



**CONTENT ANALYSIS OF ENGLISH WORKBOOK  
USED BY THE SEVENTH GRADERS  
OF MUDAL ISLAMIC JUNIOR HIGH SCHOOL  
TEMANGGUNG**

**UNDERGRADUATE THESIS**

**Submitted as a Partial Fulfillment of the Attainment of *Sarjana Pendidikan***

**in English Education Department Degree**

**By**

**Atika Jihan Nidaulail  
1610302079**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS TIDAR  
2023**

## APPROVAL SHEET

"Content Analysis of English Workbook Used by The Seventh Graders of Mudal Islamic Junior High School" conducted by,

Name : Atika Jihan Nidaulail  
NIM : 1610302079  
Study Program : English Education Department

has been approved by the advisors to be submitted for Undergraduate Thesis Examination.

Magelang, April 2023

Advisor I,

Advisor II,



Dr. Sri Sarwanti, M.Hum.  
NIP. 197301062021212003



Lilia Indriani, M.Pd.  
NIP. 198111282015042002

Acknowledged by,  
Dean of FETT

Coordinator of English Education  
Study Program



Dr. Ahmad Muhlisin, M.Pd.  
NIP. 198607142019031009



Agnira Rekha, M.Pd.  
NIK. 199006062018033K055

## EXAMINATION AND LEGALIZATION

### “Content Analysis of English Workbook Used by The Seventh Graders of Mudal Islamic Junior High School”

Written by:

Atika Jihan Nidaulail

1610302079

Has been accepted, examined, and legalized by the board of examiners

Position	Name	Signature
Chairperson/Examiner	Dr. Sri Sarwanti, M.Hum. NIP. 197301062021212003	
Secretary/Examiner	Lilia Indriani, M.Pd. NIP. 198111282015042002	
Examiner	Dr. Farikah, M.Pd. NIP. 197401302021212002	

Magelang, April 2023

Legalized by :

Dean of FETT  
Universitas Tidar

Coordinator of English Education  
Study Program

  
  
Dr. Ahmad Muhlisin, M.Pd.  
NIP. 198607142019031009

  
Agnira Rekha, M.Pd.  
NIK. 199006062018033K055

## PERNYATAAN KEASLIAN

Saya yang bertanda tangan di bawah ini:

Nama : Atika Jihan Nidaulail

NPM : 1610302079

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Content Analysis of English Workbook Used by The Seventh Graders of Mudal Islamic Junior High School Temanggung

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Magelang, 2023



*Atika Jihan Nidaulail*  
Atika Jihan Nidaulail

## **MOTTO AND DEDICATIONS**

### **MOTTO**

Where there is a will, there is a way

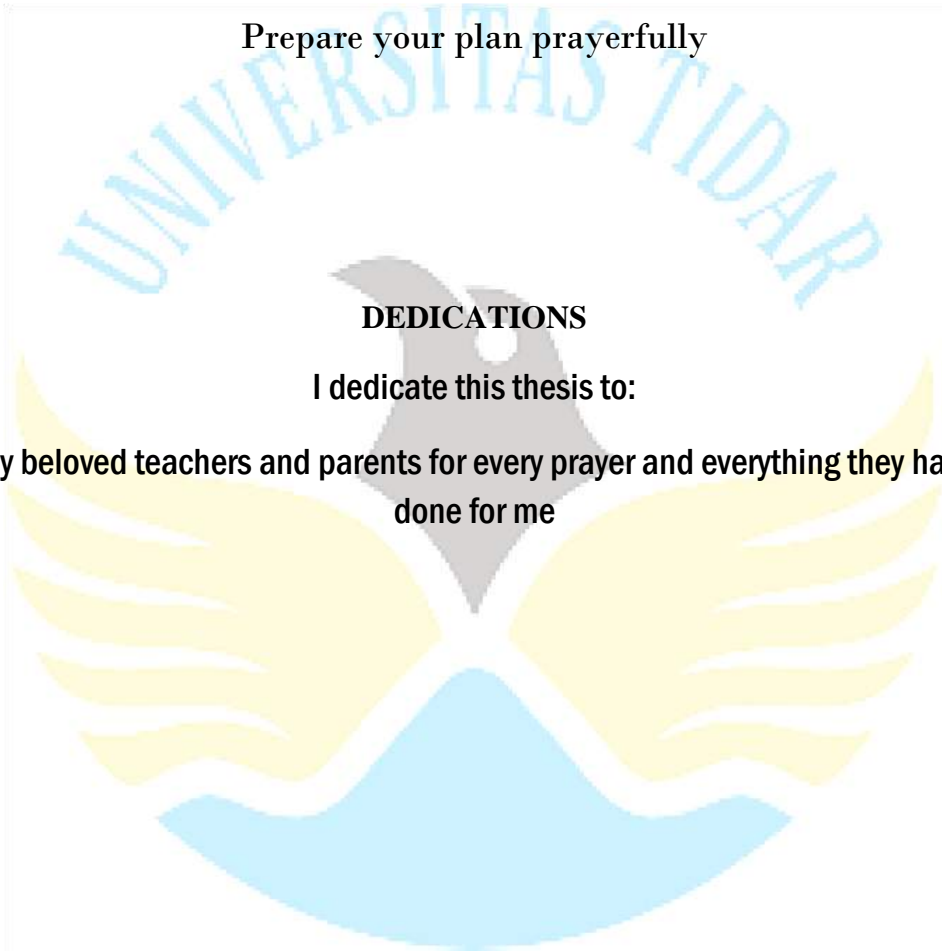
The strong hope has a miracle

Prepare your plan prayerfully

### **DEDICATIONS**

I dedicate this thesis to:

My beloved teachers and parents for every prayer and everything they have  
done for me



## ABSTRACT

**Nidaulail, Atika Jihan. 2022.** *Content Analysis of English Workbook Used by The Seventh Graders of Mudal Islamic Junior High School Temanggung.* A Paper. Magelang: English Education Department, Faculty of Education and Teacher Training, Universitas Tidar. First Advisor Dr. Sri Sarwanti, M.Hum., Second Advisor Lilia Indriani, M.Pd.

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Keywords: *Content Analysis, English Workbook, Cunningsworth.*

There are many criteria that have to be fulfilled to be a good workbook. A Workbook is one media used by the teacher during teaching learning process. It will help the students build their critical thinking and help the teacher guide the teaching learning process. There are many workbooks that have not been evaluated. Workbook evaluation will make the teacher know the weaknesses and the strengths of the books. It is needed to help the teachers make decision on selecting the appropriate workbook depending on learners' need.

This study has three objectives. The first is to know the language content, the second is to know the skills, and the last objective is to know the topic realized in the Bahasa Inggris workbook published by CV Kesowo used by the seventh graders of Mudal Islamic Junior High School.

This study used a content analysis design since it described and analyzed the data and used documentation in collecting the data. The writer collected the data from the content of Bahasa Inggris workbook for seventh grader. Then, the theory about the criteria of good workbook proposed by Cunningsworth (1995) was used to analyze the data. The workbook evaluation criteria proposed by Cunningsworth (1995) has complete theory including aims and approaches, design and organization, language content, skills, topics, methodology, teachers' books and practical consideration in which each part followed several items that must be fulfilled by the workbook.

The result of this study showed that this workbook gets 80% achievement of language content evaluation. There is one criteria that not include in the workbook, the workbook does not include the material for pronunciation work. This workbook gets 83% achievement of skills evaluation. There is one criteria that not include in the workbook. The listening material is not well recorded even though there are background information and activities provided. This workbook gets 71% achievement of topic evaluation. There are two criteria that not include in the workbook. The variety and range of topic in this workbook is not enough, other groups are not represented with reference to ethnic origin, occupation, and disability.

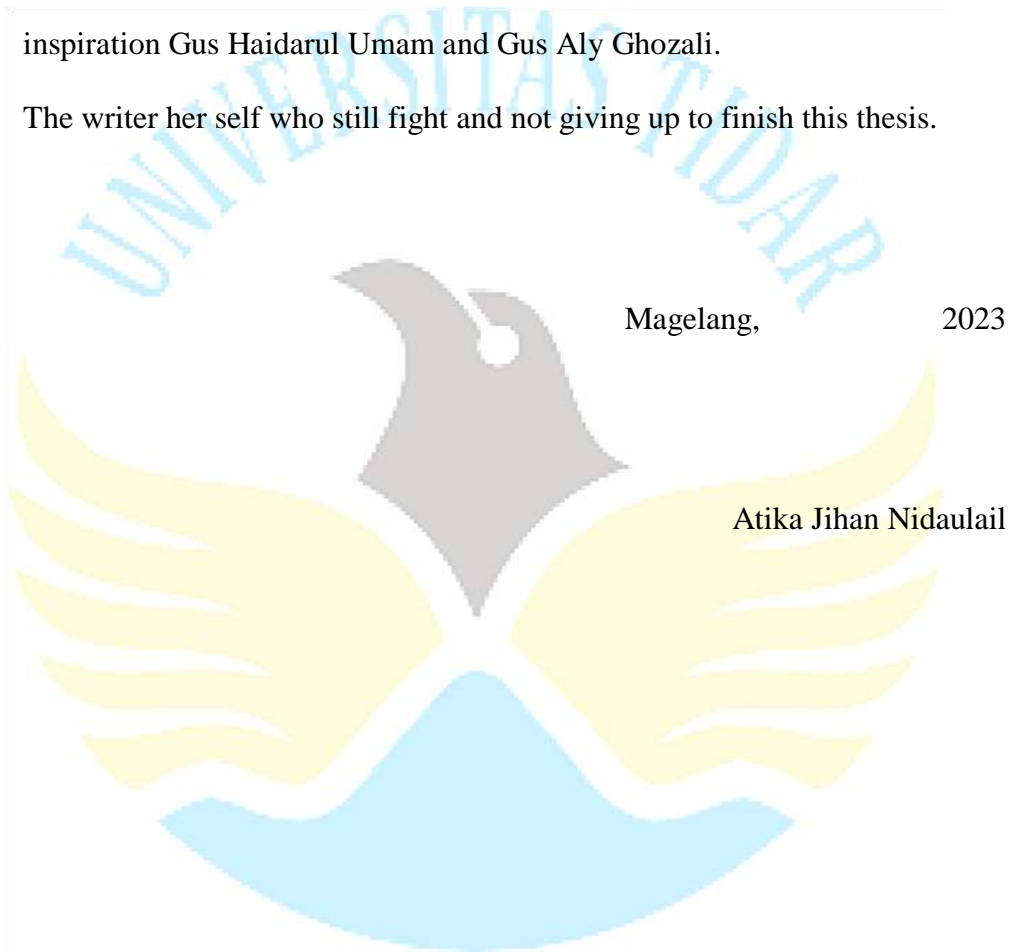
This workbook has almost met all criteria of each language content, skills, and topic criteria, so the teacher can choose this workbook to support their teaching learning process. The writer also can add the variety and range of topic, like the rising star and hot news, because the criteria of topic is lower than others.

