



## A CONTENT ANALYSIS OF ENGLISH LEARNING MODULE BY CUNNINGSWORTH'S THEORY

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### ABSTRACT

The materials that are utilized in the classroom are within the control of the schools. In light of this, some educational institutions choose to create custom curriculum. While learning resources must be in line with the curriculum, schools must also adhere to educational rules when creating the module. The purpose of this study is to assess and examine the English curriculum used in one of the middle schools. A qualitative research design combined with a qualitative descriptive research method will be employed in this study. A thorough framework for a general examination and analysis of the module will be provided by the Cunningsworth evaluation checklist, which will be used to assess an English module for junior high school pupils in the third grade. This investigation produced a number of results. The language style is suitable for the students' grade level in terms of linguistic content. There aren't any writing or listening exercises in this skill set. According to the topic analysis, the module is lively and fascinating, and the subject matter has a strong connection to the students' everyday lives. Both conceptually and practically, this investigation would be beneficial. Theoretically, this research should improve education, particularly in the area of evaluating English language instruction materials. It also has the potential to corroborate or supplement earlier findings. The practical application of this research is anticipated to assist educators in assessing instructional materials, and the findings will prove beneficial to English language instructors. In order to close the evaluation vacuum left by previous studies that assessed textbooks from the education ministry or widely used textbooks, this study analyzes and evaluates English content created by the school. It is anticipated to support schools in assessing their property as a source of educational resources that will support efficient instruction.

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**Keywords:** *Content analysis, English, Learning module*



## 1. INTRODUCTION

Students will learn how to set up the material, beginning with the school's responsibility. Students' needs and the school's authorization are not the same. Schools have the authority to select the range of educational resources when it comes to selecting primary materials for instruction and learning. Nonetheless, the authority of the schools must align with the government-designed educational framework.

When it comes to choosing instructional materials, different schools have differing preferences. Some educational institutions favor using government-supplied learning textbooks, while others favor using general textbooks published by reputable publishers. A number of educational institutions also opt to create their own textbooks. They have decided to use modules as their schools' primary source of instruction. No matter where the textbooks come from—from the government, reliable publishers, or independently written—they are all recognized as the main teaching tool in their various educational establishments. It is important to remember that, even in the case of textbooks that are independently written, adhering to government-mandated curriculum guidelines is still crucial. This guarantees that all textbooks utilized in schools adhere to the same standards, which support consistency and uniformity in educational materials.

Aryani (2016) states that a workbook or module is a type of textbook. It is also included

in academic papers, therefore the same tool used to assess textbook learning can also be used to analyze the module. Still, According to Jaya, et.al (2019), A module is a carefully organized written learning resource that contains teaching materials, strategies, learning objectives based on core competencies or indicators of competency achievement, instructions for self-study activities, and opportunities for students to evaluate their understanding through the module's exercises.. According to Erizar (2017), modules have the following benefits: they can be utilized anywhere outside of the institution; they can be given to individuals or groups; they can be readily updated and amended; they are inexpensive to prepare; they can be used in a number of ways; and they may be implemented according to a range of schedules. As a result, schools select modules as their learning materials since they are readily updated and changed, inexpensive to develop, adaptable, and flexible in terms of scheduling. The module's content enables students to engage in self-directed learning activities. Because the content of modules enables students to participate in self-learning activities, schools select them as learning resources. They are also inexpensive to prepare, versatile to use, and amenable to multiple scheduling options. Furthermore, they are easily upgraded and modified.

Modules are essential learning materials, thus it's critical to make sure they're of a high enough caliber. In this sense, evaluation is a useful tool since it gives teachers a methodical

**Vol 7, No 2 (2024): ESTEEM**

way to evaluate textbooks in-depth. Teachers can assess textbooks on a number of criteria, including appropriateness for students' learning requirements, material relevancy, explanation clarity, and conformity with curricular standards. With the help of this procedure, teachers may choose and use textbooks with confidence, knowing that they will effectively support the learning objectives and foster significant student involvement. Teachers can improve the overall quality of education and maximize their students' learning experiences by conducting thorough evaluations. Chunningsworth's checklist evaluation is one of the methods for evaluating books, among others. Cunningsworth's thesis, according to Apriyani (2019), thoroughly handles both internal and external issues pertaining to textbooks. Based on this idea, the evaluation criteria and checklist include goals and strategies, structure and arrangement, linguistic content, abilities, subject, technique, teacher resources, and real-world issues.

