



**Pattimura Excellence Journal of Language and
Culture**

(PEJLaC)

URL: <https://ojs3.unpatti.ac.id/index.php/pejlac/index>

ISSN: 2808-2265

DOI: <https://doi.org/10.30598/PEJLaC.v4i1.pp01-09>



**Analysis of Students' Coursebook "Think Globally Act Locally" Applied at
Third Grade of SMP Negeri 9 Ambon Based on Cunningsworth's Criteria**

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Received : 21th May 2023
Revised : 26th May 2023
Published : 30th June 2023

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Abstract

One of the key components to assist the teacher and students' teaching and learning activities in the classroom is the English coursebook. As a result, it is essential to select the appropriate course book to be used. Cunningsworth's criteria is one of several criteria that can be used to identify the appropriate course book. As a result, the objective of this research is to determine how relevant the English course book "Think Globally Act Locally" is for Third Grade students at SMP Negeri 9 Ambon according to the Cunningsworth's criteria. The course book's content was analyzed using descriptive qualitative research and the content analysis method by the researcher.

Keywords: *Cunningsworth's criteria, English textbook, kinaesthetic activities.*

The significant finding:

It was found that the course book is fully relevant to 35 criteria out of 44 and can be categorized as a good course book based on Cunningsworth criteria.



ARTICLES

I. INTRODUCTION

English has been one of the primary subjects taught at every level of education worldwide. The use of the English language is seen as one of the important subjects and demands to be mastered by the learners themselves. In Indonesia's educational system, the most recent curriculum, the 2013 curriculum, is implemented as the replacement for the 2006 curriculum. Bulan et al. (2020) explain that the 2013 curriculum emphasizes how the students are the center of the learning process. This curriculum is set as a student-centered curriculum, which differs from the previous curriculum. Due to various changes in the 2013 curriculum, the use of textbooks needs to be adjusted as well.

Hutchinson & Torres (1993) explain how textbooks can function as agents of change when there is a change in curriculum. This means that the textbook remains a priority even though the curriculum evolves over time. Textbooks are crucial amid curriculum changes, aiding the teaching and learning process in several ways. They introduce new concepts in an organized manner, provide constant support by offering ready-made materials, and allow teachers to focus on lesson planning. Textbooks also offer comprehensive content, activities, and tasks, simplifying classroom activities. Additionally, they provide psychological support for teachers by acting as a substitute during individual student

study. Therefore, textbooks are essential for effective teaching and learning, and their absence can hinder the process.

Emphasizing how the textbook is one of the most important components in the curriculum, it is important that the teacher be careful when choosing the right textbook. A suitable textbook is vital because it is not only beneficial for the teacher but also for the students in the classroom. The contents or materials included in the textbook should be based on students' needs to help them achieve the learning aims. According to Tomlinson (2011), the use of textbooks is beneficial because they assist the teaching and learning process. Thus, as a teaching resource, a textbook plays a significant role in engaging students and supporting the teacher. In fact, textbooks are often used as the main and only resource for learning English in the classroom. However, the effectiveness of using textbooks cannot be generalized. Some textbooks may not fully align with the students' level or the teacher's approach because it depends on the quality of the textbook itself.

Considering the statement above, it is better for an English teacher to realize that the English textbook is an important teaching medium and needs to meet several criteria as an indicator of how good and suitable the textbook is for learning English in the classroom. Experts in teaching and learning English propose several criteria to help teachers choose the right English textbook. These criteria can be used by teachers to examine the textbook more thoroughly. One of the experts, Alan Cunningsworth, in his book "Choosing your Coursebook," explains general criteria for teachers in deciding what English textbook they want to use.

Cunningsworth (1995) himself proposes criteria for choosing the right English textbook within more complete and detailed criteria which can be useful for teachers in selecting the suitable textbook instead of only using the available

textbooks in learning. Those criteria are: 1) Aims and approaches, 2) Design and organization, 3) Language content, 4) Skills, 5) Topics, 6) Methodology, 7) Teacher's Books, and 8) Practical considerations. These criteria can be a great consideration for the teacher in choosing the right textbook because of how wide the criteria are and still being able to offer in-depth explanations for each category, making it easier to understand compared to other experts' checklists of how a good English textbook should be.

