


A Content Analysis of The English Textbook "Bright 1" for Grade VII Junior High School/MTs Students Based on Alan Cunningsworth's Theory

 <https://doi.org/10.31004/jele.v10i1.609>

* Indah Lestari ¹, Imam Qalyubi ², Sri Normuliati ³
Palangka Raya State Islamic Religious Institute, Palangka Raya, Indonesia
Corresponding Author: indahcotte21@gmail.com

ABSTRACT

This study uses English textbooks as the object of study. The purpose of this study is to determine the extent to which the contents of the English textbook "BRIGHT" for junior high school students meet the criteria based on Alan Cunningsworth. This study uses a qualitative approach with a data presentation analysis method, which compares the number of criteria met with the total number of EFL (English as a Foreign Language) evaluation criteria. The percentage of criteria met is calculated by dividing the number of criteria met by the total criteria, then multiplied by 100%. The results of the study indicate that the English textbook "BRIGHT" for grade VII junior high school meets various criteria, with the following details: the criteria for objectives and approaches obtained 90.62%, language content 90%, skills 89.70%, topics 90.52%, methodology 94.57%, teacher's book 0%, and practical considerations 100%. The average total score of the criteria met is 79.34%. This shows that the textbook "BRIGHT 1" is good enough to be used as a learning resource for students..

Keywords: Content Analysis, English Textbooks, Alan Cunningsworth

Article History:

Received 20th December 2024

Accepted 17th January 2025

Published 23rd January 2025



INTRODUCTION

Many applications can be utilized today, such as Google Classroom, Edmodo, Kahoot, and Quizziz. Although the media is interesting and useful, the existence of textbooks in physical form is still indispensable as the main source for students. Books have an important role in formal education, where almost all subjects have textbooks as the main reference. Schools generally provide more than one book title for each subject, which indicates that many publishers, including ministries, contribute to making the learning process easier in schools. Textbooks have a very important role in the process of teaching and learning English. Each chapter in the textbook contains various teaching activities, such as subject matter, assignments, dialogues, and other activities. In addition, textbooks also provide a variety of additional learning resources, such as workbooks, CDs, and tapes, which can make the learning environment more engaging for students. For teachers, textbooks offer clear learning objectives for each lesson, thus assisting them in planning material efficiently. Meanwhile, for students, textbooks function as a learning resource both inside and outside the classroom.

In Indonesia, the existence of textbooks is very well known. The government has published textbooks that are in accordance with the objectives of the 2013 Curriculum, and the books are provided free of charge for teachers and students. In addition, many publishers also provide a variety of textbooks in the market. Teachers are allowed to use additional resources as complements, which provides flexibility in learning. Although many textbooks are declared to be compliant with the 2013 Curriculum, the quality of those books can vary, making it important for teachers to choose the right books. In English learning,

there are various factors that can affect student learning outcomes. These factors can arise from the preparation stage before teaching, during the teaching process, to after the learning is completed. The role of teachers is very crucial in this whole process. They are responsible for designing the syllabus, preparing materials, and teaching in the classroom, as well as carrying out many other tasks that support learning (Sitorus et al., 2021).

Each textbook has a different design, including covers, titles, and contents. These differences can reflect the quality of each book. Writers may also have different approaches to delivering material, even though they all claim to follow the applicable curriculum. Therefore, there is no guarantee that all textbooks meet the criteria that are considered good. To assess whether a textbook meets the expected standards, proper evaluation is required. Textbooks are important teaching materials in language programs, which serve as the main resource for teachers and students. Textbooks provide structured content and opportunities for exploration, which are in line with national educational standards. Teachers must be selective in choosing textbooks to optimize the learning process, taking into account various options such as popular textbooks published by Erlangga and government-published Electronic School Books (BSE). The effectiveness of textbooks has a significant impact on the teaching and learning environment, allowing teachers to efficiently manage classroom activities and ensuring students have the necessary resources to fully participate in the lesson (AlEdwan & Hamaidi, 2010).

The evaluation serves as a tool to assess whether the textbook meets the desired criteria. This evaluation process is very important to improve the quality of existing textbooks (Gharbavi & Mousavi, 2019). With the evaluation, we can identify the strengths and weaknesses of textbooks, so that it is expected to increase the effectiveness of learning for students. Overall, evaluation is a crucial step in efforts to improve and improve the textbooks used in teaching.

