laws. It is one of the methods used in analyzing qualitative data that looks at meanings and relationship such as words and concepts within various forms of data.

According to Wahab (2013, in Mashaqba) "there are three basic processes of evaluating textbooks. The first one is the impressionistic method and it is comprised analysing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb, the contents and then skimming through the book to get a sense of organization, topics, layout, and visual. This method is not adequate. The second method is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also easy to compare different materials and it is not very time consuming

compared to other methods. The third method is the in-depth method, suggests a careful examination or representative features such as the design of one particular unit or chapter, or the treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole”.

The Criteria of Good English Textbook

As a source of learning a textbook must meet the criteria of a good textbook. Currently in Indonesia Merdeka curriculum is implemented. Many textbooks are published to support the implementation of Merdeka Curriculum. According to Minister of Education and Culture Regulation, textbooks must have several criteria attached to everyone (Sulistiyana, (2020); Sobahiya, (2022), namely:

1. The text knowledge material must be adjusted to the readiness of the students' skills they already have.
2. The contents of the textbook must persuade students to study hard (motivation).
3. Textbooks can make students interact effectively and creatively in the classroom through the act of observing, making exercises to train and demonstrate (active participation of learners).
4. Using learning support tools such as: photos, illustrations, diagrams or tables to clarify the ideas of a textbook,
5. Supportive cognitive interaction contained in the text of the textbook for students to ask questions, find things without other people through their conceptualization to create learning networks.
6. Textbooks should support teachers to assess in some way through their student processes and achievements (authentic evaluation);
7. Textbooks should support learners in building their life skills.
8. Textbook material is cross-identified with examples of learning partners, information possessed by students, learning needs, and the area where they live (the relationship between the textbook and its surroundings);
9. Giving text material can make students energized to work with their friends' textbooks who depend on news (cooperative)
10. Students who already have experience must be supported by textbooks (experience).

Moreover, Cunningsworth (1995) proposes empathy for selecting the best available textbooks. There are: the textbook must match the needs of the teacher and learner, the textbook should reflect the habits the learner will make of the language, the textbook must be in accordance with the aims and objectives of the language learning program, the textbook should assess students' needs as learners and should facilitate their learning process, and the textbook should have a clear role as an aid to learning.

The Evaluation of English Language Skills Based on Alan Cunningsworth's Theory

There are different theories in analyzing or evaluating the content of the English textbooks. One of the theories which is very well – known and commonly used in analyzing the English textbooks is Alan Cunningsworth theory. The following are the information about the observation checklist from “Alan Cunningsworth's Theory for the English skills taken from his book entitled “Choosing your Coursebook “. His book aimed to guide the teachers to evaluate their textbooks from many aspects, such as English language skills. Specifically, here is the indicators checklist of English language skills based on Alan Cunningsworth (Ni'mah, 2023).

1) Reading

Reading is one of skills that contains in the textbook and help students to improve their reading comprehension skill. Therefore, Alan Cunningsworth has developed the indicator checklist of reading skill as follows:

- a) Reading text is supporting new language items (vocabulary and grammar), consolidating language work, etc.
- b) Focused on developing reading skills and strategies
- c) Reading material is related to other skills work
- d) Emphasizing joyful reading and reading for intellectual satisfaction
- e) Presenting variety of reading texts
- f) Presenting reading text at elementary level
- g) Promoting extensive or intensive reading
- h) Using authentic text
- i) Subject matter is relevant to (topical, interesting, challenging, varied, culturally acceptable, unlikely)
- j) Relevant to genres of reading text
- k) Presenting complete or gapped text
- l) The material helps comprehension by (setting the scene, providing background information, pre- reading questions)
- m) Presenting comprehension questions (inference questions, discourse-processing questions, literal/surface questions)
- n) Expand student's knowledge (knowledge of the world)

2) Listening

The other language skill which is learned by students is listening skill. Listening was done by understanding what

the speaker said and try to elicit the meaning from it. To evaluate the listening skill that contains in textbook, Alan Cunningsworth proposed the indicator checklist of listening skill as follows:

- a) Presenting listening material in form of conversation work, part of dialogue or specific listening passages
- b) Presenting specific listening passages activity (comprehension questions, extracting specific information, etc)
- c) Setting listening materials in meaningful contexts
- d) Presenting pre-listening tasks, questions, etc.
- e) Identify sound quality, speed delivery, authenticity, and accent on recorded materials
- f) Presenting video materials.
- g) Video materials are giving meaningful context and facial expressions, gestures, etc.

3) Sepaking

As the basic communication in spoken language, speaking skill is always practice in a formal and informal context. Teachers are allowed to assess the speaking skill that contains in textbook with the indicator checklist of speaking skill based on Alan Cunningsworth as follows:

- a) Emphasizing the spoken English
- b) Presenting speaking materials (oral presentation and practice of language items, role play, dialogue, communication activities/information gap)
- c) Presenting specific strategies for conversation or other spoken activities (debating and giving talks)
- d) Presenting practice materials to face unpredictability in spoken discourse.