## ACKNOWLEDGMENT

*Alhamdulillahirobbil'alamin*, All praise be with Allah SWT who has given the writer opportunity and ability to complete this thesis well. Moreover, the writer would like to express toward these people that Allah has sent for her, because this thesis has been completed successfully with their pray, help, and support. These amazing people are:

1. Dr. Ahmad Muhlisin M.Pd., as the Dean of the Faculty of Education and Teachers Training.
2. Mrs. Dr. Sri Sarwanti, M.Hum., as the first thesis advisor who has spent her time and patiently guided the witer in completing this thesis.
3. Mrs. Lilia Indriani, M.Pd., as the second advisor who has given the writer suggestions in completing this thesis.
4. Mrs. Rini Estiyowati I., S.S., M.Pd. and Mr. Fatkhu Arifin, M.Pd. as the data validators who have helped the writer to correct this thesis.
5. All the English Education Department lecturers and staff who have helped the writer during the study at Universitas Tidar.
6. The writer's beloved parents, Abah Thohir Muhlasin & Umi Rodliyati and Mr. Tri Hadi Wijanarko & Mrs. Mariasih who always give their endless support and prayers. The writer's siblings, Hanifa Jinan Nisrina, Abdillah Burhan Rabani, Muhammad Buna Amrulloh for their support and their cheerfulness and also the writer's cousin Muhammad Habib Dimiyati and the writer's aunt, Mbak Untung Wardati.

7. The writer's friends: Mbak Istiyantika, Fita, Rizma, Mbak Titin, Elha, Khaida, Alifia, Anis, Iswanti, Janah, Salma, Rafida, Khofifah, Shofiya Maya, Vita Vidia, Leni and all of students in Miftakhurrosyidin boarding school who make so much rainbows in the writer's day. The writer's partners: Mas Mufid and his wife Nadia, Mas Zahid, Mas Taufik and Mas Fathur who has given many advices, suggestions and experiences to the writer and also the writer's inspiration Gus Haidarul Umam and Gus Aly Ghozali.
8. The writer her self who still fight and not giving up to finish this thesis.

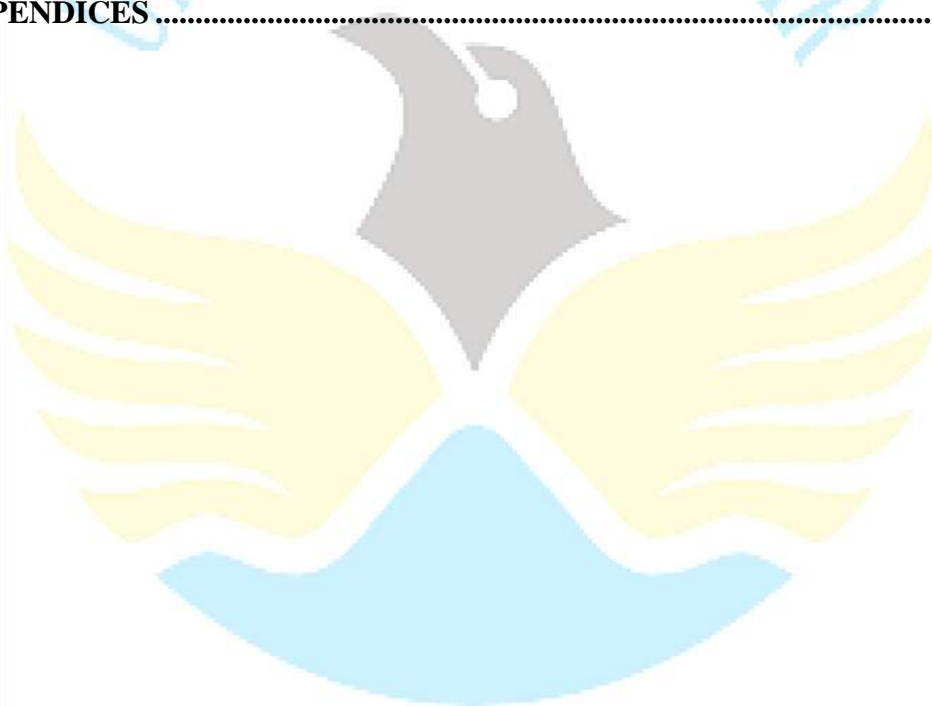


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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English as a universal language is expanding rapidly, like in games, film, newspaper, magazine, caution, instruction, notice, etc. Moreover, English has an important role for people who will continue into high education. According to Santosa, et (2014), English education might give opportunities for the students in achieving the competence in English maximally. In Indonesia, English is the first foreign language taught from junior high school until senior high school. Students are expected to be able to master the four skills. Meanwhile, the teachers are supposed to deliver the material clearly. The materials are made depending on the student's need, especially in EFL classrooms.

In EFL classroom, the material is very important. Anisa (2016: 2) said that an English textbook has an essential role in English as a Foreign Language (EFL) classroom. Workbook is used as the main component in the learning process. Moreover, nowadays is a pandemic era in which students are required to study from home. Although many schools use digital learning media, the teachers think that workbooks are still considered relevant to support the teaching learning process. According to Cunningsworth (1995:136), every learning/teaching situation is unique and depends on factors such as these: (1) the dynamic of the classroom; (2) the personalities involved; (3) the constraints imposed by syllabuses; (4) the availability of resources; (5) the expectation and motivation of the learners. Material can nearly always be improved by being adapted to suit the particular

situation where it is being used. According to Nikoopour and Farsani (2011), materials include anything which can be used to facilitate the learning of a language, they can be instructional, experiential, elucidative, or exploratory. Teacher's role also has an effect to build every learning/teaching situation when they are in the classroom.

According to Naim (2009:28-32), the role of teacher in teaching learning process is as demonstrator, classroom manager, mediator and facilitator, evaluator, also administrator. Teachers should make the teaching learning process work successfully. Workbook is one of the important media that can support the success of teaching and learning process in the classroom. Cunningsworth (1995:7) said that workbook are best seen as a source in achieving aims and objectives that have already been set in terms of learner needs. The teachers can give the students exercise from workbook after they explained the material. It can check the students understanding of material. Besides, it also helps students to build their critical thinking. Workbook will give opportunities to both students and teachers.

Workbook is needed by the teacher and students. According to Bacon in Tarigan (2009:12), textbook designed for use in class, are prepared and carefully prepared by expert or expert in the field and are equipped with appropriate and harmonious facilities. For a new teacher, a workbook will be a good solution in the teaching process because they still nervous or embarrassed (Betri, 2018). The teacher can use the workbook as guidance during the learning teaching process. Workbook is one instructional material that can make teaching learning process will be organized. In addition, students in different classes or different teachers will receive similar content. They also can remember the material using workbook and

they can study independently when they did not hear the teacher's explanation. Furthermore, the teachers were able to evaluate the workbook earlier to maximize the teaching learning process. Based on the writer observation, there are some problems that are found, like there are many published English workbooks, some schools do not know the criteria for a good workbook, the workbooks that have not been evaluated by the teachers, etc.

One of the problems is there are many publishers in Indonesia provide various workbook. Safitri (2020) said the number of textbooks is published on the market makes people choose and evaluate textbooks in the EFL Classroom challenging task. The well-designed workbook will have a positive impact on students' learning achievement. Workbook evaluation is needed to help the teachers make decision on selecting the appropriate workbook. According to Brown (1994: 145) selecting a good material to support the teaching and learning process has a great influence on the success of a teacher when implementing the learning process. After evaluating the workbook, the teacher can serve an appropriate and good workbook for their students.

The next problem is there are many schools that use workbook to support the teaching learning process without knowing the criteria that must be fulfilled by the workbook to be good workbook. There are several criteria to be good workbook, it includes the communication style, cover, the good assignment, which can make learning environment be interesting and enjoyable for learners. Workbook also must suitable with learner's need. As stated by Nnamdi-Eruchalu (2012), a good English language book must be qualified by looking at the various communication needs of the students. Moreover, how is the language content like grammar and

vocabulary in the workbook also important to be noticed. The skills proportion in the workbook like speaking, reading, writing, and listening has to balance and the topic has to be attractive for the students and suitable with the environment. The teacher should be able to evaluate and choose a workbook that can achieve the aims of teaching learning process.

In addition, there are many workbooks that have not been evaluated. Workbook evaluation will make the teacher know the weaknesses and the strengths of the books. The textbook evaluation criteria proposed by Cunningsworth (1995) has complete theory including aims and approaches, design and organization, language content, skills, topics, methodology, teachers' books and practical consideration in which each part followed several items that must be fulfilled by the workbook.

The writer choosed the English workbook used in Mudal Junior High School. This school used the workbook to complete the material of English during pandemic era. The teacher shared the material in WhatsApp group and gave the students an assignment from the workbook. In this school, the students met the teachers one day in a week to learn English directly, but they just learned 30 minutes. In the classroom, the students wrote the teacher explanation and then they discussed the assignment with the teacher. The students also searched the example from the workbook. So, the writer regarded that doing evaluation in this workbook is important. Therefore, the writer conducted a research study about content analysis of English workbook based on Cunningsworth theory (1995).

## **1.2 Identification of the Problems**

From the background of the research, the writer identifies some problems, such as:

1. Many publishers in Indonesia provide various workbooks. It makes the teacher have to select the appropriate workbook.
2. Many schools choose workbook to support the teaching learning process without knowing the criteria that must be fulfilled by the workbook to be good workbook.
3. There are many workbooks that have not been evaluated.