Numerous investigations have been carried out to examine English language instruction modules. Using Chunningsworth's theory, Farid Munfaati et al. (2022) carried out a content analysis named "A Content Analysis of English Teaching module Entitled 'Practical English'". Teachers can use their results to build learning tools that are in line with the goals and requirements of their pupils. Furthermore, Chunningsworth's theory was used by Lia Arswan Apriyani and Rr. Hasti

Robiasih (2019) to assess English textbooks for eighth graders. Their investigation uncovered the advantages and disadvantages of two textbooks. Chunningsworth's evaluation checklist is appropriate as a teaching tool in EFL classrooms and has relevance to the cognitive and psychomotor domains, according to earlier studies.

**2. LITERATURE REVIEW****Textbook**

In the classroom, teachers impart knowledge to their students through learning activities. To help teachers meet learning objectives in this activity, learning resources are required. Nugraha and Carnando (2022) state that educational materials can be provided in a variety of formats, such as books, videos, and cassettes. One type of learning resource that teachers frequently use is textbooks. Textbooks are a valuable and essential instrument for teaching and learning English in the classroom and in the daily lives of teachers and students. Another crucial element of teaching English is textbooks (Hutchinson and Torres, 1994). One could argue that the distribution of instructional materials is not restricted to a single format and can take many different forms, such as books. This highlights how crucial textbooks are to the instruction and acquisition of English as a foreign language (ELT). It demonstrates how

**A CONTENT ANALYSIS OF ENGLISH LEARNING MODULE BY  
CUNNINGSWORTH'S THEORY**

**Vol 7, No 2 (2024): ESTEEM**

important textbooks are as resources for teachers and students in their daily work.

Textbooks have been regarded for years as one of the best teaching resources for improving student learning. There is a connection between curriculum requirements and textbook design. The subjects that the instructor will cover or the knowledge that the pupils will gain are clearly outlined in the curriculum. Su (2012). Furthermore, textbooks are the most significant component of the curriculum that provides learning materials, claim Safitri and Tyas (2019). The primary elements of a curriculum must be taken into consideration in both the textbook's content and design. In agreement with Mahmood (2006), who claims that textbooks are books that teachers use in the classroom to go over the curriculum for a certain grade level of a subject. Textbooks have long been seen as very powerful teaching resources that can enhance students' learning. Their framework offers a well-organized overview of the courses to be taught and the knowledge pupils will acquire, and it is directly linked to specific curricular needs. Textbooks, which are regarded as the most significant curriculum component, provide necessary learning tools with content and design that are in line with the main curricular elements. Teachers also use textbooks in the classroom to go over the curriculum for a given subject at a given grade level. All things considered, textbooks serve crucial functions in the classroom by directing

teachers in the teaching of particular subjects in accordance with grade-level curricula.

A textbook for learning English should have a range of skill-building resources, including grammar, speaking, writing, reading, and observation, according to Richards and Schmidt (2002). It is underlined that textbooks intended for English language learners typically incorporate content pertaining to a variety of abilities, including grammar, speaking, reading, writing, and observation.

**Assessment Textbook**

Assessment, according to Rea-Dickins and Germaine (1994), is a crucial component of education. It is important for educators since it can provide a wealth of information on curriculum organization, assignment and student management, and future classroom practice design. One could argue that assessments aid in the learning process by assisting educators in developing more effective lessons and learning activities for their students.

Teachers who always utilize textbooks in the classroom have a right to evaluate the book because of its function in the teaching and learning process. This will assist educators in providing pupils with appropriate learning materials. To identify the textbooks' advantages and disadvantages in relation to the unique teaching circumstances, it is also beneficial to examine their perspectives on the significance and effectiveness of the texts.

**A CONTENT ANALYSIS OF ENGLISH LEARNING MODULE BY  
CUNNINGSWORTH'S THEORY**

**Vol 7, No 2 (2024): ESTEEM**

According to Tok (2010), this is required because selecting a textbook necessitates matching the subject matter to the educational environment. Numerous experts concur that no textbook written for a general readership will be flawlessly appropriate and excellent for a particular group of pupils. Despite the fact that experts stress that no textbook intended for a general readership may be ideal and completely appropriate for a particular audience. This emphasizes how crucial it is to choose a textbook that is appropriate for the subject matter and the particular learning environment.

Tok (2010) wrote in his journal that assessment checklists should cover certain physical characteristics of textbooks, like their layout, organization, and logistics. Additional important criteria that should be included are evaluations of a textbook's methodology, objectives, and approaches; these should also include an assessment of how well a set of materials fits the needs of the curriculum as a whole for the organization and for each individual teacher. Such collection of resources fits the requirements of the specific teacher's approach while also being appropriate for the organization's curriculum as a whole.