4) Writing

Similar to reading skill, writing is a skill that often practiced by students with or without teacher's control. Writing skill that contains in the textbook need to be assessed to support students' writing skill performances. Here is the indicator checklist of writing skill based on Alan Cunningsworth:

- a) Presenting controlled writing, guided writing, and free or semi-free writing
- b) Relevant to progression and variety of task
- c) Presenting types of writing
- d) Taught paragraphing fairly
- e) Emphasizing styles of written English on different text type
- f) Giving enough attention to punctuations, spelling, layout, etc.
- g) Emphasizing the accuracy
- h) Encourage students to review and edit their written work
- i) Introducing writing activities to the readers.

Research Method

This study or research applied a systematic review. A systematic review is a method of using assessment, research, structured assessment, categorization and classification based on previously generated evidence (Hariyati, 2010). This is a qualitative descriptive method. Given (2008) stated that qualitative methodologies consist of the philosophical perspectives, assumptions, postulates, and approaches that researchers employ to render their work open to analysis, critique, replication, repetition, and/or adaptation and to choose research methods. In this respect, qualitative methodologies refer to research approaches as the tools with which researchers design their studies, and collect and analyse their data. The data of the research was taken from fifteen research articles. The sources

of the data are researches articles published in the year 2015–2023 indexed in scopus, sinta and was, related to the Content Analysis of English textbooks in Teaching English Skills. The procedures of this study are collecting the data, analyzing data from the articles, and making conclusions.

Findings and Discussion

The quest for effective English language education has spurred a multitude of studies scrutinizing the content of textbooks, and this systematic review delves into the intricate examination of English textbooks through the lens of Alan Cunningsworth's comprehensive criteria. The title, "The Content Analysis of English Textbooks Based on Alan Cunningsworth's Criteria: A Systematic Review," encapsulates the essence of this research endeavor. Alan Cunningsworth's criteria, a well-regarded framework in the field of English language teaching, serve as the evaluative touchstone against which English textbooks are measured. This systematic review seeks to illuminate the strengths and weaknesses inherent in English instructional materials, utilizing a discerning and meticulous approach. As the primary objective, this study aims to contribute to the existing body of knowledge by presenting a comprehensive synthesis of findings derived from an array of research articles spanning the years 2015 to 2023. The focus extends beyond mere identification of compliance with Cunningsworth's criteria; it endeavors to unravel the broader implications of these findings on the language learning process. English textbooks, acknowledged as fundamental tools in language education, hold the power to shape the trajectory of both teaching and learning experiences. The significance of this systematic review lies in its potential to inform educators, curriculum developers, and policymakers about

the efficacy of current English textbooks in meeting established criteria. Moreover, it aspires to stimulate discourse on the evolution of language education, shedding light on areas that necessitate refinement or innovation. In essence, the introductory section sets the stage for an in-depth exploration of the findings and discussions that ensue, offering a glimpse into the critical analysis of English textbooks based on the esteemed criteria delineated by Alan Cunningsworth.

This following section provides a succinct overview of the participants involved in the study, outlining key demographic details and characteristics. Understanding the diverse backgrounds and profiles of the participants is crucial for contextualizing and interpreting the subsequent findings and discussions within the research framework.

Participants of the Study

This review indicates that there are 3 level of education where the English textbooks are used by the teachers and students and the researchers applied the content analysis based on Alan Cunningsworth Criteria. The three level of educations are Junior High School, Senior High School, and University (Higher Education). For Junior High School, there are 7 data (Wiyugo, 2022, Ni'mah, 2023, Noviana, 2018, Rohmatin, 2021, Aprizon, 2021, Egita, 2020, Farichin, 2019). Senior High School, there are 7 data (Putri, 2023, Nihlatinnufus, 2020, Sumarsih, 2021, Devi et al, 2015, Balqis, 2017, Lutfi, 2017, Winimurti and Nur, 2019). Higher Education or University there is 1 data (Saud, 2023). More details can be seen in the figure 1 below:

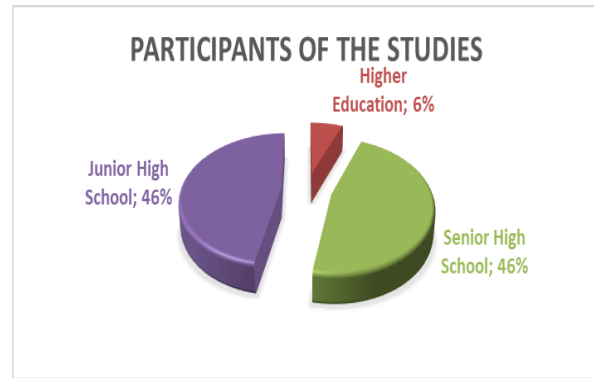


Figure 1. Participants of the Studies (N=15)