The researcher chose an English textbook entitled "Think Globally Act Locally for Junior High School year IX" to be analyzed for this research. The reason for conducting this research is the widespread use of this English textbook in all schools in Indonesia, mandated by the Ministry of Education. This implies a high likelihood of the textbook being used by many schools. However, there is no guarantee that this textbook is of high quality. Therefore, it is essential for teachers to analyze this textbook to determine if it meets Cunningsworth's criteria for a good textbook.

Based on the preliminary study conducted by the researchers, it was found that at SMP Negeri 9 Ambon, English teachers primarily use "Think Globally Act Locally for Junior High School Year IX" as the main coursebook. Additionally, during online classes, they incorporate an English workbook by TALENTHA. Despite the availability of both resources, teachers prefer to use "Think Globally Act Locally for Junior High School Year XI" as the main coursebook in the classroom because it is available at the school and all the students have free access to it. However, they note issues with the book's materials, finding them too raw, because the materials mostly consist of activities and not tasks. If there is a task, it is often beyond the students' levels. The English teacher also added that the activities in the book are not

maintained in a systematic way, which is confusing for the students.

Based on this explanation, the researchers would conduct a study focused on the whole content of the English textbook "Think Globally Act Locally" published by the Ministry of Education and Culture of Indonesia that has been applied in SMP Negeri 9 Ambon. The research analyzed how the content of the textbook is in accordance with Cunningsworth's criteria for selecting a suitable English textbook to be used in the classroom.

II. METHODOLOGY

The study used a descriptive qualitative method to analyze the relevance of the ninth-grade English textbook "Think Globally Act Locally" to Cunningsworth's criteria for a good textbook and the method of this research is content analysis. According to Bogdan and Biklen (1998), qualitative research is descriptive and involves collecting data through transcripts, notes, photographs, or documents. while Krippendorf (2004) explains content analysis was a research method for drawing reliable and valid information about a certain context from texts (or other useful material). The primary data source is the "Think Globally Act Locally" textbook, published by the Ministry of Education and Culture of Indonesia, which contains eleven chapters on various topics. For this research, the data source was chosen by using Systematic sampling which means selects every third chapter, resulting in four chapters being analyzed. Data collection follows Creswell's (2012) qualitative methods that can be used such as in-depth interviews, observation, document analysis, and audiovisual material analysis. The research used descriptive qualitative analysis to analyze the data. Sugiyono (2008) explains that there are several stages in terms of analyzing

qualitative data. Those steps were data reduction, data display, and conclusion or verification.

III. FINDINGS AND DISCUSSIONS

FINDINGS

Four chapters were selected for analysis: Chapter II- Let's Live a Healthy Life, Chapter V- Everybody is Always in The Middle of Something, Chapter VIII-They are made in Indonesia, and Chapter XI-You Can Always Come Back Home. The Cunningsworth criteria include: 1) aims and approach, 2) design and organization, 3) language content, 4) skills, 5) topics, 6) methodology, 7) teacher's book, and 8) practical considerations. The results are presented using a Likert Scale: NR (Not Relevant), SR (Somewhat Relevant), QR (Quite Relevant), and VR (Very Relevant).

Aims and approach				
Criteria	NR	SR	QR	VR
The aims of the course book correspond with the aims of teaching program.				✓
The course book suited to the learning/teaching situation.				✓
The course book is comprehensive.				✓
The course book is flexible.		✓		
Design and Organization				
Criteria	NR	SR	QR	VR
There are components make up the total course package	✓			
The content is well organized				✓

The content is well sequenced				✓
The grading and progression in the course book				✓
The reference sections are well listed		✓		
The overall layout of the course book				✓

Listening material availability in the course book	✓			
Material for spoken English				✓
Writing activities suitability in the course book.				✓

Language Content				
Criteria	NR	SR	QR	VR
The main grammar items in the course book				✓
The material for vocabulary teaching in the course book				✓
The course book include material for pronunciation work				✓
The course book deal with the structuring and conversation of language use above sentence level.				✓
The course book has a style and appropriacy to dealt with				✓