Textbook evaluation is very important because textbooks are one of the main sources in the learning process in the education system. Through evaluation, we can ensure that the textbooks used can meet learning objectives and provide maximum benefits for students. Quality textbooks must support the achievement of competencies in accordance with the applicable curriculum. With proper evaluation, we can ensure that the material presented is relevant, accurate, and in accordance with the level of student understanding. Evaluation also helps assess the suitability of textbooks to the curriculum, checking whether the topics discussed are in accordance with educational standards and presented in a logical order. In addition, textbook evaluation is important to assess the extent to which the book can encourage active student involvement in learning. Effective textbooks must be able to present material in an interesting and easy-to-understand way, and encourage students to develop critical thinking skills. Accessibility is also important in evaluation, where textbooks must be accessible to all students, both in terms of the language used and the visual design that suits the special needs of students. Evaluation also ensures that the information in textbooks is up-to-date and accurate, avoiding the spread of incorrect or irrelevant information that can confuse students. Furthermore, evaluation helps assess the effectiveness of the textbook in achieving learning objectives, such as through exercises, assignments, and examples provided. A good textbook should also have the flexibility to be used in various learning contexts, whether in class, independent learning, or project-based. Overall, textbook evaluation is essential to ensure the quality and effectiveness of the textbook in supporting learning and enhancing students' learning experiences.

The Bright 1 book was selected for analysis because it has quality and relevance that support the learning process. First, this book is designed to meet the applicable curriculum standards, thus ensuring its suitability with the learning objectives and expected competencies. In addition, this book uses an interesting learning approach, by utilizing images, graphics, and interactive exercises that help students understand the material more easily. This approach makes the Bright 1 book worthy of analysis to assess its effectiveness in

increasing student engagement. This book also focuses on the development of critical and creative thinking skills, which are important in modern education, so that the evaluation of this book will help assess the extent to which the book supports the development of these skills. The structure and sequence of the material in this book are also arranged clearly and logically, making it easier for students to understand and support the achievement of learning objectives. In addition, the Bright 1 book has flexibility in its use, both in class, in independent learning, and in project-based learning, which makes it relevant to be analyzed in various learning contexts. This book is also designed with attention to accessibility for all types of students, including those who need special learning support. For these reasons, the Bright 1 book was selected for analysis to assess its quality and effectiveness in supporting the learning process and student development.

of careful selection of educational resources, by emphasizing the need for strict standards in evaluating textbooks (Sucipto & Cahyo, 2019). Content analysis is a research method used to obtain reliable and valid conclusions from texts or other meaningful material in relation to its context. This technique is typically used to categorize, compare, and contrast a set of data. As the name suggests, content analysis primarily focuses on examining the content of research, which is why content analysis often involves textual studies (Sucipto & Cahyo, 2019).

Outlines some of the main functions of content analysis. First, extrapolation involves drawing conclusions about unobserved cases based on existing data points. Second, the standard function allows the comparison of observed phenomena against the criteria set for identification and evaluation (Jannah & Robiasih, 2019). Third, indices and index symptoms refer to observable phenomena and their indirect measures through various forms of communication. Fourth, linguistic representation examines how texts evoke conceptual structures in the minds of readers, shaping their understanding. Fifth, content analysis can be seen as a conversation, where the researcher concludes the interaction and reinterprets it based on subsequent developments. Finally, institutional processes highlight how communication often reinforces the existing explanations and rules that govern its creation and dissemination (Prasetyaningtyas et al., 2022).

In addition to aiding language mastery, textbooks offer comprehensive resources that support learning goals, cultural awareness, and independent learning (Baig et al., 2021). Textbooks fulfill a variety of roles, including serving as material sources, practice tools, and reference guides for grammar and vocabulary. However, evaluating textbooks is crucial, as no single textbook can perfectly meet the needs of all students. Proper evaluation helps identify gaps in content and allows for modifications, ensuring that textbooks effectively support educational goals. Thus, a thorough assessment of textbooks is essential for teachers and students to achieve successful learning outcomes. (Mohammadi & Abdi, 2014).