Published Date

To get a better explanation and results from this research, the researcher limits each source taken based on the latest published date so that the data that will be presented in this study is indeed updated data. In addition, as previously explained, where this research data comes from Article Journals, and Thesis that have been indexed in Google Scholar, which are then selected based on certain categories according to the steps set out in a systematic review, and from the results of this selection set 1 article with publication descriptions: in 2015 there is 1 data from (Devi, Ade Silvana et al., 2017). In 2017 2 data from (Juniko, 2017, Lutfi, 2017). In 2018 1 data (Noviana, 2018). In 2019 2 data (Farichin, 2019, Winimurti and Nur, 2019). In 2020 2 data (Sulistiyana, 2020, Nihlatinnufus, 2020). In 2021 3 data (Simatupang, Sumarsih, 2021, Rohmatin, 2021, Aprizon, 2021). In 2022 2 data (Wiyugo, 2022,). In 2023 3 data (Putri, 2023, Ni'Mah, 2023, Saud, 2023) The total of all data obtained is 12 data, each of which consists of Article Journal, and Thesis. To be more concise, will be described in Figure 2 below:

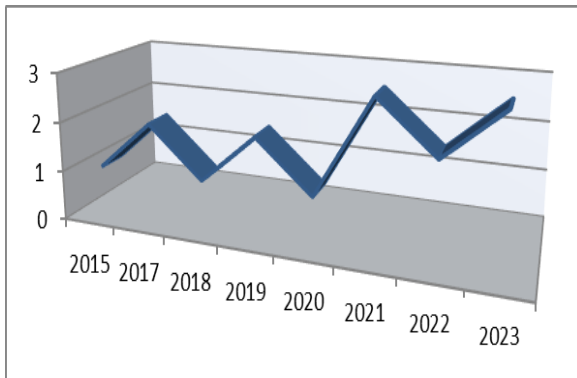


Figure 2. Published Date (N=15)

Method Used

This review indicates that the methods used in the researches presented in the articles and journals are qualitative method or qualitative descriptive method and mixed method. Fourteen articles or journals presented qualitative method or qualitative descriptive method and one research presented mixed method that is qualitative and quantitative descriptive method. The Percentage of the method used in the article is shown in Figure 3. below.

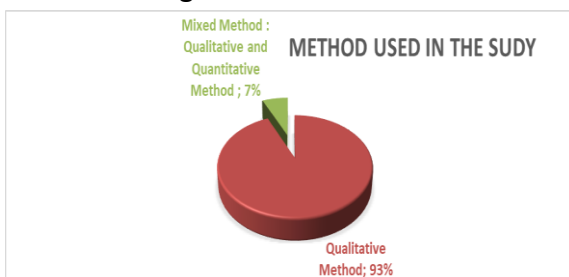


Figure 3. Method Used (N = 15)

Objectives of The Study

The purpose of the study is to find out the strength and weakness in the textbooks presented in the researches articles that used Alan Cunningsworth Criteria. The strength and weakness of the textbook or coursebooks that had been analyzed are explained below:

1. A study from Wafa Ismail Saud (2023), entitled Evaluation of Skills for Success-Reading and Writing Based on Criteria Designed by Alan Cunningsworth. As the strengths, this textbook helps students

achieve academic success. The textbook has several advantages. The most essential one is that it has online integrated digital content besides the hard copy of it. Students can go online for additional practice and support. They can listen to a model reading by native speakers. Students can watch authentic videos anytime they want. It has comprehensive coverage of language and critical skills and integrates them in a communicative way. The textbook has various interesting topics that suit the different tastes of the students. The appearance of the textbook is appealing as it has audio and visual materials. Finally, the textbook contributes to the student's personal, social, and educational development. While the weaknesses are that the textbook has tasks to develop receptive skills more than productive ones, as each unit consists of 15 receptive tasks but 11 productive ones. Another weakness could be that the grammatical patterns are not sequenced according to high-frequency ones. Finally, pronunciation and spelling are not stressed in this textbook.

2. A study from Anisa Wiyugo (2022), entitled Content Analysis Of "Headline English" Textbook For 8th Grade Based on Cunningsworth Theory. As the strengths, the textbooks's 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. This textbook has weaknesses.
3. A Study from Regita Hidayatun Ni'mah (2023), entitled A Content Analysis of Reading Texts In English Textbook Entitled

"Bright An English" For Seventh Grade Of Junior High School Based On Alan Cunningsworth's Language Content Criteria. As the strengths, the result of this research shows that reading texts in English textbook "Bright an English" was based on the Ministry of Education and Culture according to the Merdeka curriculum. In the assessment using the Language Aspect criteria given by Alan Cunningsworth, the textbook was rated "very good", because the textbook covered 77.14 % of the language content criteria suggested by Alan Cunningsworth. The grammatical items delivered are in accordance with the language needs of students and especially provide a balanced treatment between the form and use of language. The vocabulary of the textbook "Bright an English" is also well conveyed in the form of the reading text provided. In the aspect of discourse, the textbook "Bright an English" mainly includes making paragraphs and organizing written discourse. In Style and appropriateness, the textbook "Bright an English" covers appropriateness based on the theme of each chapter. While the weakness, phonologically, the textbook "Bright an English" is lacking in this book. The phonological aspect is only conveyed in the form of terminology.