The primary focus of textbook review shifts to material evaluation. In line with the ideas of Brian Tomlinson, materials possess certain attributes that make them appropriate for use in the teaching and learning process (2011). Additionally, Tomlinson provided

some details on the idea of material evaluation. They are as follows:

- a. Materials are meant to produce an effect.
- b. Resources meant to calm pupils down.
- c. Resources ought to assist learners in developing their sense of self.
- d. The information being taught to students should be both applicable and beneficial.
- e. The lesson plan need to motivate pupils to make personal investments in themselves.
- f. In order for students to comprehend the content being taught, they must be ready.
- g. Learning materials ought to provide students with exposure to language in real-world contexts.
- h. Students should be made aware of the material's linguistic components.

One could argue that instructional materials ought to have an impact and be made to provide pupils with a cozy, confidence-boosting learning atmosphere. In order to motivate students to put effort into their education, the information should also be useful and pertinent. For pupils to understand the subject, they must be well-prepared, and learning materials should expose them to language in real-world contexts. The linguistic components of the content should also be highlighted to the students. All things considered, useful resources support a happy and interesting learning environment.

Cunningsworth's (1995) evaluation criteria were selected by the researchers. The

**A CONTENT ANALYSIS OF ENGLISH LEARNING MODULE BY  
CUNNINGSWORTH'S THEORY**

**Vol 7, No 2 (2024): ESTEEM**

researchers will concentrate on the evaluation and selection checklist criteria of language content, talent, and topic because this study will analyze the material. The Cunningsworth evaluation criteria are as follows:

- a. The language content needs
  - 1) Do the course materials take into consideration the demands of the students while addressing the main grammar points pertinent to each level?
  - 2) Are the tactics for customized learning, the emphasis on vocabulary development, and the quantity and diversity of vocabulary offered in the vocabulary teaching materials sufficient?
  - 3) Do the course books include materials for practicing pronunciation? If so, what aspects of intonation, word stress, sentence stress, and individual sounds are covered?
  - 4) Do the course materials provide language use guidelines and organization that go beyond sentence structure, like how to take part in discussions, structure a long essay, or identify the main ideas in a passage of readings? (More relevant at the intermediate and advanced levels.)
  - 5) Are style and appropriateness taken care of? If so, is the language employed suitable for the social setting?
- b. The necessary skill set
  - 1) Have all four skills been adequately covered in light of your course's objectives and curricular requirements?
  - 2) Is there content available for integrated skill work?
  - 3) Are the reading selections and associated exercises suitable for your students' interests, proficiency level, etc.? Is there enough written work on the subject?
  - 4) Does the listening material provide an authentic recording, well-designed comprehension activities and questions, and background information?
  - 5) Do role plays, conversations, and other oral English activities sufficiently equip students for communication in the real world?
  - 6) How much guidance/control, accuracy, organization of longer writings (paragraphing), and use of appropriate styles are provided by writing exercises?
- c. The prerequisites for the topic
  - 1) Is there enough material that would genuinely be engaging for students?
  - 2) Is there enough diversity and breadth of topics?
  - 3) Will the subjects help students' experiences to be expanded and improved?

**A CONTENT ANALYSIS OF ENGLISH LEARNING MODULE BY  
CUNNINGSWORTH'S THEORY**

**Vol 7, No 2 (2024): ESTEEM**

- 4) Are the themes suitable for the learners, yet being sufficiently difficult linguistically?
- 5) Can your pupils relate to the social and cultural contexts discussed in the course book?
- 6) Are men and women equally shown and represented?
- 7) In terms of disability, occupation, ethnicity, etc., are other groups represented?

**3. METHODS AND PROCEDURES**

Materials or data sources for this study came from the Grade IX Junior High School student module, which was specifically created by the school. The process of gathering data involved examining written materials in a single module and evaluating their content using the Cunningsworth evaluation criteria. The purpose of this study is to examine and assess English module learning. It employed a qualitative research design as a result. A qualitative study design, according to Cresswell (2006), makes use of a variety of variables to fully describe behavior and attitude. Because the study examined a book's content, it employed a content analysis design. According to Wilkinson (2003), content analysis has proven to be helpful in analyzing written materials and resolving authorship disputes in academic publications, including books. The process for content analysis design

adhered to Miles et al. (2014)'s guidelines. The process was broken down into three basic steps: condensing and displaying the data, then developing and validating findings.