Previous research on Content Analysis of English Textbooks "Interactive English" used in grade 1 of junior high school curriculum 2013 (T, Monica, 2019). "This study aims to determine the suitability of impressionistic and in-depth analysis in the textbook "Interactive English" used for grade seven of junior high school. The author evaluates the impressionistic and in-depth criteria of Cunningham's theory in the book. "Interactive English Textbook for Grade VII of Junior High School published by Yudhistira The similarities of the above research with the research conducted, both use qualitative descriptive methods, both are also based on the same 2013 Curriculum. The difference between the above research and this research lies in the object of research and the focus of the research. Furthermore, Tambunan's research uses the theory put forward by Cunningsworth, while this research uses the theory of Mukundan et al. The results of Tambunan's research show that the English textbook entitled "Interactive English meets the criteria proposed in Cunningsworth's book theory. regarding impressionistic textbook analysis with a score of 96% and in-depth textbook analysis with a summative score of 87%. Therefore, the textbook is categorized as a fairly

good textbook and is quite worthy of being used as a medium in the teaching and learning process.

Cunningsworth's theory emphasizes the importance of systematic evaluation in assessing textbooks, recognizing that the quality of textbooks cannot be judged based on a few aspects alone. Cunningsworth's theory has several advantages that are useful in evaluating the quality of a book. One of its advantages is a structured approach that provides a clear framework. This theory covers various important aspects, such as content, design, and the book's suitability for the intended purpose or audience. This allows book evaluation to be carried out in a more systematic and organized manner. In addition, this theory emphasizes the importance of the book's suitability for the intended audience, ensuring that the evaluation takes into account who will read the book, whether beginners, advanced readers, or in accordance with a particular field.

Cunningsworth's theory also considers the quality of learning as important, especially for educational books. This is very relevant for evaluating textbooks or teaching materials because it helps assess the extent to which the book supports the learning process. This theory is also comprehensive because it covers various factors in the evaluation, ranging from the structure of the book, the quality of language, images, use of examples, to the clarity of learning objectives. In addition, this theory is very useful for evaluating educational books and other teaching materials. Although it involves many elements, this theory is flexible enough to be applied to various types of books, both fiction, non-fiction, references, and textbooks. Its guidelines highlight that textbooks should meet learners' needs, reflect real-world use of language, facilitate learning without imposing rigid methods, and define clear instructional roles. Evaluation criteria include alignment with instructional goals, content setting, appropriateness of language use, coverage of all four skills, engagement with topics of interest, and effective teaching methodologies. Each criterion assesses the textbook's relevance, structure, and ability to foster an engaging and comprehensive learning experience for learners, ensuring that the material effectively supports their educational goals (Kizilaslan, 2010).

Researchers should consider using the book entitled Bright 1 because this book is designed with a systematic and comprehensive approach, very suitable to support the learning process, especially in the context of education. Bright 1 provides material that is structured, with an emphasis on interactive and easy-to-understand learning, making it an effective tool for readers of all levels of understanding. In addition, this book offers content that is relevant to the needs of the target audience, both for beginners and for those who want to develop certain skills, especially in the area of focus. The quality of the design and attractive illustrations, as well as the use of practical examples, make this book a good choice to support research in the field of education and teaching. With these elements in mind, Bright 1 can be a very useful resource for research that focuses on improving readers' understanding and skills.

The results of this study can provide various important benefits, both for the world of education and the development of teaching materials. First, this study can provide deeper insight into the quality and effectiveness of textbooks used in the learning process. By analyzing the structure, content, and suitability of textbooks to learning objectives, this study can help identify the strengths and weaknesses of the textbooks, as well as provide recommendations for improvements that can improve the quality of education. In addition, the results of this study will also be useful in helping teachers and instructors in choosing textbooks that best suit the needs and characteristics of their students. This analysis can show the extent to which textbooks support various learning styles and help in achieving educational goals. On the other hand, this study also contributes to the development of curriculum and the preparation of teaching materials that are more effective, relevant, and interesting for students. Thus, the benefits obtained from this study are not only limited to

improving the quality of textbooks, but also have an impact on better teaching and learning outcomes.

Evaluating books using Cunningsworth's theory provides many benefits, especially in the context of education. This theory helps assess the suitability of books for the target audience, ensuring that the book is relevant and effective, whether for beginners, advanced readers, or those who need books with a certain level of difficulty. In addition, this theory is also useful for evaluating how books support the learning process, making it easier to choose books that can achieve learning goals more effectively. This evaluation provides a comprehensive picture of the quality of the book, covering elements such as structure, language, images, use of examples, and learning objectives. The results of the evaluation also support the development of better books and teaching materials, correcting deficiencies and increasing their effectiveness. Cunningsworth's theory is also flexible, it can be applied to various types of books, whether texts, references, fiction, or non-fiction, making it a useful tool in various fields. Overall, evaluating books with this theory ensures that books used in education are effective, relevant, and support the achievement of the desired learning goals.