4. A study from Vera Noviana (2018), entitled A Content Analysis Of "When English Rings A Bell" English Textbook for Junior High School Students Year VII. As the strengths, this textbook has as many as 6 out of 21 indicators are developed in the WERB textbook. It means that there is only 28.57% of the total indicators that are fulfilled in the compatibility of materials in the WERB textbook with the Basic

Competence of the 2013 Curriculum. Moreover, it was found that the WERB textbook has developed as many as 25 out of 45 indicators of good textbook's criteria suggested by Alan Cunningsworth. It means 55.56% of the total indicators are met in the compatibility of the WERB textbook with Alan Cunningsworth's criteria. While, this textbook has no weakness

5. A study from Fanti Alfi Rohmatin (2021), entitled Content Analysis of English Textbook 'Bahasa Inggris' for Eight Grade of Junior High School. As the strengths, this textbook has fulfilled some criteria of good textbook by achieving the sum point of 72% classified "fair". While the weakness, it had not fulfilled all the demands of criteria of good textbook suggested by Mukundan, Hajimohammadi, and Nimehchisalen.
6. A study from Arindya Iryana Putri (2023), entitled An Analysis of Quality of Reading Tasks in English Textbook for Senior High School Grade XII by Kemendikbud Refers to Cefr (Common European Framework of Reference for Languages) Criteria. As the strengths, the result of this research indicated that among five aspects that need attention in choosing reading texts based on Alan Cunningsworth's theory, four aspects are well fulfilled. The reading tasks which are arranged based on reading texts that are classified as "good" occupy the CEFR level in the A1 – C1 range both for CEFR reading categories criteria and for CEFR overall reading criteria. The Reading Category that occupies level C1 is only Reading Instruction, while for Overall Reading there are only 9 out of 32 tasks that occupy level C1. The majority level that occupies is the Independent User (B1

- B2) namely 14 tasks for Reading Category and 13 tasks in Overall Reading of CEFR Criteria. While as the weakness, there is Only 1 aspect that require improvement or more attention, namely the use of specialized background knowledge to understand the reading text.
7. A study from Entin Nihlatinnufus (2020), entitled Cultural Content Analysis of Learning Materials in Bahasa Inggris for 11th Grade Students of Senior High School. As the strengths, First, cultural types are found entirely in textbook, the most dominant aspect is culture free. Culture free is the highest percentage with 40%. Second place, target culture at 33%. Target culture came in third with 17%. Finally, international culture is only 10%. Second, the representation of types of culture in a cultural sense also has variations, the most dominant aspect is pragmatic sense, and the less dominant sociological sense and semantic sense. The four cultural senses (aesthetic, sociological, semantic, and pragmatic) are fully represented in source culture. The form of representation in textbooks is through simple forms presented in learning materials which include conversations, invitations, reading texts, dialogues, pictures, song lyrics, poetry, and quotes from experts. While the weakness, the target culture, international culture, and culture free are not fully represented in the four senses and the less dominant is international culture.
 8. A study from Levika Egita Sulistiyana (2020), entitled An Analysis of English Four Skills in "When English Rings A Bell "English Textbook Based on Alan Cunningsworth Criteria. As the strengths, The four English skills: listening, speaking, reading, and writing found in the English textbook "When English Rings a Bell" for seventh grade of Junior High Schools published by the Ministry of Education and Culture, and (2) English skills such as listening, speaking, reading and writing shows the results of a checklist based on Alan Cunningsworth found among them on page 4 as listening skills, page 101 as speaking skills, page 105 as reading skills, and page 137 as writing skills. This textbook has no weakness.
 9. A study from Dewi Ernestia Simatupang and Prof. Dr. Sumarsih, M.Pd. (2021), entitled An Analysis on The Speaking Materials of English Textbook Used at The Eighth Grade Based on Cunningsworth's Criteria. As the strength, 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. While the weaknesses, this textbook 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%.
 10. A Study from Ade Silviana Devi et all., (2015), entitled A Content Analysis Of "Look Ahead": An English Textbook for Senior High School Students, 2012-2013. As the strength, this textbook fulfills the criteria of good textbook suggested by Alan Cunningsworth, as it indicates 30 of 45 Alan Cunningsworth checklists. The conclusion of this study is the textbook is presented in an organized, logical manner

and is appropriate for the age, grade, and maturity of the students. Thus, it is recommended to teachers and students of senior high schools to use the textbook. This textbook has no weaknesses.