- a. Condensation of data

This process entailed choosing, narrowing down, streamlining, abstracting, or otherwise changing the information taken from the research's texts.

- b. Data Display

To assess whether the material met Cunningsworth's standards for a quality textbook, the researchers took certain actions, scenes, images, and conversations from the texts.

- c. Drawing and Verifying conclusion

The researchers summarized and presented the data, then used Cunningsworth's criteria to draw conclusions about how the observation affected the suitability of the two textbooks. The advantages and disadvantages of each textbook were also discussed at the conclusion.

The researchers also satisfied the requirements of a quality textbook examining goals and approaches by applying Cunningsworth's theory.

**4. FINDINGS AND DISCUSSIONS**

**A CONTENT ANALYSIS OF ENGLISH LEARNING MODULE BY  
CUNNINGSWORTH'S THEORY**

**Vol 7, No 2 (2024): ESTEEM**

Several conclusions were drawn from the researchers' analysis. Only a few of the chapters provide vocabulary-teaching material in terms of linguistic context, and it doesn't encourage independent study by the pupils. Pronunciation exercises are not included in the module. Teachers can still instruct students in pronunciation, though, by using vocabulary words found in resources. The module covers language usage rules and organizing, such as conversation in parts of the chapters and recognizing explicit context in the text. However, there are no activities that help students develop original texts or construct lengthy essays. The middle school pupils' social circumstances and the language style of the program matched. The module's literature is relevant to the students' practical experiences. Gilmore (2007) brought out the significance of authentic resources, saying that they help students connect with real language and content instead of concentrating just on language patterns. Put another way, learners are better at using the language when they have the opportunity to do so outside of the classroom and in actual settings. This module can give students access to authentic materials.

The lesson covers four language skills, however the listening skills still largely rely on the teacher's initiative. In terms of skill, the material and exercises in this module are suitable for the level of students. Dialogs and other spoken English resources are well-suited for authentic communication. This module's

language use is appropriate for the pupils as well. This module still provides the integrated skill even though it does not include the arrangement of lengthy writing. ELT textbooks improve a second or foreign language learner's speaking, listening, reading, and writing skills. According to Rambe (2020), the main objective of many ELT textbooks is to enable students to gain a thorough comprehension of linguistic content through thematic resources. Given that this assertion highlights the significance of the four talents in ELT textbooks, it may be concluded that this module still has flaws in a number of the skills. Due to the variety of content, students generally find the material in this module to be highly fascinating. In order to enhance the students' experience, the material issues in this module are very closely tied to the students' actual lives. The language used in the material themes still refers to the students' routines and daily activities, hence they cannot be considered complex topics. This module also covers social and cultural themes, particularly those that are prevalent in the narrative chapter and societal themes that are included in practically all dialog texts. This program does not include other themes, such as the representation of women and other groups on an equal footing with men. Tomlinson (2008) asserts that real content in textbooks should pique students' interest and stimulate their mental faculties. This could have a big impact on helping students improve their

**A CONTENT ANALYSIS OF ENGLISH LEARNING MODULE BY  
CUNNINGSWORTH'S THEORY**



**Vol 7, No 2 (2024): ESTEEM**

communication abilities. Thus, it can be said that this module is successful in piqueing students' interest in a number of areas, social and cultural issues being one of them.

**5. CONCLUSION**

Based on the research that has been done, the researchers found several results in terms of language content; the module primarily focuses on grammar, incorporating relevant items in almost every chapter. Vocabulary teaching is present but limited to certain chapters, encouraging students' individual learning. Pronunciation is not explicitly covered, but teachers can incorporate it using vocabulary that is provided. However, it lacks activities supporting extensive writing or text creation. The language style is customized to middle school students' social situation, and the dialogue the module provided relates to their real-world experience. Regarding the skills, the module covers four skills including integrated materials. Text and activities provided in this module together with language style are suitable for students. Even though the module provided all of the English skills, the listening material still depends on the teacher. Spoken English materials, like dialog, are well designed for real-life interactions. In writing skill, the module lacks the organization of longer writing. From the topic analyses, researchers found that the module is engaging

for students, offering diverse and interesting material that relates closely to their real-life experiences. The topics, while not sophisticated, revolve around daily habits, social dialogues, and cultural aspects in narrative chapters. However, there is a lack of representation regarding women and diverse groups in the module's content.

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**Vol 7, No 2 (2024): ESTEEM**

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**A CONTENT ANALYSIS OF ENGLISH LEARNING MODULE BY  
CUNNINGSWORTH'S THEORY**