METHOD

Research Design

In this research, the researcher employed a descriptive qualitative approach. According to Moelong (2004: 6), qualitative research is a type of research that does not involve calculations or numerical data, meaning that the data in this study is analyzed through descriptions and identification or analysis of texts. Specifically, this research focuses on analyzing textbooks, which places it within the category of content analysis. Krippendorff defines content analysis as "a research technique for the objective, systematic, and quantitative description of the manifest content of communication." This approach allows for a detailed exploration and understanding of the textbook's content and its effectiveness." (Cropley, 2021).

Instruments

This research is classified as content analysis research, which uses researchers as the main instrument for data collection. In this context, researchers play an important role in collecting information. Qualitative researchers act as human instruments, tasked with determining the focus of research, selecting informants as data sources, organizing data, assessing its quality, analyzing it, interpreting the results, and drawing conclusions based on findings (Noor, 2011).

Procedure

The main component of this research involves the data collection process, which requires one or more research methods. Identified several methods for collecting data, including tests, questionnaires, interviews, observations, and documentation. For this study, the researcher chose to use the documentation method. The data collection steps include: (1) identifying the textbook "Bright An English Course For SMP/MTs Grade VII" published by Erlangga, (2) selecting random samples, specifically Chapters I, III, VII, and VIII, and (3) collecting data from selected samples, namely Chapters I, III, VII, and VIII.

Data analysis

After collecting the data, researchers need to verify its accuracy. This process involves a thorough review of the textbook multiple times to ensure the reliability of the data collected and to facilitate detailed analysis. Once the data is collected, the next step is to analyze it, which consists of four main stages. First, the researcher conducted intensive reading of a sample selected from the textbook to extract relevant information. Next, the researcher compared the collected data with the evaluation criteria set by Cunningsworth, as well as the framework provided by the syllabus. After this, the results of the analysis are interpreted and presented in the form of percentages to reflect the degree of alignment with the criteria. Finally, the researchers compared these findings with other theoretical

frameworks related to textbook evaluation and drew conclusions based on this comprehensive analysis. This systematic approach ensures a thorough evaluation of the textbook's content and its effectiveness as an educational resource (Sitorus et al., 2021).

FINDINGS AND DISCUSSION

The Bright 1 English textbook is evaluated from Alan Cunningsworth's theory, with the first focus on its goals and approach. This aspect includes four criteria, starting with the alignment of the textbook goals with the goals of the teaching program and the needs of the students. The textbook successfully meets this criterion, ensuring that its goals are aligned with the educational goals. In addition, design and organization are assessed through six main criteria. One of these criteria tests whether a textbook contains a complete course package, including student books, teacher books, workbooks, and tapes. Although the textbook lacks some components, it is still in harmony with the teacher's material. The organization of the content adheres to the syllabus, and the logical order of chapters, which allows students to build skills progressively through self-introduction activities, vocabulary exercises, and self-assessment.

The next area of evaluation is the language content of the textbook. It is crucial to determine if grammar items are appropriate for each level and meet the needs of learners. This criterion is met, as textbooks emphasize contextual grammatical examples rather than simply stating rules. For example, Chapter I introduces simple present tense through relevant expressions, while subsequent chapters address additional grammatical points such as singular/plural and present continuous tense. The second criterion assesses the inclusion of pronunciation material; While the textbook provides transcription for pronunciation exercises, it does not meet the syllabus requirements due to the lack of examples for sentence pressure and intonation, which requires teacher intervention. Textbooks also meet the criteria for student discourse competencies, which allows students to engage in conversation and advanced reading, although it does not adequately address stylistic suitability for various social situations.

The evaluation of skills in textbooks involves six criteria. The first criterion is to check the relevance of skills related to the lesson objectives and syllabus requirements, and this is met because the reading materials and related activities are suitable for students. However, listening materials only rely on the teacher's reading, which does not meet the criteria for listening skills. Moving on to the topic discussed, seven criteria need to be assessed. The textbooks managed to provide material that really interested students, especially those highlighted in Chapter III with the topic "They are the New Music Group." The diversity of topics in the eight chapters encourages student engagement, while discussions around daily activities help expand student awareness. Additionally, the content is sophisticated yet accessible, with equal gender representation and consideration for different groups, ensuring an inclusive approach.