11. A study from Misbachul Farichin (2019), 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. As the strength, this textbook has fulfilled the criteria of aims and approaches criteria is 87.5%. Design and organization criteria is 83.3%. Language content criteria is 60%. Skills criteria is 91.7%. Topics criteria is 100%. Methodology criteria is 92.8%. Teacher's Books criteria is 80%. Practical Considerations criteria is 62.5%. This textbook also has no weaknesses.
12. A study from Balqis Juniko (2017), entitled The Quality of English Textbook "Look Ahead". As the strength this textbook fulfils the criteria of good textbook by Alan Cunningsworth, as indicates 30 of 45 Cunningsworth's Checklist with fulfillment 100% for aims and approaches criteria, 71% for design and organization criteria, 80% for language content criteria, 100% skills criteria, 80% for topic criteria, and 100% for methodology criteria. This textbook has no weaknesses.
13. A study from Habibi Lutfi (2017) entitled An Analysis on the Textbook "Bahasa Inggris "Used by Tenth Grade Students of Senior High School. As the strengths, this textbook was very good. The percentage was 78.9%. the textbook fulfilled some criteria of a good textbook suggested by Alan Cunningsworth as it had 71 out of 90 score. While the weakness is that this textbook has no teachers' book, workbook,

and video materials in the package of the textbook.

14. A study from Anugrah Aprizon (2021), entitled Seventh Grade Junior High School Book for Speaking Material, When English Rings A Bell. As the strength, the textbook has a good design because its design with colorful and presents attractive pictures. While the weakness is that this study indicates that 31% of components meet the criteria in the speaking materials in this textbook. Also, the speaking material in this textbook has some lack in the linguistic and activity aspect.
15. A study from Winimurti and Nur (2019), entitled Evaluation on Senior High School English School Textbooks: Bahasa Inggris, Pathway and Outcomes Upper Intermediate. As the strengths, the texbooks: Bahasa Inggris meets five standards: aims and approaches, design and organisation, topic, teachers' book, and political consideration. Pathway to English meets four standards of excellent textbook by Cunningsworth: aims and approaches, design and organisation, teachers' book, and political attention. Outcomes Upper Intermediate matches five principles of excellent manual by Cunningsworth: goals and methods, design and organisation, skills, topic, and teachers' book. While, as the weaknesses, the textbooks Bahasa Inggris are (1) The exercises provided in every unit put heavy loads on the students. This negatively affects students' learning motivation; (2) The material is not up to date; (3) The tasks provided are not varied. There are basically of similar tasks for every unit; (4) This textbook is the most expensive compared to the other two books. The weakness of Pathway to English are (1)

This textbook does not have a teacher's book; (2) There are a lot of tasks that have to be done by the students. Meanwhile, the weaknesses of Outcomes Upper Intermediate are this textbook did not clearly state a task which allows the students to learn about other culture.

Discussion

From the findings shown above it can be seen that each English textbook or coursebook has strength and weakness:

From the explanation above, the fifteen researches proved that the English textbooks met or fulfilled the criteria of Alan Cunningsworth. The articles are " Evaluation of skills for Success reading and writing based on Criteria Designed by Alan Cunningsworth (Wafa Ismail Saud, 2023), Content Analysis of " Headline English " Textbook For 8th Grade Based On Cunningsworth (Anisa Wiyugo, 2022), A Content Analysis of Reading Texts in English Textbook Entitled " Bright An English " For Seventh Grade of Junior High School Based on Alan Cunningsworth's Language Content Criteria (Regita Hidayatun Nimah, 2023), A Content Analysis of " When English A Bell " English Textbook For Junior High School Students Year VII (Vera Noviana, 2018), Content Analysis of English Textbook " Bahasa Inggris " For Eight Grade of Junior High School (Fani Alfi Rohmation, 2021), An Analysis of Quality of Reading Tasks In English Textbook For Senior High School Grade XII By Kemendikbud Refers to CEFR (Aryndya Iryana Putri, 2023), Cultural Content Analysis of Learning Materials In Bahasa Inggris For 11th Grade Students of Senior High School (Entin Nihlatinnufus, 2020), An Analysis of English Four Skills in " When English Rings A Bell " English Textbook Based on Alan Cunningsworth Criteria (Levika Egita Sulistiyana, 2020), An Analysis on The Speaking Materials of English Textbook Used At The Eight Grade Based On Cunningsworth Criteria

(Dewi Simatupang and Prof. Dr. Sumarsih, M.Pd, 2021), A Content Analysis Of Look Ahead " An English Textbook For Senior High School Students, 2012-2013 (Ade Silvana Devi, Joko Nurkamto, Siswanto, 2015), Cunnignsworth Based Theory of Textbook Evaluation On When English Rings A Bell For Eight Grade of Junior High School Published By Ministry of Education and Culture (Misbachul Farichin, 2019), The Quality of English Textbook " Look Ahead " (Balqis Juniko, 2017), A Analysis on The Textbook " Bahasa Inggris "Used by Tenth Grade Students of Senoir High School (Habibi Lutfi, 2017), Sevent Grade Junior High School Book For Speaking Material, When English Rings A Bell (Anugerah Aprizon, 2021), Evaluation on Senior High School English Textbooks (Winimurti and Nur, 2019). The aspects of the strengths of the English textbooks based on the researches are shown in table 1 below:

Table 1. Aspects of Strength

No	The Textbooks / Coursebooks	Aspects of Strength
1.	Evaluation of Skills for Success Reading and Writing (Saud, 2023)	It has online integrated digital content besides the hard copy of it, it has various interesting topics that suit the different tastes of the students. Its' appearance is appealing as it has audio and visual materials, contributes to the student's personal, social, and educational development.
2.	Headline English (Wiyugo,2018)	Aims and approach, book design and organization, language content,

	skills, topic, methodology, practical consideration.		age, grade, and maturity of students.
3. Bright An English for Seventh Grade of Junior High School (Ni'mah, 2023)	Language content, grammatical items, vocabularies, paragraphs and organization of written discourse, style, and appropriateness of the book.	11. When English Rings A Bell for Eight Grade of Junior High School (Farichin, 2019)	Fulfilled the criteria of aims and approaches, design and organization, language content, skills, topic, methodology, teacher's book, and practical consideration.
4. When English Rings A Bell (Noviana, 2018)	Indicators of the materials met the criteria of a good book.	12. Look Ahead (Juniko, 2017)	Fulfilled the criteria of good English textbook in the aspects of aims and appearances, design and organization, language content, skills, topic, and methodology.
5. Bahasa Inggris for Eight Grade of Junior High School (Rohmatin, 2021)	Met the criteria of the English textbook.	13. Bahasa Inggris Used by Tenth Grade Students of Senior High School (Lutfi, 2017)	Fulfilled the criteria of good English textbook in the aspects of aim and approaches, design and organization, language content, skills, topic, methodology, and practical consideration.
6. English For Senior High School Grade XII by Kemendikbud (Putri, 2023)	Good reading texts and tasks.	14. Seventh Grade Junior High School Book for Speaking Material, When English Ring A Bell (Aprizon, 2021)	Good design with colorful and present attractive pictures.
7. Bahasa Inggris For 11 th Grade of Students of Senior High School (Nihlatinnufus, 2020)	Cultural types found in the textbook, target culture, representation of culture, pragmatic sense, and less dominant of sociological and semantic sense, the simple forms of culture representation.	15. Evaluation on Senior High School English School Textbooks: Bahasa Inggris, Pathway and Outcomes Upper Intermediate (Nur, 2019)	The Bahasa Inggris textbooks meets five standards: aims and approaches, design and organization, topic, teacher's book, and practical consideration. Pathway meets four standards: aims and approaches, design, and organization, teacher's book, and political attention.
8. When English Rings A Bell (Sulistiyana, 2020)	The four English skills founded in the textbook.		
9. English for Eight Grade (Simatupang, Sumarsih, 2021)	Good at aspect of speaking materials or topic criteria.		
10. Look Ahead: An English Textbook for Senior High School Students, 2012 – 2013 (Devi et all, 2021)	Fulfilled the criteria of Good English textbook presented in the organization, logical manner and appropriate for the		

Outcomes	Upper Intermediate meets five principles: goals and methods, design and organization, skills, and teacher's book.
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Table 1 provides a comprehensive overview of the strengths identified in various English textbooks and coursebooks, as evaluated against specific criteria. The analysis reveals a diversity of noteworthy attributes across the selected texts, each contributing distinct facets that enhance the overall educational experience for students.

The first entry, "Evaluation of Skills for Success Reading and Writing (Saud, 2023)," stands out for its innovative integration of online digital content alongside traditional hard copies. This blend caters to diverse student preferences and offers an appealing interface with audio and visual materials, fostering personal, social, and educational development.

Similarly, "Headline English (Wiyugo, 2018)" impresses with its well-defined aims, approach, and meticulous organization. The book's design, language content, and practical considerations collectively contribute to its strength, providing a comprehensive foundation for language learners. "Bright An English for Seventh Grade of Junior High School (Ni'mah, 2023)" showcases strengths in language content, grammatical items, and the effective organization of written discourse. The book's style and appropriateness are also lauded, underlining its role in facilitating an enriching learning experience.

The criteria met by "When English Rings A Bell (Noviana, 2018)" are indicated by specific materials, showcasing a targeted approach to evaluating the effectiveness of the book. Similarly, "Bahasa Inggris for Eight Grade of Junior High School (Rohmatin, 2021)" fulfills the overall

criteria of an effective English textbook, emphasizing its suitability for language learners. "English For Senior High School Grade XII by Kemendikbud (Putri, 2023)" is commended for its inclusion of good reading texts and tasks, ensuring a balanced approach to skill development. Conversely, "Bahasa Inggris For 11th Grade of Students of Senior High School (Nihlatinnufus, 2020)" is scrutinized for cultural types representation, pragmatic sense, and sociological nuances, highlighting areas where improvements could be considered.

Notably, "Look Ahead: An English Textbook for Senior High School Students, 2012 – 2013 (Devi et al., 2021)" stands out for its fulfillment of criteria related to organization, logical presentation, and age-appropriate content. This exemplary alignment contributes to the book's effectiveness in meeting the diverse needs of students. The strengths identified in the textbooks continue with attention to aims, approaches, design, and organizational aspects. "When English Rings A Bell for Eight Grade of Junior High School (Farichin, 2019)" impresses with its comprehensive fulfillment of criteria spanning aims, design, language content, skills, and methodology.