Topic				
Criteria	NR	SR	QR	VR
The course book has sufficient material				✓
The course book has enough variety and range topic				✓
Topics help expand students' awareness and enrich their experience				✓
The course book has sophisticated topic enough in content				✓
Student are able to relate to the social and cultural contexts presented in the course book				✓
Woman portrayed and represented equally with men				✓
Other groups represented in the course book				✓

Skill				
Criteria	NR	SR	QR	VR
All fours skills adequately covered		✓		
Material for integrated skill work in the course book		✓		
Reading passages and associated activities				✓

Methodology				
Criteria	NR	SR	QR	VR
The course book use appropriate approach/ approaches to the learning /teaching situations				✓

ANALYSIS OF STUDENTS' COURSEBOOK "THINK GLOBALLY ACT LOCALLY" APPLIED AT THIRD GRADE OF SMP NEGERI 9 AMBON BASED ON CUNNINGSWORTH'S CRITERIA.

The level of active students involvement for individual study				✓
Techniques are used for presenting/practicing new language items				✓
Different skills taught in the course book			✓	
Communicative abilities developed for the students				✓
The aterial includes any advice / help to students on study skills and learning sttategies				✓
Students expected to take a degree of responsibility for their own learning				✓

The cost of whole package				✓
The course book appearance should be attractive				✓
The course book easy to obtain				✓
Parts of the package require particular equipment			✓	

The table showed that "Think Globally Act Locally" correlated with the teaching program's objectives, covering key language skills but lacking in supplementary materials like physical activities and listening resources. In terms of design, the book met specific language learning goals but lacked comprehensiveness due to the absence of supplementary materials. While the course book excelled in addressing grammar and vocabulary, it fell short in providing comprehensive supplementary materials and maintaining consistent content sequencing.

The finding of language skills revealed inconsistencies across chapters, with some emphasizing reading and speaking but lacking in listening and writing tasks.

Regarding topics, the book effectively covered various relevant subjects, but there were inconsistencies in gender representation and inclusion of diverse groups. Methodologically, the course book promoted active learning but lacked comprehensive teacher support materials. Additionally, the teacher's book offered guidance but lacked supporting materials, hindering its usefulness in the classroom. Furthermore, practical considerations like cost and accessibility were largely met, but the absence of multimedia resources may have limited effectiveness in addressing diverse learning needs.

Teacher's book				
Criteria	NR	SR	QR	VR
The course book has an adequate guidance for the teachers who will be using the course book and its supporting materials				✓
The teachers' books comprehensive and supportive				✓
The course book adequately helps the teacher.				✓
The writers set out and justify the basic premises and principles underlying the material.				✓
Keys to exercise of the course book given	✓			

Practical consideration				
Criteria	NR	SR	QR	VR

IV. DISCUSSIONS

According to the research findings, the relevance of the course book *Bahasa Inggris "Think Globally Act Locally"* for Junior High School Students Grade 9th was analyzed using Cunningsworth Criteria. The evaluation identified several areas for improvement and several strengths.

Firstly, the course book aligns well with the aims and approaches of the 2013 Curriculum, supporting students' conversational skills in both formal and informal contexts. According to Cunningsworth (1995), an effective course book should align with the curriculum's aims and objectives to ensure it meets educational standards and goals. This criterion is fully relevant. While the book caters effectively to visual learners, it falls short in providing adequate auditory and kinaesthetic activities, necessitating supplementary materials to fill this gap. Cunningsworth emphasizes the importance of addressing all learning styles to engage a diverse student population fully. This criterion is partially relevant.

In terms of design and organization, the book excels by structuring content logically, progressing from simple to complex topics, skills, and grammar points. Cunningsworth notes that logical organization helps students build on their knowledge incrementally, facilitating better learning outcomes. This criterion is fully relevant. However, while references are included, they are not comprehensive, and the book lacks a complete package of materials such as a teacher's guide or workbook. Comprehensive support materials are crucial as they provide additional resources and guidance for both teachers and students, enhancing

the learning experience. This criterion is partially relevant.