In terms of methodology, this textbook is evaluated based on seven criteria. This book successfully adopts the right approach that engages students by connecting the learning material with their daily lives. The student's level of active engagement is aligned with the student's expectations, and the inclusion of expressions used in everyday conversation effectively develops communicative skills. However, this textbook lacks guidance on study skills and learning strategies. The design encourages students to take responsibility for their learning through individual and group activities, complemented by a Reflection Section that encourages self-assessment.

The evaluation also includes the assessment of teachers' books, which includes five criteria. Adequate guidance for teachers is provided, which details basic competencies, learning objectives, and procedures, so as to meet the first criteria. The clarity of instruction for each activity is recorded, which ensures understanding and support for educators.

However, although the teacher's book covers many teaching techniques, it does not fully address cultural-specific information, which indicates a gap in this area.

Practical considerations further highlight the strengths and weaknesses of the textbook. The price of textbooks provided free of charge by the government is quite affordable and can be accessed as an electronic book. However, the durability of the binding needs to be increased. The attractive textbook display, enhanced with color illustrations for each activity, meets expectations. In addition, the availability of electronic and print formats makes the textbooks easy to obtain, although they are not equipped with the necessary equipment for certain activities, such as language labs or video players, thus limiting their practical use.

In conclusion, Bright 1 English's textbook aligns with Cunningsworth's theory of evaluation, which shows strength in various aspects while also highlighting areas that need improvement. By addressing the gaps identified, particularly in providing comprehensive pronunciation guidance and cultural context, the textbook can further enhance its effectiveness in supporting language learning for students.

EFL Textbook Evaluation Criteria Met by "An English Bright 1"

After analyzing the content of the book using the EFL evaluation criteria, the next step involves assessing how many of these criteria are met, the researcher assesses the findings against the criteria with a grading system: 0 for "not meeting the criteria," 1 for "partially meeting the criteria," and 2 for "almost meeting the criteria." Table 4.5 details the criteria met along with descriptions that require improvement, which includes aspects such as Goals and Approaches, Design and Organization, Language Content, Skills, Topics, Methodologies, Teacher's Books, and Practical Considerations. Since the criteria regarding design and organization, the teacher's book, and practical considerations are universally applicable, results relating to these aspects are provided.

Table 1. Relevance of EFL Textbooks with Criteria, Objectives and Approaches

Criterion	Information	Levancy		Total
		number	0 1 2	
Objectives and Approach	The purpose of this textbook is closely related to the purpose of the teaching program and the needs of students.		√	87,5%
	This textbook is suitable for teaching and learning environments.		√	
	It discusses the required content.		√	
	It can be customized to accommodate different teaching and learning styles.		√	

The alignment of the objectives and criteria of the approach with those outlined in the textbook was 87.5%. The purpose of the textbook is very consistent with the objectives of the teaching program and the needs of the students as specified in the official syllabus, fulfilling the basic competencies of the Independent Curriculum. However, the second criterion does not fully meet the recommended standard, as there is no clear information regarding the situational context as required by the syllabus. Nonetheless, this book adequately discusses the necessary elements, aligned with the government-designed syllabus that assists students in understanding English as a foreign language both in language skills and its components. This allows students to practice and apply English in

A Content Analysis of The English Textbook "Bright 1" for Grade VII Junior High School/MTs Students Based on Alan Cunningsworth's Theory

context. In addition, the book offers the flexibility to accommodate different teaching and learning styles.

Table 2. Relevance of EFL Textbooks to Design and Organization Criteria

Criterion	Information	Levancy		Total
		number 0	1 2	
Design and Organization	Component		√	91,7%
	Content organization		√	
	Sorted content		√	
	Assessment and development		√	
	Reference section		√	
	Easy to Finding the Way		√	

The design and organization categories have a relevance score of 91.7%, which indicates their relevance. Without teacher books, tapes, or other materials, we only receive student books. On the other hand, the information is well-organized and clearly organized in terms of order and arrangement. Each chapter has assessments and progress, reference sections are included, and the textbook is clearly organized.

