

CHAPTER I

INTRODUCTION

1.1 Background of The Research

Textbook Speaking Partner Basic 01 is used as the main reference for speaking lessons for basic-level participants in the Speaking Partner Club program affiliated with the Kampung Inggris Pare ecosystem. In this study, a textbook is understood as structured teaching material that contains learning objectives, content sequence, language examples, and exercises, providing participants with a consistent learning path. In the beginner's speaking material, the textbook's function becomes crucial because participants are highly dependent on expression models, question-and-answer patterns, and gradual practice tasks to build both accuracy and confidence in speaking. The script "Speaking Partner Basic 01" explicitly states the goal of building confidence and introductory conversation skills, so it is natural that the quality of topic arrangement, clarity of instructions, and suitability of difficulty level need to be tested systematically, not just evaluated based on general impression.

In a broader context, textbooks remain central to English as a Foreign Language (EFL) learning because many teachers and students use them as the primary source of materials, exercises, and class achievement references. Studies on teacher perceptions show that textbooks influence teaching strategies while also presenting certain constraints in classroom practice, thus the selection and evaluation of textbooks directly impacts the quality of learning received by students (Diniah, 2013). Recent phenomena reinforce the urgency of evaluation because teaching materials are now often available in digital formats like easily shareable and cross-class usable PDFs. This format change opens access but also increases the risk of inconsistent quality if institutions or instructors do not have clear evaluation procedures before adopting teaching materials (Anshar, 2014),

Although there has been extensive research on textbooks, most of it focuses on formal school textbooks and assesses only specific aspects, while a

comprehensive evaluation of basic-level speaking textbooks used in community courses is still relatively limited. This gap is important because textbook speaking demands intensive language production practice, natural dialog examples, and consistent task progression to prevent beginners from stopping at memorization. Alan Cunningsworth's framework, presented in *Choosing Your Coursebook*, offers two complementary stages of evaluation: impressionistic analysis to assess overall suitability and in-depth analysis to examine components in detail using targeted criteria (Cunningsworth, (1995) via (Solikhah, 2020)). To minimize researcher bias, the use of transparent criteria and rubrics is also important because rubrics can be tested and improved to enhance the validity and reliability of the results (Angell, 2015). Based on this, the aim of this study is to analyze the textbook *Speaking Partner Basic 01* using Cunningsworth's two-stage evaluation to draw evidence-based conclusions about the quality, suitability, and areas for improvement in speaking materials for beginners. The expected benefits of this research are to provide a practical basis for instructional material developers and teachers to improve textbook design, as well as to enrich the study of EFL instructional material evaluation in Indonesia.

Previous studies pertaining to the content analysis of English textbook contents, especially regarding speaking abilities, has been extensively undertaken in both formal and informal educational contexts. The subsequent studies are significant references for this research. The initial study was executed by (Aryani, 2023) and entitled "Content Analysis of the English Textbook 'When English Rings a Bell' for Eighth Grade Junior High School Students." This study employs impression analysis methodologies and comprehensive evaluation grounded in Cunningsworth's, (1995) theory. The study found that the book got an overall score of 89% and an impression analysis score of 80%. This suggests that most of the requirements for good textbooks were met, especially in terms of design, organization, and language skills. Aryani did, however, find a big flaw in the book: it didn't show Indonesian culture very well. So, even if this book is useful, it still needs work on its cultural content. (Lestari et al. 2025) conducted

a study entitled “*A Content Analysis of the English Textbook ‘BRIGHT 1’ for Junior High School Students Based on Cunningsworth’s Framework.*” The study aimed to evaluate the extent to which the textbook meets the criteria of a good English textbook proposed by Cunningsworth (1995). Using a descriptive qualitative approach, the research analyzed several aspects of textbook evaluation, including aims and approaches, language content, skills, topics, methodology, and practical considerations. The findings revealed that the textbook generally met most of the evaluation criteria, with high percentages across key aspects such as objectives, language skills, topics, and methodology. However, certain limitations were identified, particularly in the completeness of language content and supporting materials. This study concludes that although the textbook is categorized as suitable for classroom use, improvements are still needed to optimize its effectiveness as a learning resource. The relevance of this study lies in its use of the Cunningsworth framework, which is also adopted in the present research, thus providing a strong reference for textbook evaluation in the Indonesian EFL context (Lestari et al., 2025).

The third study, "Analyzing Speaking Activities in 'English for Change' Grade XI: A Textbook Analysis," was undertaken by Gundar et.al (2024), and published in the Multidisciplinary Journal of Systemic and Innovative Research. This study employs qualitative content analysis on five speaking task sections (Building Knowledge of Field, Modeling, Joint Construction, Independent Construction, Linking), augmented by questionnaires and interviews. The research findings reveal that roughly 41% of speaking activities are pertinent for skill enhancement. The book's main strength is the diversity and relevancy of the activities. Its main shortcomings are that the grammar is not always correct, the vocabulary is too hard, and there isn't enough local cultural substance. In conclusion, this book is better as further reading than as a main source.