## **1.3 Limitation of the Problem**

Based on the identification of the problem, the writer limits the problem in evaluating a workbook. The writer only focuses on analyze the content of English workbook published by CV Kesowo that used by the Seventh graders of Mudal Islamic Junior High School using Cunningsworth theory (1995). The contents of workbook will be analyzed are language content, skills, and topic.

## **1.4 Formulation of the Problems**

Based on the background of the study, identification of the problems, and limitation of the problem, the problem is formulated as follows:

1. How is the language content realized in Bahasa Inggris workbook published by CV Kesowo used by the seventh graders of Mudal Islamic Junior High School?
2. How are skills reflected in Bahasa Inggris workbook published by CV Kesowo used by the seventh graders of Mudal Islamic Junior High School?

3. How is the topic realized in Bahasa Inggris workbook published by CV Kesowo used by the seventh graders of Mudal Islamic Junior High School?

### **1.5 Objectives of the Study**

There are some objectives of the the research:

1. To know the language content realized in Bahasa Inggris workbook published by CV Kesowo used by the seventh graders of Mudal Islamic Junior High School.
2. To know the skills reflected in Bahasa Inggris workbook published by CV Kesowo used by the seventh graders of Mudal Islamic Junior High School.
3. To know the topic realized in Bahasa Inggris workbook published by CV Kesowo used by the seventh graders of Mudal Islamic Junior High School.

### **1.6 Significance of the Study**

This study is hopefully beneficial for the following parties:

- a. The English teacher
  - 1) They can choose the appropriate workbook for their students, particularly in Mudal Islamic Junior High School.
  - 2) They can make suitable learning process toward the student's need
  - 3) They can give the variation exercise to the students during teaching learning process
  
- b. The writers and the editors
  - 1) They can make content English workbook such as in language content, skills, and topic be better

2) They can create an appropriate workbook that relevant with student's need

c. Other researchers

1) They can get additional information for their research

2) They can compare their research to get new insight



## **CHAPTER II**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 Literature Review**

##### **2.1.1 Content Analysis**

Cole (1988) said that content analysis is a method of analyzing written, verbal or visual communication message. It was first used as a method for analyzing hymns, newspaper and magazine article, advertisements and political speeches in the 19<sup>th</sup> century (Harword & Garry, 2003). Today, content analysis has a long history of use in communication, journalism, sociology, psychology and business, and during the last few decades its use has shown steady growth (Neundrof, 2002). Moreover, according to Krippendorf (1980), content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action. Content analysis allows the writer to test theoretical issues to enhance understanding of the data.

##### **2.1.2 Workbook**

###### **2.1.2.1 Definition**

Many schools in Indonesia still use workbook because it still considered relevant to support the teaching learning process. Astuti (2017) said that workbook is the common media used in many schools such as senior high school, vocational high school, also Islamic high school. Workbook contains of some exercises that can check the students understanding of the material and build their critical thinking.

Workbook not only develops the students cognitive but also the students' communication, collaboration, and creativity skills. Fitriazmi (2019) said that workbook is one of a printed media that usually use in learning process to guide a teacher in giving some activities toward the students. Moreover, Richard (2001) stated textbooks as a commercial textbook, workbook, cassettes, CD's, and teacher guide perhaps are the commonest teaching material in language teaching. From the explanation above can be concluded that the workbook is common media use in language teaching to guide teacher in giving some activities and check the students understanding.

#### **2.1.2.2 The Function of Workbook**

Cunningsworth (1995:7) identified several key roles that course books play in English Language Teaching:

- a. a resource for presentation material (spoken and written)
- b. a source of activities for learner practice and communicative interaction
- c. a reference source for learners on grammar, vocabulary, pronunciation, etc.
- d. a source of stimulation and ideas for classroom language activities
- e. a syllabus (where they reflect learning objectives which have already been determined)
- f. a resource for self-directed learning or self-access work
- g. a support for less experienced teachers who have yet to gain in confidence

#### **2.1.2.3 Criteria of Good English Workbook**

All materials in workbook are good, it just depends on how the book is used differently by teacher. So, the teacher must choose the good workbook. According

to Sucipto, S. & Cahyo, S.D. (2019), the learning of English as a foreign language in Indonesia needs a specific context to be meaningful.

Betri (2018) said that analyzing the specified criteria from the textbook is one of the ways to determine and evaluate textbook to be specific whether the book is suitable for use or not in a teaching learning activity. Cunningsworth (1995: 3-4) proposed eight criteria in evaluating textbook suggested include: 1) Aims and Approaches, 2) Design and organization, 3) Language Content, 4) Skill, 5) Topic, 6) Methodology, 7) Teachers' books, and 8) Practical Consideration. Cunningsworth (1995) explained of those eight criteria:

a. Aims and approaches

The specific teaching objectives set out in the contents and in the teacher's book allow us to build up a picture of a course which has a sound approach and aims to be as comprehensive as possible. The approach to learning is essentially inductive in that the book provides ample contextualized examples of structures and from these examples the learners are expected to hypothesize about the underlying rules. Again, this is the standard approach of most course books. In addition, a grammar reference section is included at the back of the student's book, giving clear and straight forward explanation of rules, again with plenty of examples. This represents a more deductive approach toward learning, with rules given explicitly. A bridge between the two different approaches is provided by a very useful cross referencing procedure which points learners towards the reference section at significant points throughout the book.

b. Design and organization

Most course packages consist of at least a student's book and a teacher's book. The student's book is probably thought of as the main plank of a package, and rightly so as it is the main point of contact with the student. However, teachers' books are also very important and are responsible for providing teachers with the detailed information that they need in order to make the best use of the whole course. Workbooks or activity books are also commonly included in course packages and are intended to give students extra practice in items already introduced in class. Cassettes normally figure prominently in course packages, and are generally used for listening and pronunciation work.

A major consideration is the extent to which the different parts of the course package truly work together to form an integrated package. Ideas on how to bring the different parts together and suggestions on how and when the various components are best used should appear in the teacher's book. Ideally we would look for a chart or other schematic representation showing the progression of each component in relation to the other components. Clearly some parts of a package are more central than others, and material that in some packages is contained in the student's book will be found in other packages in a separate book.

The teacher, the class or the individual student must find their own way through by selecting appropriate material from the sections and putting together a negotiated syllabus which in all probability will grow organically as the learners' progress. The book is not graded in a structural way as in more conventional courses, but offers its contents for selection on a 'self-service'

basis. To help users, there is an extensive and detailed learner-training section which gives detailed advice and guidance to students on how to use the book.

Clearly this alternative is not for students lacking confidence or teachers lacking experience. However, it is an interesting initiative which would be of value to students on a 'false beginners' or revision course and to teachers with classes of students having widely varying needs. A degree of sophistication is needed to handle material of this kind, and a good deal more responsibility falls on students when they contribute to the design of their own syllabuses.

c. Language content

This language content can be compared to what students need to learn and expect, to evaluate the conformity of materials fun like language content. The form of language used in textbooks is related to teaching and learning, there are several aspects. Themes, topics, communicative strategies, cultural issues, and other factors are also important and will be discussed later in the book. But the actual items of the language taught -grammar, vocabulary, and phonology- form the foundation of everything that contributes to the complex language teaching process. It is generally necessary to analyze the language and divide it into small units for effective teaching and learning to be taken place.

Students cannot be expected to handle several different aspects of a new foreign language simultaneously, when they are just beginning to learn it. To some degree the acquired skills of language use will be transferable from the mother tongue, but even so it is essential to reduce the learning load in the foreign language to assailable units, and this invariably entails focusing on different aspects of the language separately.

## 1) Grammar

The first consideration is what grammar items are included and they fit the student's needs. Grammar is a major component of any general language course, whether it is recognized, or something else. It is an effective grammar teaching and that distinguishes language course from a book of expression the ability to use grammar that equips learners with the ability to create their speech and use language for their own purposes. When introducing new grammar items, it is possible to teach the form of a new grammatical item without its meaning, as in the following example of teaching the article taken from *Blueprint One* (Abbs and Freebairn)

## 2) Vocabulary

Vocabulary is foreign language that is ignored but has been acquired because of this admission in recent year. This is often affirmed by some true especially at lower levels, students can communicate more effectively with vocabulary knowledge than with grammar knowledge. Choosing a vocabulary is a complicated subject and is not as simple as expected.

Very often additional vocabulary-learning activities are provided in students workbooks, as many vocabulary-learning can occur outside of class. Because the English vocabulary is very large, we can only hope some of it will be included in any textbook that equips students with strategies for dealing with unfamiliar vocabulary that they are on sensitive to the vocabulary system, encouragement as well as teaching new words as much as possible, workbooks can help will definitely meet. They can also enable students to develop their own vocabulary-learning strategies.

#### d. Skills

The four skills in the general workbook are how workbooks deal with four skills (listening, speaking, reading, and writing) which are seen as central to language learning. The skill dimension complements the dimension of grammatically/lexical/ phonological knowledge and focuses on the ability of learners sequentially to operate in the language. We need to check if the workbook deal adequately with all four skills, taking the level and overall aims into account, and if there is a suitable balance between the skills. We might note here that in-depth and balanced treatment of all four skills is not necessary for all teaching situation.

Workbook can do more here to help learn about problems, where students say they are well controlled and graded, but where the response is more difficult and harder to understand. Students could then be encourage to develop strategies for coping, which would range from making informed guesses based on partial comprehension asking for a repetition, which may or may not come in a simpler form, but would at least give extra thinking time.

##### 1) Listening

Listening skills is a person's ability to understand words or sentences taught by speech partners or certain media. Listening is a skill that is until now somehow neglected and has not got its proper place in language teaching. Workbook materials and facilities are still lacking others, such as records used to supports teacher assignments in teaching listening for use in Indonesia. Workbook focus on listening in two different ways. Firstly as part of general oral work, including dialogues and role play, where listening

plays a secondary role compared with speaking. The second way in which workbooks handle listening is in its own right, with recorded listening passages for comprehension, for extraction of information, as a lead in to discussion, in conjunction with a reading text, etc.