Table 3. Relevance of EFL Textbooks to Language Content Criteria

Criterion	Information	Levancy		Total
		Num ber 0	1 2	
Language Content	This textbook covers important grammar topics that are suitable for every level.		√	60%
	Vocabulary teaching materials are adequate in terms of both quantity and variety, with a strong focus on vocabulary development and strategies for individual learning.	√		
	The textbook contains material for pronunciation exercises, which includes individual sounds, word pressure, sentence pressure, and intonation.		√	
	Textbooks discuss students' discourse competencies.		√	
	Style and fit are discussed.	√		

The textbook has sections devoted to pronunciation exercises, providing materials that assist students in improving their discourse competence. However, the criteria for style and conformity do not match the established standards. Written and spoken expressions in textbooks do not clearly distinguish between formal and informal language.

Table 4. Relevance of EFL Textbooks with Skills Criteria

Criterion	Information	Levancy		Total
		number 0	1 2	
Skill	The four skills are adequately addressed,		√	91,7%

taking into account the course objectives and syllabus requirements.	
Materials for integrated skills activities are included.	√
Reading and related activities are adjusted to the student's level and interests.	√
The listening material is well produced and equipped with background information that aids in comprehension.	√
Materials for spoken English are carefully structured to prepare learners for real-world interactions.	√
Writing activities provide the right level of guidance and control, along with the necessary focus on accuracy and organization for longer written works.	√

The criteria for covering all four skills are adequately discussed in each chapter, meeting the requirements outlined in the syllabus. The textbook also includes integrated skills materials, which allow students to connect and apply their skills effectively. For example, reading skills are associated with writing activities. In addition, content designed for spoken English is carefully crafted to prepare learners for real-world interactions. This is in line with the main material and learning activities specified in the syllabus, which allows students to communicate what they have learned, both in groups and individually.

Table 5. Relevance of EFL Textbooks to Topic Criteria

Criterion	Information	Levancy		Total
		nu m be r 0	1 2	
Topic	There is a lot of material that really interests students.		√	100%
	There is quite a lot of variety and breadth of topics.		√	
	This topic will increase students' awareness and expand their experience.		√	
	The topics are quite complex in terms of content but still according to the language skills of the learners.		√	
	Students will be able to relate to the social and cultural context in which included in the textbook.		√	
	Students will be able to relate it to the social and cultural context		√	

provided in the
textbook.

The topics are interesting and relevant to learners because they offer real-life examples. These textbooks present a wide variety of subjects. These topics can increase students' awareness and enrich their experience. These topics align with the Independent Curriculum and help students connect with social and cultural contexts. Both women and men are depicted and represented equally throughout the material.

Table 6. Relevance of EFL Textbooks to Criteria Methodology

Criterion	Information	Levancy		Total
		number 0	1 2	
Methodology	The approach used by this textbook is suitable for teaching and learning.		√	92,6%
	The level of active engagement of learners is likely to align with their learning style and expectations.		√	
	Various techniques are used to introduce and practice new language material, making it suitable for learners.		√	
	Various skills taught.		√	
	Communication skills developed		√	
	The content offers help and direction to students on effective learning techniques and methods.		√	
	Students are encouraged to take responsibility for their own learning.		√	

Instructions for practicing the next stage of language learning using appropriate techniques. These textbooks are designed effectively for teaching and learning environments. Each topic enriches communication skills by providing relevant context. Further, the book encourages students to take responsibility for their own learning through individual and group activities. However, this material does not offer guidance or help for students regarding learning skills and learning strategies.

Table 7. Relevance of EFL Textbooks to Teacher's Book Criteria

Criterion	Information	Levancy		Total
		num ber 0	1 2	
Teacher's Book	Guidance for teachers	√		
	Comprehensive and supportive books	√		
	Grammar rules and cultural-specific information	√		
	Premises and policy principles	√		
	Keys to practice	√		

Table 8. Relevance of EFL Textbooks with Practical Consideration Criteria

Criterion	Information	Levancy		Total
		number 0	1 2	
Practical considerations	Hole Package Cost		√	100%
	Appearance		√	
	Books obtained		√	
	Specialized equipment		√	

The practical considerations category received a relevance score of 100%, which indicates applicability in this context. These textbooks are very affordable, accessible, and do not impose any additional requirements. The quality is satisfactory, the paper used meets the standard criteria, and the overall appearance is attractive.

Discussion

Based on this analysis, it can be concluded that textbook authors have made significant efforts to create high-quality resources; However, there are still some shortcomings, especially in reading materials. Although authors have attempted to include contextually relevant activities, they do not always fully meet the needs of students. Therefore, the researcher conducted an analysis of "An English Bright 1" using Alan Cunningsworth's checklist instrument to evaluate the content of the textbook.