"Look Ahead (Juniko, 2017)" maintains a solid adherence to criteria related to aims, appearances, design, language content, skills, topic, and methodology. Similarly, "Bahasa Inggris Used by Tenth Grade Students of Senior High School (Lutfi, 2017)" emerges as a commendable textbook, meeting criteria across various aspects. "Seventh Grade Junior High School Book for Speaking Material, When English Ring A Bell (Aprizon, 2021)" excels in design, incorporating vibrant visuals to enhance engagement. Lastly, "Evaluation on Senior High School English School Textbooks: Bahasa Inggris, Pathway and Outcomes Upper Intermediate (Nur, 2019)" evaluates three distinct textbooks against a range of standards,

highlighting their individual strengths in aims, design, organization, skills, and teacher's book. The findings from this table offer a nuanced understanding of the strengths present in the selected English textbooks, providing valuable insights for educators, curriculum developers, and policymakers seeking to enhance the quality of language education materials.

Beside the strength as shown in table 1 there are also weakness of the English textbooks. Based on the table of table 1, there are eight articles from fifteen articles shows the weakness of English textbook used in teaching and learning. The articles are "Evaluation of skills for Success reading and writing based on Criteria Designed by Alan Cunningsworth (Wafa Ismail Saud, 2023), A Content Analysis of Reading Texts in English Textbook Entitled " Bright An English " For Seventh Grade of Junior High School Based on Alan Cunningsworth's Language Content Criteria (Regita Hidayatun Nimah, 2023), A Content Analysis of English Textbook " Bahasa Inggris " For Eight Grade of Junior High School (Fani Alfi Rohmation, 2021), An Analysis of Quality of Reading Tasks In English Textbook For Senior High School Grade XII By Kemendikbud Refers to CEFR (Aryndya Iryana Putri, 2023), Cultural Content Analysis of Learning Materials In Bahasa Inggris For 11th Grade Students of Senior High School (Entin Nihlatinnufus, 2020), An Analysis on The Speaking Materials of English Textbook Used At The Eight Grade Based On Cunningsworth Criteria (Dewi Simatupang and Prof. Dr. Sumarsih, M.Pd, 2021), Seventh Grade Junior High School Book For Speaking Material, When English Rings A Bell (Anugerah Aprizon, 2021), Evaluation on Senior High School English Textbooks (Winimurti and Nur, 2019). The explanation of the weakneasses of the English textbooks based on the researches are shown in table 2 below:

Table 2. Aspect of Weaknesses

No	The Textbooks / Coursebooks	Aspects of Weaknesses
1.	Evaluation of Skills for Success Reading and Writing (Saud, 2023)	Productive skills is less that receptive skills, grammatical patterns are not sequenced according to high-frequency ones, pronunciation and spelling are not stressed in this textbook.
2.	Bright An English For Seventh Grade of Junior High School (Ni'mah, 2023)	The Phonological Aspect is only conveyed in the form of terminology.
3.	Bahasa Inggris for Eight Grade of Junior High School (Rohmatin, 2021)	The textbook has not met the criteria of good English textbook
4.	English For Senior High School Grade XII by Kemendikbud (Putri, 2023)	The use of specialized background knowledge to understand the reading text.
5.	Bahasa Inggris For 11 th Grade of Students of Senior High School (Nihlatinnufus, 2020)	The target culture, international culture and culture free not fully represented in the four senses. International culture is less dominant.
6.	English for Eight Grade (Simatupang, Sumarsih, 2021)	Fails to meet the criteria such as aims and approach, design organization, language content,

	speaking skills, and methodology.
7. Seventh Grade Junior High School Book for Speaking Material, When English Ring A Bell (Aprizon, 2021)	Only 31 % components meet the criteria of speaking materials, lack of linguistic and activity aspect.
8. Evaluation on English School Textbooks: Bahasa Inggris, Pathway and Outcomes Upper Intermediate (Nur, 2019)	In the textbook Bahasa Inggris, It is found that he tasks are heavy loads for the students, the materials is not up to date, most expensive textbook. In the Pathway To English, the weaknesses are no teacher's book, a lot of tasks for the students. The weakness of the book Outcomes Upper Intermediate are the textbook did not clearly state the task which allows the students to learn about the culture.

Table 2 delineates the weaknesses identified within various English textbooks and coursebooks, shedding light on critical aspects that warrant attention and improvement. The analysis discerns specific challenges within each textbook, offering valuable insights for educators, curriculum developers, and policymakers invested in elevating the quality of language education materials. The first entry, "Evaluation of Skills for Success Reading and Writing (Saud, 2023)," brings to the forefront a notable discrepancy in the

balance between receptive and productive skills. The textbook exhibits a shortfall in emphasizing high-frequency grammatical patterns, neglecting the crucial aspects of pronunciation and spelling. This asymmetry not only hinders a holistic language learning experience but also poses challenges in language production.