## 2) Speaking

Speaking practice takes place through the oral and practice of new language items, in dialogue work and in role play. The more mechanical aspects of speaking are else covered in pronunciation practice, where it is part of the course package, the good oral model of their teacher and many opportunities to practice on themselves. Workbook vary in the amount of preparation they give more advanced levels. Some simply provide topics for discussion, whilst other set up more realistic interactions through the use of communication activities, as can be found at Cambridge Advanced English Jones (1991)

## 3) Reading

Reading is the one activity that can be done easily and without any equipment by students outside the classroom. All they need is access to suitable text and reference material, such as a dictionary or wordlist. Reading text can be used for several different purposes, and this is reflected in the textbook. Developing your reading and strategy skills presenting a recycled grammar item expanding vocabulary that provides a modal for writing provides interesting information for students stimulating verbal working text. Reading texts also allow students to reflect on the structure and use of language at their own pace without the sometimes stressful real-

time constraints that go with listening and speaking. This is an essential characteristic of reading as an activity: the reader is in control of the pace and this is an important consideration for foreign-language learners.

#### 4) Writing

The writing activity in workbooks is usually of controlled or guided type, where the model is given and the students' assignment is to produce something similar, usually based on additional information provided.

As well as teaching the mechanics of writing at sentence level, we would expect writing material to familiarize learners with the way written text is organized in terms of its discourse structure. Different kinds of writing have different conventions for their organization and expression, and a workbook should cover as many of these as is appropriate for the level and aims of the learners. At the very least, it should deal with paragraphing, which is the basic unit of organization for most kind of written English.

#### e. Topic

The content of topics and subjects although the book of language courses is primarily a means of facilitating learning. They cannot simply do that and no more, because the language is used in real situations for real purpose. A study of the sheer language as a system will not equip learners to use in real world, because the workbook must represent the language that it is actually used and therefore in contains subject matter and dealing with a wide range of topics. Not only this, but this book is also very desirable from many points of view. Learners come to class, among others attributes, knowledge, attitudes, skills, cognitive abilities, curiosity, and experience. Language learning as process will

relate to and engage these attributes so that the learning process is enriched and made more meaningful. Workbook can contribute to this process by including subject matter. They can provide opportunities for expanding student's experience in general. Using English to convey information about an aspect of the real world is providing a better model of language use than describing some imaginary non-existent construct, and at the same time is more likely to motivate the learner.

f. Methodology

One of the functions of workbooks is to present the language in such a way that it is learned as effectively and quickly as possible. This implies that the workbook writers have a view on how language is learned and how it is best taught. Although the workbook may not seek to impose a rigid methodology on learners and teachers, nevertheless the way it organizes its material and the kind of activities it promotes can have a profound influence on what happens in the classroom. The purpose of this part is to explore how workbooks see the learning process, how they view the needs and roles of learners and how they can help learners to learn.

g. Teachers' book

Teachers will expect a teacher's book to provide suggestions for the planning and teaching lessons. They will seek guidance in what to do and how to do it. We should therefore check that the teacher's book provides suggested procedures for the planning, preparation and teaching of lessons. It is also important that attention is given to the sequencing and progression of lessons and the planning of schemes of work.

Some teachers' books provide a very detailed lesson plan for each unit of material, in some cases even going so far as to specify every activity, including the language to be used by the teacher in class. Further support may be provided by spelling out just what materials and aids are required, sometimes, for example, showing exactly what flashcards, board drawings, etc should look like. Other teachers' books simply provide a small number of sample lesson plans that cover different kinds of activity in the course book. In this case it is left to teachers themselves to construct analogous plans for the remaining units. Finally, some teacher's books provide no lesson plans as such, but outline ways of using the different kinds of activity included in the material.

### **2.1.3 An Evaluation of English Workbook**

Teaching learning English spend much time using workbook in class, so choosing the appropriate one is important. For the ESL learners, the textbook becomes the major source of contact they have with the language apart from the input provided by the teacher (Wang, Lin, & Lee: 2011)

According to Hanifa (2018) choosing a suitable textbook for their teaching situation is deemed to be one of the most challenging tasks that EFL teacher often face. Not all workbooks are appropriate with students' condition. Teachers are demanded to be creative to modify the workbook into something beneficial in helping students meet the objectives of learning. Cunningsworth (1995) also states that course book evaluation is important to know weakness and the strength of the course book in use. Teacher will know the most suitable and appropriate workbook by doing evaluation that can know the weakness and the lack to combine with the learning model.

Hanifa (2018:167) states that it is important to note that how teachers choose and use the course book in the classroom is not determined by how good a course book is, but it is more likely on how creative teachers in evaluating the course book and choosing which materials is appropriate for the teaching activities. Evaluation can be take place before a course book is used, during its use and after use, depending on circumstances and the purposes for which the evaluation is being undertaken (Chunningsworth, 1995: 14)

Chunningsworth (1995:15) said there are four guidelines to help evaluate workbook:

- a. Course books should correspond to learners' needs. They should match the aims and objectives of the language-learning programmed.
- b. Course books should reflect the uses (present or future) which learners will make of the language. Select course books which will help to equip students to use language effectively for their own purposes.
- c. Course books should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.
- d. Course books should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

#### 2.1.4 Previous Study

In this research, some previous study on textbook analysis have been extensively done. First, Safitri (2020) has done the research about an Analysis of English Textbook Entitled Bahasa Inggris “When English Rings A Bell” based on Cunningsworth Criteria. The objectives of this research were to find out the quality of material English textbook for the seven grade students in SMP/MTs. The researcher focuses the criteria textbook based on Cunningsworth. The method used in this research was descriptive qualitative research. In collecting the data, the researcher used a documentary analysis. The researcher analysis all of chapters in this textbook publish by Curriculum and Book Center, Balitbang, Kemdikbud. The results showed that the textbook Bahasa Inggris “When English Rings A Bell” was good based on Cunningsworth criteria. This textbook meets the criteria of Cunningsworth because in this textbook there is already language content, skills, and topics.

The second research was conducted by Astuti (2019). The purpose of this research is to investigate to what extent the "Bahan Ajar Bahasa Inggris" used by the ninth grade students of junior high school in Madiun an English course book meets the criteria of a good course book suggested by Cunningsworth. This research applied qualitative method, which referred to content analysis. It was conducted from January to April 2019. The researcher analyzed all chapters of the course book for the ninth grade of Senior Junior High School that was "Bahan Ajar Bahasa Inggris" published by MGMP Bahasa Inggris in Madiun Regency. In collecting the data, the researcher used a documentary analysis as the technique and took all of 11 units in the course book analyzed as the sample

of the research. The researcher used analyzing by Cunningsworth's theories. The result of the study showed that "Bahan Ajar Bahasa Inggris" was good. The percentage was 74.25, the course book fulfilled some criteria of design and organization, language content, skill and topic as a good course book suggested by Cunningsworth as it had 71 out of 90 score.

The third was written by Fitriazmi (2019). The objective of this research is to find out whether the quality of English workbook published by PT. Swadaya Murni used in MTs Negeri 13 Jakarta fulfilled the criteria in curriculum 2013. The researcher used qualitative method with content analysis design as her way to evaluate the quality of English workbook. The instrument of this research is *BSNP (Badan Standar Nasional Pendidikan)* rubric assessment and to make this research more valid, the researcher did some interviews to the teacher and students of MTs Negeri 13 Jakarta that used the workbook. Moreover, the researcher evaluated the workbook by using Likert Scale to see the compatibility of the research. The data was collected from "Bahasa Inggris" Workbook published by PT. Swadaya Murni used in the eighth grade of junior high school in the academic year 2018/2019. The workbook consists of 4 chapters as the focus of this research. Then, the researcher also used Miles and Huberman's model as the data analyzing technique. The finding of this research showed that the workbook only reach 31.25% which means that the workbook did not fulfill the criteria of *BSNP* standardization. Then, the interview showed that the teacher and the students did not satisfy with the explanation of the workbook.

The similarities between previous researches and this study are the research and this research applied qualitative method, which referred to content analysis and used in Junior High School. The novelties of this study are the object of this research is the content of English workbook or LKS (Lembar Kerja Siswa) for Seventh graders that used in Mudal Islamic Junior High School when a pandemic and the theory used in this research is theory proposed by Cunningsworth (1995). In this study, the writer just takes three out of eight criteria of evaluating workbook: language content, skills, and topic.

## **2.2 Theoretical Framework**

There are many aspects that can make the teaching learning process be successfully. One of them is workbook as a media. Workbook has several benefits for both teacher and students, such as it can help teachers to give an assignment to student and can help the students to increase their critical thinking. Doing evaluating of workbook can help the teacher to choose the good workbook, they can select the suitable workbook for their student's need.

The scope of this research is the content analysis of English workbook used by the Seventh graders and using Cunningsworth theory (1995). The workbook evaluation criteria proposed by Cunningsworth theory (1995) including language content (grammar and vocabulary), skills (listening, speaking, reading, and writing), and topic.

There are the quick reference checklists of the workbook evaluation. This research aims to describe language content, skills, and topic in English workbook published by CV Kesowo using Cunningsworth (1995) checklists. It is important

for teacher to know about the workbook that they used in teaching learning process, because the teacher can select the suitable workbook for their students.

The theoretical framework of this study is described in the following figure.