The researcher discussed the results of textbook analysis based on eight evaluation criteria. The findings show that the goal and approach criteria get a relevance score of 2. The goals of the textbooks are in line with the goals of the teaching program and the needs of students, as outlined in the syllabus of the Independent curriculum. The inclusion of these goals is beneficial, as it informs teachers and students about what they will learn. According to Cunningsworth (1995:7), a well-structured textbook helps students understand their learning goals.

Furthermore, the assessment of design and organizational criteria results in a score of 2, which indicates a close alignment with the standard. The cover of the textbook features interesting images, including a depiction of the world surrounded by various students and teachers. The layout uses two main colors, red and green, but can be enhanced with a more colorful and vivid design. Ideally, textbooks should have a visually appealing layout, which incorporates images of lively, real people and environments. The font size is standard and easy to read. In addition, textbooks must offer a complete course package, but currently only include student books and teacher manuals, have no recordings for listening materials (Huang, 2019). It is recommended that textbooks should also include additional materials such as teacher guides, workbooks, and audio or video resources.

In addition, the criteria for language content are well met. Overall, these textbooks effectively present the use of language that suits the student's current ability. However, the weakness of this textbook lies in the development of its vocabulary .

In addition, although language skills criteria are considered, they are not presented in a balanced manner. Textbooks cover all four language skills, but the listening component receives less attention than the other components and does not include authentic recorded material (Jangahar, 2021). It is recommended that fluency practices be incorporated into the four skills. Furthermore, listening skills must be developed using materials that are original and contextually relevant to improve students' understanding.

Furthermore, regarding topic criteria, this textbook highlights subjects that match students' interests. The topics are relevant to real life and current events, so students can easily relate them to everyday experiences. The positive aspect is the depiction of gender equality, which enriches the learning experience of students.

The methodological criteria are met effectively. The main strength of these textbooks is to encourage students to take responsibility for their own learning. Students are empowered to manage their learning activities, both individually and in groups. This approach is important to encourage independent learning strategies. In addition, the textbook includes a reflection section to further support the development of responsibilities among learners.

The criteria for the teacher's book are satisfactorily met. This textbook is equipped with a teacher's guidebook, which is very beneficial for educators in utilizing this textbook effectively. It is important to note that this guidebook clearly outlines teaching techniques and time allocation for each activity. Additionally, the handbook offers valuable teaching tips that address common challenges and issues (Huang, 2019), which serves as a helpful resource and inspiration for both novice and experienced teachers.

The last aspect of the practical consideration criteria has been met. The Ministry of Education provides these textbooks for free, so they can be accessed by students from various socioeconomic backgrounds because of their affordable prices. In addition, students can access these textbooks through several websites. The durability of a textbook is an important criterion; However, these textbooks are less robust and not durable.

Regarding the teacher's book, this edition does not include it, so the score is 0%. In terms of practical considerations, the criteria received a perfect score, which was 100%. The price of a student's book is around IDR 60,000, which is the standard price for a textbook. The cover and pages are printed on quality paper, and "Bright An English" can be a valuable learning resource as long as the school adheres to the Independent curriculum. The cover displays images related to the learning process, making it visually appealing. To increase engagement, some illustrative photos are included in the content description. The textbook can be easily found online, although an electronic version is not available, and can be used in the classroom without the need for modification.

The next criterion, design and organization, is fully met regarding the structure, sequence and support of the textbook for individual learning, as well as its readability according to the requirements of the syllabus. However, the entire course package is incomplete due to the absence of workbooks and recording materials. For language content, this textbook conforms to the criteria by including relevant grammar topics and supporting students' discourse competencies. Nonetheless, some meet the criteria for adequate vocabulary and do not address pronunciation or style and conformity, particularly in distinguishing between formal and informal expressions.

Regarding skills, textbooks fully meet the criteria outlined in the syllabus, which includes integrated skills and provides contextualized reading and speaking activities. However, writing activities only partially meet the criteria, lacking instructions for longer writing tasks and accuracy levels. The listening material did not meet the criteria because no components were recorded. In terms of topics, textbooks fully comply with the criteria by offering sufficient, varied, engaging, and contextual content that promotes gender equality. The methodological criteria are also fully met, as textbooks encourage active student participation, teach different skills, and develop communicative abilities. However, the book lacks study skills advice and does not adequately explain techniques for practicing new language items.