The aforementioned Third studies exhibit commonalities with this research, specifically in their utilization of content analysis to evaluate the quality of speaking materials and their emphasis on the alignment of materials

with learners' requirements. The three also talked about the cultural content part, which is often not well covered in textbooks. But there are some big differences. Aryani (2023), and (Gundar et al. 2024) conducted their research using formal textbooks utilized in educational institutions; in contrast, this study examines a non-formal textbook, specifically Speaking Partner Basic 01. Eirini's (2024) research looked at how well things fit with the communicative method, while this study employed the Cunningsworth (1995) evaluation checklist. Moreover, prior research has predominantly concentrated on the intermediate level (B1), whereas this study specifically addresses the novice level (A1).

Examination of prior research uncovers multiple deficiencies. First, there is still not enough research on non-formal textbooks, even though a lot of people who learn English do so outside of regular schools. Second, the beginner level (A1) is not often tested in depth, therefore we don't know much about what beginners need. Third, the tools used to evaluate are still different and not always the same, which makes it hard to compare results from different studies. Fourth, the cultural dimension frequently presents as a deficiency; nevertheless, there has been no research that rigorously evaluates this in a non-formal setting.

This study seeks to address that deficiency by examining the non-formal textbook Speaking Partner Basic 01, which is centered on enhancing beginner (A1) speaking abilities. This research employs Cunningsworth's (1995) evaluation checklist to furnish more precise and structured criteria. This research offers a novel viewpoint on the quality of English language learning materials beyond formal educational environments and can inform teachers and non-formal course providers in the creation of more authentic, pertinent, and learner-centered speaking resources.

In conclusion, this study knows about non-formal education, especially when it comes to language programs for people who want to learn English but can't afford to take classes elsewhere. By looking closely at the Speaking Partner Basic 01 textbook, this study's results can assist language teachers make better course materials. Also, this will help them make resources that are more useful and relevant to the students' life, which would make language learning better for

everyone. The main goal of this study is to use the Cunningsworth evaluation checklist to rate the content of Speaking Partner Basic 01. The main goal of the study is to find out if the course materials are good enough to help students reach the learning goals.

1.2 Research Questions

Based on the explanation above, the researcher formulates the research question are:

- 1.2.1 How is the impressionistic analysis of the textbook *Speaking Partner Basic 01* conducted based on Cunningsworth's framework?
- 1.2.2 What are the finding of the in-depth analysis of the *textbook Speaking Partner basic 01* using Cunningsworth's Framework?

1.3 Research Objective

Based on the research question above, the objectives of this research :

- 1.3.1 To find out result of the impressionistic analysis of the textbook "*Speaking Partner Basic 01*" based on Cunningsworth's Framework.
- 1.3.2 To find the results of the in-depth analysis of the textbook "*Speaking Partner Basic 01*" using Cunningsworth's Framework

1.4 Research Significances

Based on the research above ,The Research hope can to be help are:

1.4.1 Theoretical Benefits

The Researcher hope this research can be beneficial for readers, especially those looking for a course to gain new knowledge. information about the contents of the textbook "Speaking Partner BASIC 01"

1.4.1 Practical Benefits

In this research, readers can learn about the quality of English in textbooks, and the research results help improve the quality of English in textbooks. Then, readers who want to find a course can understand

the quality of the best English textbooks they desire, to be used in their learning activities. The findings from this research can help publishers and authors understand how to create good learning materials based on Chunningsworth's Best Books. For students, they can obtain information about English textbooks that meet the criteria of a good textbook according to Chunningsworth's Theory. This research can serve as a reference and can provide benefits for future studies on the content analysis of English textbook.

1.5 Definitions Key Terms

It's crucial that the researcher explains the following crucial terms to prevent misunderstandings about their usage Criteria for Textbook Evaluation Assumed by Cunningsworth (1995), the evaluation criteria for textbooks comprise two primary forms of analysis: impressionistic analysis and in-depth analysis. An overview of the textbook's initial impression is given by impressionistic analysis, which covers elements including the cover, content, learning activities, book structure, and layout. In-depth analysis, on the other hand, seeks to gather comprehensive data regarding a number of topics included in the textbook, including the syllabus outline and how well the content meets the needs of the students. According to Cunningsworth's theory, a thorough analysis must take into account five key elements: objectives and approaches, language content, organization and design, language proficiency, and practical considerations. These standards offer a framework for thoroughly evaluating textbook quality and guaranteeing that the books meet the stated objectives for learning.

1.6 Content Analysis

One technique for examining language-related information in instructional materials is content analysis. Interpreting and assessing documents which comprise text, graphics, and written expressions is one of the goals of content analysis. In the previous study, textbooks like "When English Rings a Bell," which concentrates on pre-existing and usable teaching resources, are evaluated using content analysis. According to Sadiqah (2016),

this analytical method is very suitable for assessing the content in textbooks since it offers profound insights into the way the content is structured and delivered to students.

1.7 Course Textbook

The instructional resources utilized in a particular course or training program are called course textbooks. The researcher enrolled in Kampung Inggris' Speaking Partner course. The textbook utilized in a non-formal course to enhance English speaking abilities is "Speaking Partner Basic 01" in this study. In contrast to the formal textbooks used in schools, this one focuses more on the development of speaking abilities in a non-formal setting. These kinds of textbooks are made to help students improve their practical English skills, particularly in oral communication.