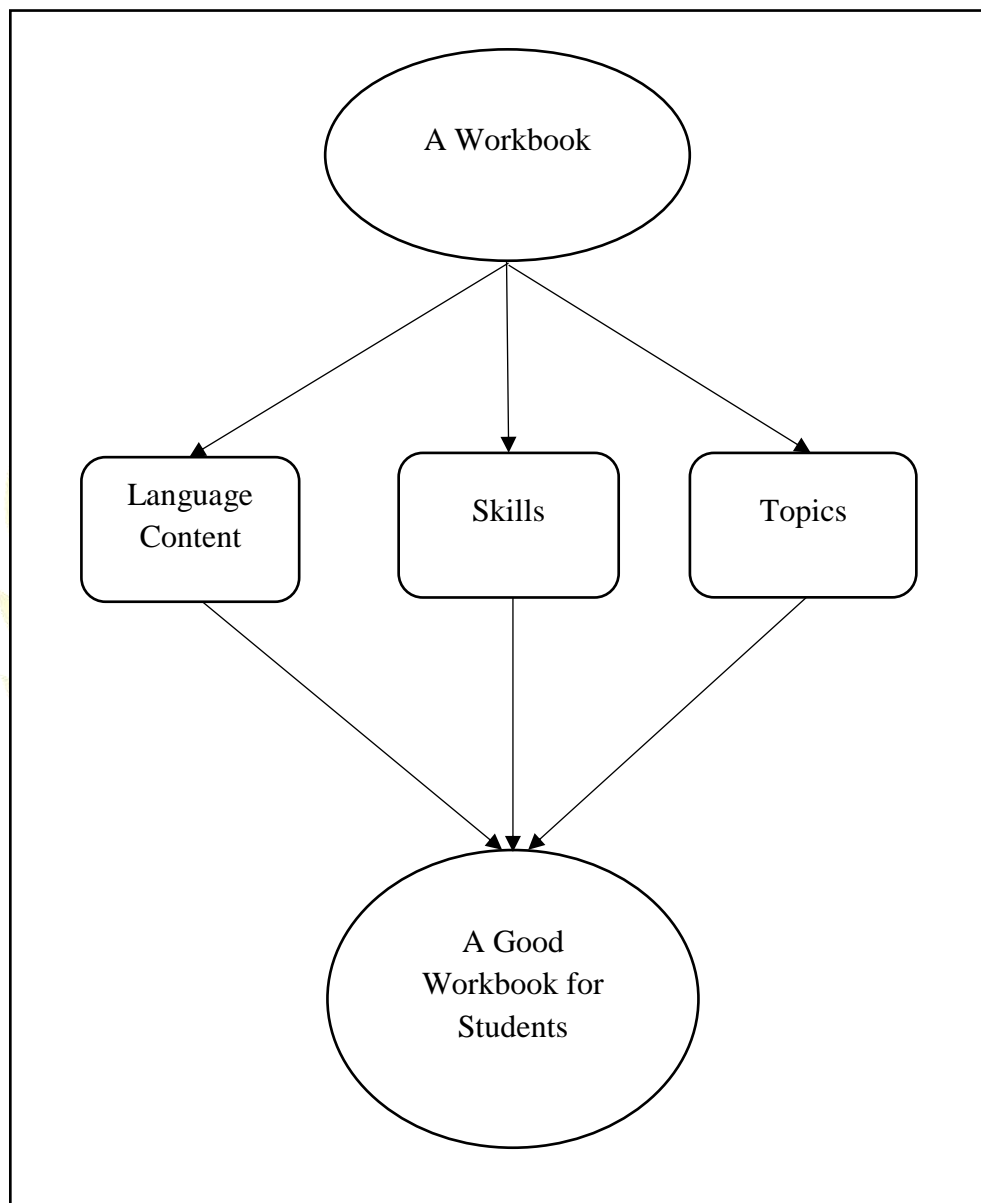


Figure 2.1 The Theoretical Framework

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Type of the Research**

In this research, the writer conducted qualitative research because it presents the data finding descriptively. According to Cresswell (1992:2) a qualitative study is defined as an investigation into the understanding of social or human problems, based on building a complex and holistic picture, formed in words, reporting detailed views of the informant, and performed in a natural environment. The writer applied content analysis to interpret the data. Cole (1988) said that content analysis is a method of analyzing written, verbal or visual communication message. Therefore the writer used Cunningsworth theory (1995) to analyze the content of *Bahasa Inggris* workbook.

#### **3.2 Research Subject**

The subject of this research was the content of workbook entitled *Bahasa Inggris untuk SMP/Mts*. This workbook was used by the Seventh Graders students in Mudal Islamic Junior High School Temanggung. The workbook was one media to support the students to learn English when they are in home. This workbook was written by Heri Purwanto and published by CV Kesowo. Indonesia's incumbency on educational dynamics was also facilitated in this book, such as literacy movements, enhanced character education, and activities after school. It also summarized the concept of 4C which implied in the 2013 curriculum, the communication,

collaboration, critical thinking, also creativity and innovation were inserted into the material served and task.

### **3.3 Data and Data Resources**

The data of this research were the content of *Bahasa Inggris* workbook for seventh grader. In this book, there were 4 chapters and every chapters were divided into five part: warming up, listening corner, speaking corner, reading corner, and writing corner. In addition, the data included the material and exercise in this book. The workbook contained 64 pages.

### **3.4 Data Collection Technique**

The writer used documentation technique in collecting data. According to Sugiono (2015:329) documentation is a method used to obtain data and information in the form of books, archives, documents, writing numbers, and pictures in the form of books, archives, documents, writing numbers, and pictures in the form of reports and information that can support the research.

### **3.5 Data Analysis Technique**

To analyze the workbook, the writer adopted the steps from Hutchinson and Waters (1987). They stated that the data analysis in material evaluation is divided into four steps. There were defining criteria, subjective analysis, objective analysis, and matching. The following is the explanation:

## 1. Defining Criteria

The writer takes three criteria that proposed by Cunningsworth (1995). There are language content, skills, and topic. This is the quick reference checklist of the workbook evaluation that writer takes:

### a. The criteria of language content

- 1) Does the course books cover the main grammar items appropriate to each level, taking learners' needs into account?
- 2) Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
- 3) Does the course books include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?
- 4) Does the course books deal with the structuring and conventions of language use above sentence level, e.g. how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels)
- 5) Are style and appropriacy deal with? If so, is language style matched to social situation?

### b. The criteria of skills

- 1) Are all four skills adequately covered, bearing in mind your course aims syllabus requirements?
- 2) Is there material for integrated skills work?

- 3) Are reading passage and associated activities suitable for your students' levels, interest, etc.? Is there sufficient reading material?
  - 4) Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
  - 5) Is material for spoken English (dialogues, role plays, etc.) well designed to equip learners for real-life interactions?
  - 6) Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (paragraphing) and use of appropriate styles?
- c. The criteria of topic
- 1) Is there sufficient material of genuine interest to learners?
  - 2) Is there enough variety and range of topic?
  - 3) Will the topics help expand students' awareness and enrich their experience?
  - 4) Are the topics sophisticated enough in content, yet within the learners' language level?
  - 5) Will your students be able to relate to the social and cultural contexts presented in the course book?
  - 6) Are women portrayed and represented equally with men?
  - 7) Are other groups represented, with reference to ethnic origin, occupation, disability, etc.?

## 2. Subjective Analysis

The writer focuses on the differences between the criteria and the existing material on the workbook.

## 3. Objective Analysis

In this step, the writer focuses on evaluating the material using quick-reference checklist for evaluation and selection as proposed by Cunningsworth (1995).

## 4. Matching

The writer analyses the data, matches it with the checklist, and then calculates the score and the percentage of analyzing the workbook in general.

There are the following tables to match the data and the Cunningsworth theory (1995):

Table 3.1 Language Content Criteria for Workbook (adapted from Cunningsworth, 1995)

Criteria	Questions	Checklist	Percent (%)
Language Content	Does the workbook cover the main grammar items appropriate to each level, taking learners' needs into account?		
	Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?		
	Does the workbook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?		

	Does the workbook deal with the structuring and conventions of language use above sentence level?		
	Are style and appropriacy dealt with the structuring and conventions of language use above sentence level? If so, is language style matched to social situation?		

Table 3.2 Skills Criteria for Workbook (adapted from Cunningsworth, 1995)

Criteria	Questions	Checklist	Percent (%)
Skills	Are all four skills adequately covered, bearing in mind the course aims, syllabus requirements?		
	Is there material for integrated skills work?		
	Are reading passages and associated activities suitable for students' levels, interests, etc.? Is there sufficient reading material?		
	Is listening material well recorded and accompanied by background information, question and activities which help comprehension?		
	Is material for spoken English well-designed to equip learners for real-life interactions?		
	Are writing activities suitable in terms of amount of guidance/ control, degree of accuracy, organization of longer pieces of writing and use of appropriate styles?		

Table 3.3 Topic Criteria for Workbook (adapted from Cunningsworth, 1995)

Criteria	Questions	Checklist	Percent (%)
Topic	Is there sufficient material of genuine interest to learners?		
	Is there enough variety and range of topic?		
	Will the topics help expand students' awareness and enrich their experience?		
	Are the topics sophisticated enough in content, yet within the learners' language level?		
	Will the students be able to relate to the social and cultural contexts presented in the workbook?		
	Are women portrayed and represented equally with man?		
	Are other groups represented, with reference to ethnic origin, occupation, disability, etc?		

### 3.6 Data Validation

The writer used triangulation as a technique to check the validity of the data. Denzin (1978) identified four types of triangulations (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

In this study, the writer used investigator triangulation to validate the data. The writer asked two English experts from lecturers at Tidar University as the investigator to validate the data. They were Rini Estiyowati I., M.Pd. and M. Fatkhu Arifin, M.Pd. The data finding was validated by both of them. From the result of the validation, all data finding were valid. It could be used for research data.



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## Appendix 1

### Surat Keputusan Pembimbing Penyusun Skripsi



**KEMENTERIAN RISET TEKNOLOGI DAN PENDIDIKAN TINGGI**  
**UNIVERSITAS TIDAR**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Alamat : Jalan Kapten Suparman 39 Magelang 56116  
 Telp. (0293) 364113 Fax. (0293) 362438  
 Laman : www.untidar.ac.id Surel : fkip@untidar.ac.id

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**SURAT TUGAS**  
**DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS TIDAR**  
 Nomor : B/1039/UN57.F3/TD.06/2019  
 tentang  
**DOSEN PEMBIMBING PENYUSUN SKRIPSI**  
**MAHASISWA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS TIDAR**  
**SEMESTER GASAL TAHUN AKADEMIK 2019/2020**  
**DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**Membaca** : Usulan Koordinator Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Tidar tentang Dosen Pembimbing Skripsi


**Menimbang** : 1. Bahwa para mahasiswa dalam penyusunan skripsi agar terarah dan sesuai dengan ketentuan yang berlaku diperlukan dosen pembimbing.  
 2. Bahwa dosen pembimbing perlu ditunjuk dan ditentukan yang tertuang dalam Surat Keputusan Dekan

**Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Pendidikan Nasional,  
 2. Undang-Undang Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan Tinggi;  
 3. Statuta Universitas Tidar

**MEMUTUSKAN**

**Menetapkan** : 1. Menunjuk dan mengangkat dosen yang namanya tersebut dalam lampiran surat keputusan ini untuk bertindak sebagai dosen pembimbing satu dan atau pembimbing dua dalam penyusunan skripsi mahasiswa yang namanya tersebut dalam lampiran surat keputusan ini.  
 2. Keputusan ini berlaku mulai 1 Oktober 2019 sampai dengan 1 Oktober 2020.