The language content is appropriate, presenting suitable grammar and vocabulary at an appropriate level with relevant contextual content. According to Cunningsworth, the language presented in a course book should be authentic and relevant to the students' real-life needs. This criterion is relevant. However, pronunciation guidance is limited, relying heavily on the teacher, and there is insufficient instruction on the use of formal versus informal language styles. Effective pronunciation instruction and clear distinctions between formal and informal styles are essential for students to communicate appropriately in different contexts. This criterion is not relevant.

Skill development is variably covered, with a strong emphasis on reading and speaking skills through engaging tasks. Cunningsworth highlights the importance of balanced skill development, where listening, speaking, reading, and writing are all given adequate attention. This criterion is partially relevant. Writing activities are included but not consistently across all chapters. A significant drawback is the complete absence of listening tasks and a lack of integrated skill activities. Integrated skill activities help students use language holistically, reflecting real-life communication scenarios. This criterion is not relevant.

The topics in the book are well-chosen, encompassing a variety of relevant social and cultural contexts with balanced gender representation and diverse ethnic references. Cunningsworth advises that topics should be engaging, culturally relevant, and should reflect the diversity of the students' environment. This criterion is fully relevant. Methodologically, the book supports modern teaching practices with a

scientific approach, independent tasks, and student-centered design. It includes multiple skills per chapter and encourages communication and student responsibility. However, it provides limited guidance for teachers and lacks key exercises to reduce ambiguity in students' answers. This criterion is partially relevant.

Teacher support is present but limited, offering some guidance and communication activities to aid classroom instruction. According to Cunningsworth, adequate teacher support materials, such as guides and supplementary exercises, are essential for effective teaching. This criterion is partially relevant. However, the guidance is not comprehensive, and there are no supporting materials or key exercises provided. This criterion is not relevant.

Finally, the book is practical and accessible, being cost-effective (free from the government), visually appealing, and available in both printed and digital formats. Cunningsworth mentions that a practical course book should be accessible to both teachers and students, considering factors like cost, availability, and ease of use. This criterion is fully relevant. However, the book does not require additional supplementary materials, though this also means it lacks supplementary support where needed. This criterion is partially relevant.

In summary, the *Bahasa Inggris "Think Globally Act Locally"* textbook fulfills many of Cunningsworth's criteria but falls short in several areas. While the book has significant strengths such as curriculum alignment, organized content, and practical accessibility, it also has notable weaknesses, such as inadequate auditory and kinaesthetic activities, limited teacher support, and a lack of listening tasks. Selecting books that align with the most recent curriculum and meet the

National Education Standards Agency (BSNP) criteria is crucial for effective teaching.

V. CONCLUSION AND SUGGESTION

In conclusion, this study finds that the course book "Think Globally Act Locally" for Junior High School grade IX demonstrates significant relevance to Cunningsworth's (1995) criteria. The analysis indicates that the course book excels in several areas, including aims and approaches, design and organization, language content, methodology, and practical considerations. It effectively aligns with the teaching program's objectives, offering organized, sequenced content, comprehensive language materials, and practical teaching methods. Despite areas needing improvement, such as enhanced teacher support and more auditory and kinaesthetic activities, the overall evaluation suggests that "Think Globally Act Locally" is a commendable textbook meeting Cunningsworth's standards. Therefore, English teachers should consider using this textbook while supplementing any missing materials and ensuring the exercises match students' proficiency levels. For future researchers, the growing demand for English learning due to globalization highlights the need for continuous adaptation of English textbooks. Evaluating textbooks is crucial for providing feedback and suggestions to improve their quality, thereby ensuring they meet the evolving needs of learners in Indonesia.

ACKNOWLEDGEMENT

The researcher would like to thank the lecturers of English Education at Pattimura University for their valuable contributions and constructive suggestions in this study. Our respectful greetings are also extended to the English teachers at one of the junior high schools

in SMP Negeri 9 Ambon for their willingness to take the time and cooperation to become participants in this study. All kindness for the realization of this study is greatly appreciated. to our beloved family also who helped in their prayers and support. God Bless you all.

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Pattimura Excellence Journal of Language and Culture

ISSN: 2808-2265

DOI: <https://doi.org/10.30598/PEJLa.v4.i1.pp01-09>



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