Regarding the teacher's book, this book meets the criteria of clarity in guiding teachers, but only discusses some teaching techniques, grammar rules, and cultural-specific information. Lastly, in practical considerations, these textbooks meet the cost criteria, as they are provided by the government and are easily accessible. However, the book does not fully meet the requirements for a durable binding and lacks certain package elements, such as language laboratory resources.

The research "Content Analysis of the English Textbook *Interactive English* for Class 1 of SMP Curriculum 2013" by Monica Septiani Tambunan (2019) aims to assess the suitability of the *Interactive English* textbook for seventh-grade students, using Cunningsworth's theory. The

results showed that the textbook met 96% of impressionistic criteria and 87% of in-depth analysis criteria, making it a suitable learning medium. In comparison, Zufadhladi Mirza's 2018 research on the *Bright English* textbook also used qualitative methods but focused on task distribution. Riski Wahyu Astuti's 2019 research on the *English Teaching Materials* for Class IX in Madiun used similar qualitative methods but with a different textbook and grade level. Ilnazal Mumtaz's 2020 study evaluated *When English Rings a Bell* using Mukundan's criteria, showing its suitability for junior high schools. Lastly, DAA Bulqiyah and EK Ambarwati (2023) analyzed the *My Next Words* textbook for elementary students, revealing that 74.19% of the material was relevant to the cognitive domain.

CONCLUSION

The evaluation of the Interactive English textbook for seventh-grade students, based on various criteria such as design, organization, content, skills, and practical considerations, reveals that while the textbook meets most of the requirements outlined in the syllabus, certain aspects remain incomplete. The absence of supplementary materials such as workbooks and recordings affects the overall comprehensiveness of the course package. Although the textbook effectively supports grammar learning and integrated skills, it falls short in areas such as pronunciation, style differentiation, writing instructions, and study skills guidance. Additionally, the teacher's book provides useful guidance but lacks depth in teaching techniques and cultural insights. Despite these shortcomings, the textbook remains accessible and cost-effective due to government provision. Comparative studies of other textbooks, such as those analyzed by Tambunan (2019), Mirza (2018), and Astuti (2019), indicate that different evaluation approaches yield insights into various aspects of textbook suitability, with results highlighting both strengths and areas for improvement in different contexts and grade levels.

REFERENSI

- AlEdwan, Z. S., & Hamaidi, D. A. (2010). Evaluating social and national education textbooks based on the criteria of knowledge-based economy from the perspectives of elementary teachers in Jordan. *Procedia - Social and Behavioral Sciences*, 2(2), 2029–2034. <https://doi.org/10.1016/j.sbspro.2010.03.276>
- Jannah, D. R. V., & Robiasih, R. H. (2019). English textbooks evaluation for the seventh grade. *Journal of English Language and Pedagogy*, 2(1), 65. <https://doi.org/10.36597/jelp.v2i1.3749>
- Kizilaslan, I. (2010). Student teachers' perceptions of gendered texts in English language textbooks. *Procedia - Social and Behavioral Sciences*, 2(2), 3528–3531. <https://doi.org/10.1016/j.sbspro.2010.03.546>
- Mohammadi, M., & Abdi, H. (2014). Textbook Evaluation: A Case Study. *Procedia - Social and Behavioral Sciences*, 98(1994), 1148–1155. <https://doi.org/10.1016/j.sbspro.2014.03.528>
- Noor, J. (2011). *Metodologi Penelitian*. Jakarta: Kencana. 1–23.
- Prasetyaningtyas, P. M., Mujiyanto, J., & Sutopo, D. (2022). A Content Analysis of the English Textbook Entitled "Bright an English 2." *English Education Journal*, 12(4), 621–628. <https://doi.org/10.15294/eej.v12i4.65393>
- Sitorus, M. M., Silalahi, L. H., Rajagukguk, H., & Saragih, E. (2021). Content Analysis of *When English Rings a Bell* Student'S Textbook. *Indonesian EFL Journal (IEFLJ)*, 7(1), 79–88. <https://www.journal.uniku.ac.id/index.php/IEFLJ/article/view/3996>
- Sucipto, S., & Cahyo, S. D. (2019). A Content Analysis of the Reading Activities in "Bright 2" an English Textbook for Junior High School Students. *English Language Teaching Educational Journal*, 2(1), 13. <https://doi.org/10.12928/eltej.v2i1.918>