Ditetapkan di : Magelang  
 Pada tanggal : 1 Oktober 2019  
 Dekan



Prof. Dr. Sukarno, M.Si.  
 NIP.195907041986031002

**Tembusan :**

1. Rektor Universitas Tidar
2. Wakil Rektor Bidang Akademik
3. Wakil Rektor Bidang Umum dan Keistighasan
4. Kepala Biro Akademik, Kemahasiswaan, Perencanaan, dan Kerjasama
5. Mahasiswa

Lampiran Keputusan Dekan FKIP  
 Nomor : B/1039/UN57.F3/TD.06/2019  
 Tanggal : 1 Oktober 2019

**DAFTAR PEMBIMBING SKRIPSI MAHASISWA  
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
 SEMESTER GASAL TAHUN AKADEMIK 2019/2020**

NO	NPM	NAMA MAHASISWA	PEMBIMBING
1	1410302153	Geovanny Ryant Mutiara L.	1. Moch. Malik Al Firdaus, M.Pd. 2. Lilia Indriani, M.Pd.
2	1410302182	Esti Ani Wulandari	1. Dr. Sri Sarwanti, M.Hum. 2. C. Prima Ferri K., M.Pd.
3	1510302003	Keke Kevin Perdana	1. Moch. Malik Al Firdaus, M.Pd. 2. C. Prima Ferri K., M.Pd.
4	1510302116	Akhmad Rezki Artwibowo	1. Dr. Sri Sarwanti, M.Hum. 2. Lilia Indriani, M.Pd.
5	1610302001	Citra Dwi Liliyanti Putri K.P.	1. Prof. Dr. Sukarno, M.Si. 2. Aram Nisma Wulanjani, M.Pd.
6	1610302002	Etik Vindiani	1. Dr. Farikah, M.Pd. 2. Endah Ratnaningsih, M.Pd.
7	1610302003	Dita Puspitasari	1. Dr. Dwi Winarsih, M.Pd. 2. Retna Sari, M.Pd.
8	1610302004	Retna Dwiyaning Raharjanti	1. Prof. Dr. Sukarno, M.Si. 2. Lilia Indriani, M.Pd.
9	1610302006	Nurul Mukaromah	1. Dr. Sri Sarwanti, M.Hum. 2. C. Prima Ferri Karma, M.Pd.
10	1610302007	Ika Azizah Kusuma Wardhani	1. Rini Estiyowati, S.S., M.Pd. 2. Lilia Indriani, M.Pd.
11	1610302008	Aris Budiarto	1. Prof. Dr. Sukarno, M.Si. 2. Endah Ratnaningsih, M.Pd.
12	1610302009	Idola Novianti Virauli	1. Dr. Sri Sarwanti, M.Hum. 2. Endah Ratnaningsih, M.Pd.
13	1610302011	Siti Laras Utami	1. Rini Estiyowati, S.S., M.Pd. 2. Gilang Fadhlia Arvianti, M.Hum.
14	1610302012	Niken Suryowati	1. Dr. Sri Sarwanti, M.Hum. 2. Endah Ratnaningsih, M.Pd.
15	1610302014	Ricky Ihsam Rahayu	1. Dr. Farikah, M.Pd. 2. C. Prima Ferri Karma, M.Pd.
16	1610302015	Axl Dizar Razak	1. Prof. Dr. Sukarno, M.Si. 2. Retna Sari, M.Pd.
17	1610302016	Yola Fathan Pratama	1. Dr. Sri Sarwanti, M.Hum. 2. Aram Nisma Wulanjani, S.Pd., M.Pd.
18	1610302017	Dian Kharismaning Tyastuti	1. Dr. Dwi Winarsih, M.Pd. 2. Gilang Fadhlia Arvianti, M.Hum.
19	1610302018	Atiqoch Novie Ameliani	1. Prof. Dr. Sukarno, M.Si. 2. Winda Candra H., M.A.
20	1610302019	Rizqi Ayu Wulandari	1. Dr. Sri Sarwanti, M.Hum. 2. Endah Ratnaningsih, M.Pd.
21	1610302020	Hastri Raras Respati	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggrani, M.Pd.
22	1610302021	Siti Ulfatul Mu'awannah	1. Rini Estiyowati, S.S., M.Pd. 2. Retna Sari, M.Pd.
23	1610302022	Berliana Zolly Faudy	1. Dr. Dwi Winarsih, M.Pd. 2. Aram Nisma Wulanjani, S.Pd., M.Pd.
24	1610302024	Dwi Sulasih	1. Prof. Dr. Sukarno, M.Si. 2. Gilang Fadhlia Arvianti, M.Hum.
25	1610302025	Jihan Nur Astuti	1. Dr. Sri Sarwanti, M.Hum. 2. Candradewi Wahyu Anggrani, M.Pd.
26	1610302026	Yeni Rosdiana	1. Rini Estiyowati, S.S., M.Pd. 2. Lilia Indriani, M.Pd.

27	1610302027	Nur Rokhmah Fitriyati	1. Dr. Dwi Winarsih, M.Pd. 2. Retna Sari, M.Pd.
28	1610302028	Firdaus Fakhri Azizi	1. Dr. Sri Sarwanti, M.Hum 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
29	1610302029	Yusuf Yuliyanto	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, M.Pd.
30	1610302030	Imanuelia Ninda Natasia	1. Dr. Dwi Winarsih, M.Pd. 2. C. Prima Ferri K., M.Pd.
31	1610302031	Rodhiana Eka Lestari	1. Dr. Sri Sarwanti, M.Hum. 2. Aisani Wulansari, M.Hum.
32	1610302032	Novia Indri Susanti	1. Moch. Malik Al Firdaus, M.Pd. 2. C. Prima Ferri K., M.Pd.
33	1610302033	Refina Nadya Prikiswari	1. Prof. Dr. Sukarno, M.Si. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
34	1610302034	Yuliana Dewi	1. Dr. Dwi Winarsih, M.Pd. 2. Aisani Wulansari, M.Hum
35	1610302035	Septa Hardiyaning Tiyas	1. Prof. Dr. Sukarno, M.Si. 2. Aisani Wulansari, M.Hum
36	1610302036	Leni Pangestuti	1. Dr. Farikah, M.Pd. 2. C. Prima Ferri K., M.Pd.
37	1610302037	Imawati	1. Prof. Dr. Sukarno, M.Si. 2. Aisani Wulansari, M.Hum
38	1610302039	Wahyu Setyono	1. Dr. Sri Sarwanti, M.Hum. 2. Widya Ratna K., M.Ed., M.Pd.
39	1610302040	Zhephthievanny Arif Zunithasarry	1. Prof. Dr. Sukarno, M.Si. 2. Widya Ratna K., M.Ed., M.Pd.
40	1610302041	Muhammad Rifqi Widodo	1. Rini Estiyowati, S.S., M.Pd 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
41	1610302043	Evi Nurkhasyati	1. Dr. Farikah, M.Pd. 2. Aisani Wulansari, M.Hum
42	1610302044	Andika Sandra	1. Dr. Sri Sarwanti, M.Hum. 2. Ali Imron, M.Hum.
43	1610302045	Nur Himah	1. Dr. Dwi Winarsih, M.Pd. 2. Gilang Fadhlila A., M.Hum.
44	1610302046	Amalia Desnisti	1. Dr. Sri Sarwanti, M.Hum. 2. Widya Ratna K., M.Ed., M.Pd.
45	1610302048	Atika Dhea Tamara	1. Prof. Dr. Sukarno, M.Si. 2. Ali Imron, M.Hum.
46	1610302050	Wibianno Putra Prasadana H.	1. Dr. Farikah, M.Pd. 2. Ali Imron, M.Hum.
47	1610302051	Brilliant Aji Casanova	1. Rini Estiyowati, S.S., M.Pd 2. Endah Ratnasingsih, M.Pd.
48	1610302052	Nur Basrid Puspuningtyas	1. Prof. Dr. Sukarno, M.Si. 2. Lilia Indriani, M.Pd.
49	1610302053	Aji Maulana	1. Dr. Farikah, M.Pd. 2. Ali Imron, M.Hum.
50	1610302054	Lisa Mahendri Putri	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, M.Pd.
51	1610302055	Afiffatul Maemunah	1. Dr. Sri Sarwanti, M.Hum. 2. Gilang Fadhlila A., M.Hum.
52	1610302056	Mutia Ayunda Lestari	1. Dr. Dwi Winarsih, M.Pd. 2. Widya Ratna K., M.Ed., M.Pd.
53	1610302057	Tiara Nurfitri	1. Dr. Sri Sarwanti, M.Hum. 2. Ali Imron, M.Hum.
54	1610302058	Ferum Hana Eli Syafuri	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, M.Pd.
55	1610302059	Yulia Gessa Manda Sari	1. Rini Estiyowati, S.S., M.Pd 2. Ali Imron, M.Hum.
56	1610302060	Muhammad Bailey Audriawan	1. Moch. Malik Al Firdaus, M.Pd. 2. Gilang Fadhlila A., M.Hum.
57	1610302061	Khabibatul Mustika Junaini	1. Prof. Dr. Sukarno, M.Si. 2. Winda Candra H., M.A.
58	1610302062	Muh Fathan Anis Puadi	1. Dr. Sri Sarwanti, M.Hum. 2. C. Prima Ferri K., M.Pd.