Similarly, "Bright An English For Seventh Grade of Junior High School (Ni'mah, 2023)" reveals a weakness in the presentation of the phonological aspect, limited solely to terminology. This deficiency may impede students' phonetic understanding, hindering their ability to accurately reproduce and comprehend spoken English. "Bahasa Inggris for Eight Grade of Junior High School (Rohmatin, 2021)" is identified as falling short of the criteria for a good English textbook, but specific weaknesses are not explicitly outlined. However, this lack of clarity itself underscores an issue in articulating and addressing the inadequacies within the textbook.

"English For Senior High School Grade XII by Kemendikbud (Putri, 2023)" exposes a challenge related to specialized background knowledge, suggesting that students may encounter difficulties comprehending reading texts that require a deeper understanding of specific domains. This limitation may hinder the accessibility of the content for a diverse range of learners. In "Bahasa Inggris For 11th Grade of Students of Senior High School (Nihlatinnufus, 2020)," the weakness lies in the incomplete representation of target culture, international culture, and culture-free aspects across the four senses. The dominance of international culture is deemed insufficient, undermining the comprehensive exploration of diverse cultural nuances. "English for Eight Grade (Simatupang, Sumarsih, 2021)" stands out for its failure to meet various criteria, including aims and approach, design organization, language content, speaking skills, and methodology. This comprehensive

shortfall signals a need for substantial revisions and improvements across multiple dimensions.

The seventh entry, "Seventh Grade Junior High School Book for Speaking Material, When English Ring A Bell (Aprizon, 2021)," discloses that only 31% of components meet the criteria for speaking materials, emphasizing a deficiency in linguistic and activity aspects. This poses a significant impediment to the development of effective speaking skills among students. The final entry, "Evaluation on Senior High School English School Textbooks: Bahasa Inggris, Pathway and Outcomes Upper Intermediate (Nur, 2019)," unveils various weaknesses. In the Bahasa Inggris textbook, heavy task loads, outdated materials, and high costs present significant challenges for students. The Pathway To English textbook lacks a teacher's book and burdens students with an excessive number of tasks. The Outcomes Upper Intermediate textbook fails to clearly state tasks related to cultural learning, compromising the students' understanding of cultural contexts.

In conclusion, the comprehensive examination of weaknesses in these English textbooks underscores the need for targeted interventions and improvements to enhance the overall quality of language education materials. Addressing these identified weaknesses can significantly contribute to fostering a more effective and inclusive language learning environment for students.

Further, for more detail, Figure 4 encapsulates the quantitative portrayal of strengths and weaknesses extracted from the analysis of textbooks discussed in the articles. The percentages provide a visual snapshot, facilitating a clear understanding of the distribution and magnitude of both positive and negative attributes within the examined educational materials.

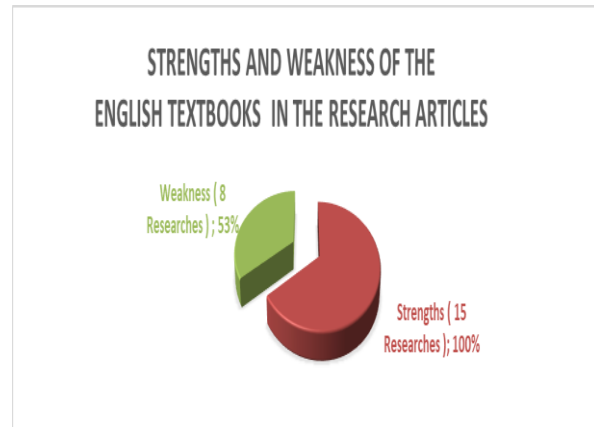


Figure 4. Strength and Weakness of English Textbooks (N = 15)

Conclusion

Drawing upon the extensive findings and discussions presented earlier, it is evident that English textbooks or coursebooks undergo meticulous analysis to unveil their inherent strengths and weaknesses. Various types of textbook analyses, such as the Criteria proposed by Alan Cunningsworth in "Choosing Your Coursebook" (1995), emerge as invaluable tools for researchers and teachers alike. This study underscores the nuanced nature of each textbook's attributes, emphasizing the necessity of tailored evaluations.

Notably, the Criteria of Alan Cunningsworth, explored in this research, unveils distinctive strengths and weaknesses inherent in diverse English textbooks. The commonalities observed across fifteen research articles highlight key aspects, including aims and approaches, design and organization, topic, teacher's book, practical considerations, political attention, goals and methods, skills, culture, and teacher's book. These recurrent elements form a comprehensive framework for assessing the efficacy of English instructional materials.

In conclusion, English textbooks' multifaceted nature necessitates a nuanced approach to analysis, and the Criteria of Alan Cunningsworth proves to be a pertinent and adaptable tool. Future researchers and English

educators are encouraged to leverage this framework for insightful evaluations, allowing for a comprehensive understanding of the nuanced landscape of strengths and weaknesses within the realm of English textbooks. This study not only contributes to the existing body of knowledge on textbook analysis but also provides a practical guide for educators to navigate and optimize their selection and utilization of instructional materials in English language teaching.

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