59	1610302063	Marlinda Ayuni	1. Prof. Dr. Sukarno, M.Si. 2. Arum Nisma Wulanjani, M.Pd.
60	1610302064	Wilda Ulfiyanti	1. Dr. Farikah, M.Pd. 2. Winda Candra H., M.A.
61	1610302065	Iga Mawar Ferryanti	1. Dr. Dwi Winarsih, M.Pd. 2. Lilia Indriani, M.Pd.
62	1610302066	Anggi Listiyaningsih	1. Dr. Farikah, M.Pd. 2. C.Prima Ferri K., M.Pd.
63	1610302067	Fery Yanti	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, M.Pd.
64	1610302068	Khusnul Wilanten	1. Prof. Dr. Sukarno, M.Si. 2. Lilia Indriani, M.Pd.
65	1610302070	Vita Vidia Tami	1. Dr. Sri Sarwanti, M.Hum 2. Ali Imron, M.Hum.
66	1610302071	Achmad Reza Adi Irawan	1. Prof. Dr. Sukarno, M.Si. 2. Candradewi Wahyu Anggraeni, M.Pd.
67	1610302072	Dewi Setya Lestari	1. Dr. Sri Sarwanti, M.Hum 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
68	1610302073	Rendika Setiawan Adi Nugraha	1. Moch. Malik Al Firdaus, M.Pd. 2. C.Prima Ferri K., M.Pd.
69	1610302074	Citra Prajna Paramita	1. Rini Estiyowati, S.S., M.Pd 2. Atsani Wulansari, M.Hum.
70	1610302075	Arini Nur Rohmah	1. Dr. Dwi Winarsih, M.Pd. 2. Lilia Indriani, M.Pd.
71	1610302076	Mafroh Abdul Aziz	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, M.Pd.
72	1610302077	Tri Heny Rismawati	1. Dr. Sri Sarwanti, M.Hum 2. C.Prima Ferri K., M.Pd.
73	1610302078	Lusi Kusumawardhani	1. Dr. Farikah, M.Pd. 2. Lilia Indriani, M.Pd.
74	1610302079	Atika Jihan Nidaulail	1. Dr. Sri Sarwanti, M.Hum. 2. Lilia Indriani, M.Pd.
75	1610302080	Revalia Monica	1. Dr. Dwi Winarsih, M.Pd. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
76	1610302081	Indea Ardinata	1. Prof. Dr. Sukarno, M.Si. 2. Lilia Indriani, M.Pd.
77	1610302082	Azzabah Wahyu Lestari	1. Moch. Malik Al Firdaus, M.Pd. 2. C.Prima Ferri K., M.Pd.
78	1610302083	Selviana Nurafni	1. Rini Estiyowati, S.S., M.Pd 2. Lilia Indriani, M.Pd.
79	1610302085	Rosi Rohadi	1. Dr. Dwi Winarsih, M.Pd. 2. Gilang Fadhlila, A., M.Hum.
80	1610302086	Eni Puji Lestari	1. Rini Estiyowati, S.S., M.Pd 2. Atsani Wulansari, M.Hum.
81	1610302087	Hanifah Indriastuti	1. Dr. Dwi Winarsih, M.Pd. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
82	1610302088	Uswatul Khotriyah	1. Dr. Farikah, M.Pd. 2. Retno Sari, M.Pd.
83	1610302089	Dimas Setyawan	1. Moch. Malik Al Firdaus, M.Pd. 2. Winda Candra H., M.A.
84	1610302090	Nafi Arrum Fauziah	1. Rini Estiyowati, S.S., M.Pd 2. Widya Ratna K., S.Pd., M.Ed., M.Pd.
85	1610302091	Alfia Firda Zahara	1. Moch. Malik Al Firdaus, M.Pd. 2. Lilia Indriani, M.Pd.
86	1610302093	Ratri Prafitrasari	1. Rini Estiyowati, S.S., M.Pd 2. Ali Imron, M.Hum.
87	1610302094	Meira Elok Duhita	1. Moch. Malik Al Firdaus, M.Pd. 2. Atsani Wulansari, M.Hum.
88	1610302095	Andina Dea Hardianti	1. Dr. Dwi Winarsih, M.Pd. 2. Retno Sari, M.Pd.
89	1610302096	Tistrica Kusuma Dewi	1. Rini Estiyowati, S.S., M.Pd 2. Widya Ratna K., S.Pd., M.Ed., M.Pd.
90	1610302098	Ratih Dwi Nugraheni	1. Dr. Dwi Winarsih, M.Pd. 2. Lilia Indriani, M.Pd.

91	1610302099	Agustina Puteri Liliasari	1. Moch. Malik Al Firdaus, M.Pd. 2. Winda Candra H., M.A.
92	1610302100	Enno Tiessa Godelava Jaubar	1. Dr. Dwi Winarsih, M.Pd. 2. C.Prima Ferri K., M.Pd.
93	1610302101	Rahmawati Dwi Lestari	1. Rini Estiyowati I, S.S., M.Pd 2. Widya Ratna K, S.Pd., M.Ed., M.Pd.
94	1610302102	Kidung Rama Gunawan	1. Dr. Farikah, M.Pd. 2. Aisani Waliansari, M.Hum
95	1610302103	Maharani Siti Paramawati	1. Rini Estiyowati I, S.S., M.Pd 2. Retna Sari, M.Pd.
96	1610302104	Adelia Ramayanti	1. Moch. Malik Al Firdaus, M.Pd. 2. C.Prima Ferri K., M.Pd.
97	1610302105	Suci Widyawati	1. Dr. Dwi Winarsih, M.Pd. 2. Winda Candra H., M.A.
98	1610302106	Apri Nugrahani	1. Prof. Dr. Sukarno, M.Si. 2. C.Prima Ferri K., M.Pd.
99	1610302107	Muhammad Yasin Nugraha	1. Moch. Malik Al Firdaus, M.Pd. 2. Endah Ratnaningsih, M.Pd.
100	1610302108	Asih Kurniastuti	1. Dr. Dwi Winarsih, M.Pd. 2. Lilia Indriani, M.Pd.
101	1610302109	Siti Amalia Nurfitriana	1. Rini Estiyowati I, S.S., M.Pd 2. Winda Candra H., M.A.
102	1610302110	Ika Nafiatul Munawaroh	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, M.Pd.
103	1610302111	Harreno Atnis Putraesa	1. Moch. Malik Al Firdaus, M.Pd. 2. Widya Ratna K, S.Pd., M.Ed., M.Pd.
104	1610302112	Dinda Nimati Anugerah Iriyani	1. Rini Estiyowati I, S.S., M.Pd 2. Gilang Fadhlia A., M.Hum.
105	1610302113	Arisani Nur Fitria	1. Dr. Farikah, M.Pd. 2. Retna Sari, M.Pd.
106	1610302114	Devi Rafeslia Wijayanti	1. Moch. Malik Al Firdaus, M.Pd. 2. C.Prima Ferri K., M.Pd.
107	1610302115	Adzimatinur Tiara Putri Rustam	1. Prof. Dr. Sukarno, M.Si. 2. Widya Ratna K, S.Pd., M.Ed., M.Pd.
108	1610302117	Filsafat Ash Shauffi	1. Dr. Farikah, M.Pd. 2. Winda Candra H., M.A.
109	1610302118	Muchtar Bagus Qurniawan	1. Moch. Malik Al Firdaus, M.Pd. 2. Endah Ratnaningsih, M.Pd.
110	1610302119	Nafiatul Aghnia Rahmawati	1. Rini Estiyowati I, S.S., M.Pd 2. Retna Sari, M.Pd.
111	1610302120	Octaviera Regita Pramesithi	1. Dr. Dwi Winarsih, M.Pd. 2. Aisani Waliansari, M.Hum
112	1610302121	Shierly Priscilla Footana Imbang	1. Moch. Malik Al Firdaus, M.Pd. 2. Winda Candra H., M.A.
113	1610302122	Bangkitama Wibi Krisyanto	1. Prof. Dr. Sukarno, M.Si. 2. Endah Ratnaningsih, M.Pd.
114	1610302123	Mutiara Diani Galit	1. Rini Estiyowati I, S.S., M.Pd 2. Retna Sari, M.Pd.
115	1610302124	Filosofia Noor Hastuti	1. Moch. Malik Al Firdaus, M.Pd. 2. Gilang Fadhlia A., M.Hum.
116	1610302126	Kevin Septa Krisdian	1. Moch. Malik Al Firdaus, M.Pd. 2. Ali Imron, M.Hum.
117	1610302127	Made Ani Atwinia	1. Prof. Dr. Sukarno, M.Si. 2. C.Prima Ferri K., M.Pd.
118	1610302128	Via Annisa Larasati	1. Rini Estiyowati I, S.S., M.Pd 2. Ali Imron, M.Hum.
119	1610302129	Kurnia Rahmawati	1. Dr. Dwi Winarsih, M.Pd. 2. Endah Ratnaningsih, M.Pd.
120	1610302130	Gustia Anggid Ayu Shandra	1. Moch. Malik Al Firdaus, M.Pd. 2. Candradewi Wahyu Anggraeni, M.Pd.
121	1610302131	Novi Astutik	1. Dr. Dwi Winarsih, M.Pd. 2. Gilang Fadhlia, A., M.Hum.
122	1610302132	Muhammad Haiban Anas	1. Dr. Farikah, M.Pd. 2. Winda Candra H., M.A.

123	1610302134	Adinda Lailin Nikmah	1. Moch. Malik Al Firdaus, M.Pd. 2. Widya Ratna K, S.Pd., M.Ed., M.Pd.
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Magelang, 1 Oktober 2019

Dekan



Prof. Dr. Sukarno, M.Si.  
NIP 195907041986031002

## Appendix 2

### Surat Tugas Seminar Proposal Skripsi



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET, DAN TEKNOLOGI  
UNIVERSITAS TIDAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Alamat : Jalan Kapten Suparman 39 Magelang 56116  
Telepon (0293) 364113 Faksimile (0293) 362438  
Laman : www.fkip.untidar.ac.id Surat elektronik : fkip@untidar.ac.id

Surat Tugas

Nomor: B/531/UN57.F3/TD.06/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tidar menugaskan:

No	Nama, NIP/ NIK	Nama Mahasiswa, NPM	Jabatan dalam Tugas
1.	Dr. Sri Sarwanti, M.Hum. NIP 197301062021212003	Atika Jihan Nidaulail NPM 1610302079	Pembimbing I
2.	Lilia Indriani, M.Pd. NIP 198111282015042002		Pembimbing II
3.	Moch. Malik Al Firdaus, M.Pd. NIP 198512202021211003	Muhammad Khoiruddin NPM 1810302058	Pembimbing I
4.	Rolisda Yosinta, M.Pd. NIP 199009292019032021		Pembimbing II

untuk menghadiri seminar proposal mahasiswa secara *online* yang dilaksanakan pada:

hari, tanggal : Senin, 21 Februari 2022  
waktu : 08:00 s.d 09:00 WIB  
media : *Video conference via Zoom*  
Meeting ID: 919 2277 4634  
Passcode: pbi002

Surat tugas ini dibuat untuk dilaksanakan dengan sebaik-baiknya.



Magelang, 16 Februari 2022

Dekan

Prof. Dr. Sukarno, M.Si.  
NIP 195907041986031002

### Appendix 3

#### *Berita Acara Seminar Proposal Skripsi*



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET, DAN TEKNOLOGI  
UNIVERSITAS TIDAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN BAHASA DAN SENI

Alamat : Jalan Kapten Suparman 30 Magelang 58116 Telp. (0293) 364113 Fax. (0293) 362438  
Laman : [www.fkip.untidar.ac.id](http://www.fkip.untidar.ac.id) Sural

[www.untidar.ac.id](http://www.untidar.ac.id)

#### BERITA ACARA UJIAN SEMINAR PROPOSAL ONLINE

Nama Mahasiswa : Atka Jihan Nidaulail  
NPM : 1610302079  
Judul Proposal : Content Analysis of English Workbook Used by The  
Seventh Graders of Mudal Islamic Junior High School Temanggung  
Nama Dosen Pembimbing I : Dr. Sri Sarwanti, M.Hum.  
Nama Dosen Pembimbing II : Lilia Indriani, M.Pd.  
Nama Dosen Penguji I : Moch. Malik Al Firdaus, S.Pd., M.Pd.  
Nama Dosen Penguji II : Rolisda Yoshinta, M.Pd.  
Nama peserta mahasiswa (tidak wajib):  
1.  
2.  
Tanggal Ujian Seminar Proposal : 21 Februari 2022  
Ujian melalui media : Video Conference via Zoom  
Foto Bukti Ujian



## Appendix 4

### Surat Tugas Ujian Skripsi



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET, DAN TEKNOLOGI  
UNIVERSITAS TIDAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Alamat : Jalan Kapten Suparman 39 Magelang 56116  
Telepon (0293) 364113 Faksimile (0293) 362438  
Laman : www.untidar.ac.id Surat elektronik : fkip@untidar.ac.id

#### SURAT TUGAS

Nomor : 904/UN57.F3/KP.16/2023

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tidar menugaskan :

No.	Nama, NIP/NIK/NIPPPK	Jabatan dalam Tugas
1.	Dr. Sri Sarwanti, M.Hum. 197301062021212003	Ketua Penguji
2.	Lilia Indriani, M.Pd. 198111282015042002	Sekretaris Penguji
3.	Dr. Farikah, M.Pd. 197401302021212002	Anggota Penguji

sebagai penilai ujian skripsi mahasiswa Program Studi S-1 Pendidikan Bahasa Inggris atas nama *Atika Jihan Nidaulail* (1610302079) yang dilaksanakan pada :

hari, tanggal : Senin, 17 April 2023  
pukul : 10.30 s.d 11.30 WIB  
Ruang : 1.2.10 (ruang ujian skripsi FKIP)

Surat tugas ini dibuat untuk dapat dilaksanakan dengan sebaik-baiknya.

Magelang, 11 April 2023  
Dekan,  
  
Dr. Ahmad Mulhison, M.Pd.  
NIP 198607142019031009

### Appendix 5

#### *Journal of Paper Revision*

Title : Content Analysis of English Workbook Used by The Seventh Graders of Mudal Islamic Junior High School Temanggung

Name : Atika Jihan Nidaulail

NPM : 1610302079

First Advisor : Dr. Sri Sarwanti, M. Hum.

Second Advisor : Lilia Indriani, M. Pd.

Examiner : Dr. Farikah, M. Pd.

No.	Name	Suggestion	Signature
1.	Dr. Sri Sarwanti, M. Hum.	<ul style="list-style-type: none"> <li>Revised the paper based on the examiner and second advisor suggestions.</li> </ul>	
2.	Lilia Indriani, M. Pd.	<ul style="list-style-type: none"> <li>Give a seal and a signature</li> <li>Check in grammarly</li> <li>In dedication, mention the important people, if we want mention more than one, mention it in acknowledgement</li> <li>In Abstrack, make it be paragraph</li> <li>Don't repeat the same words, take it in the last phrase</li> <li>Explain the little Cunningsworth theory, that used to analyze the data</li> </ul>	

		<ul style="list-style-type: none"> <li>• Mention the criteria that not fulfilled and add one paragraph for conclusion and suggestion in abstarct</li> <li>• Mention the theory not the person</li> <li>• Change with new dean</li> <li>• Italic the Indonesia language</li> <li>• Use dot not coma</li> <li>• Use the last name and add the year behind the name</li> </ul>	
3.	Dr. Farikah, M. Pd.	<ul style="list-style-type: none"> <li>• Check the year “2022”</li> <li>• Correct the legalization sheet</li> <li>• A workbook not workbook</li> <li>• In the Bahasa Inggris not in Bahasa Inggris</li> <li>• A universal not universal</li> <li>• For the students not to the students</li> <li>• Depending on student’s need not depend on student’s need</li> <li>• EFL classrooms not EFL classroom</li> <li>• Has an effect not has effect</li> <li>• Criteria for a good workbook not criteria of good workbook</li> <li>• To be attractive not to attractive</li> <li>• Is described not is describe</li> <li>• Check the grammar</li> </ul>	



### Appendix 6

#### *Data Validation Sheet*

#### Language Content Evaluation

No	Language Content Criteria	Checklist	Description	Data Finding
1.	Does the course books cover the main grammar items appropriate to each level, taking learners' needs into account?	✓	In chapter 1 the learner need is the students will be able to; greet someone, say the expression of leave taking, say thank you, and say sorry and the material of grammar is possessive adjective.	Page 9 and 10
			In chapter 2 the learner need is the students will be able to; talk about their identity, their hobbies, and their members of family and the material of grammar is the use of "to be" in simple present tense.	Page 24 and 25
			In chapter 3 the learner need is the students will be able to; ask for time, date, day, and month and the material of grammar is adverb of frequency and cardinal & ordinal number.	Page 41-43
			In chapter 4 the learner need is the students will be able to; use the expression to mention the name and the amount of	Page 56-58

			animals, things, and public buildings and the material of grammar is article and preposition.	
2.	Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?	✓	In chapter 1 the students learn and develop the vocabulary using some dialogues. Material for vocabulary teaching is adequate, because there are more than 1000 words.	Page 8 and 9
			In chapter 2 the students learn and develop their vocabulary using some dialogues, short paragraphs, and pictures. Material for vocabulary teaching is adequate, because there are more than 1000 words.	Page 17
			In chapter 3 the students learn and develop the vocabulary using some pictures, dialogues, and short paragraph. Material for vocabulary teaching is adequate, because there are more than 1000 words.	Page 40
			In chapter 4 the students learn and develop the vocabulary using some pictures, dialogues, and paragraphs. Material for vocabulary teaching is adequate, because there are more than 1000 words.	Page 49 and 51

3.	Does the course books include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?	-	Material for pronunciation work was not found in each chapter. There was not spesific material for individual sound, word strees, sentence strees, and intonation. The students learn the pronunciation not using material in the workbook but they learn it orally when the teacher asked them to repeat what the teacher said.	-
4.	Does the course books deal with the structuring and conventions of language use above sentence level, e.g. how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels)	✓	In chapter 1, the students learn to practice and make a short dialogue. They try to take part in conversation about greeting, thanking, parting, and apologizing	Page 9
			In chapter 3, the students learn to retell the dialogue with their own words, beside that the students also write down their personal identity.	Page 18 and 23
			In chapter 3, the students learn to take part in conversation about their daily activities they like to do most.	Page 37
			In chapter 4, the students learn to take part in conversation about asking and giving something.	Page 52
5.	Are style and appropriacy deal with? If so, is language style matched to social situation?	✓	In chapter 1, the language style was matched to sosial situation. The writer found a short dialogue when the students meet their friend on the way. It used informal language.	Page 5

			In chapter 2, the language style was matched to sosial situation. The writer found a short dialogue when the students talk about their hobby. The language style was informal.	Page 21
			In chapter 3, the language style was matched to sosial situation. The writer found a short dialogue when 2 friends talking about their activities. The language style was informal.	Page 41
			In chapter 3, the language style was matched to sosial situation. The writer found a short dialogue when Andri and Johan go to the canteen.	Page 52

### Skills Evaluation

No	Language Content Criteria	Checklist	Description	Data Finding
1.	Are all four skills adequately covered, bearing in mind your course aims syllabus requirements?	✓	The course aims are the students will be able to greet someone, say the expression of leave taking, say thank you and say sorry. There are five parts in chapter 1, warming up, listening corner, speaking corner, reading corner, writing corner.	Page 4, 5, 7, and 9

			<p>The course aims are the students will be able to talk about their identity, their hobbies, and their members' family. There are five parts in chapter 2, warming up, listening corner, speaking corner, reading corner, writing corner</p>	Page 17, 19, 22, and 23
			<p>The course aims are the students will be able to ask for time, date, day, and month. There are five parts in chapter 3, warming up, listening corner, speaking corner, reading corner, and writing corner.</p>	Page 33, 36, 38, and 39
			<p>The course aims are the students will be able to use the expression to mention the name and the amount of animals, things, and public buildings. There are five parts in chapter 4, warming up, listening corner, speaking corner, reading corner, writing corner.</p>	Page 49, 51, 53, and 55
2.	Is there material for integrated skills work?	✓	<p>There is a material for integrated skills work in chapter 1. Listening skill is integrated with speaking skill. The students observe the pictures, listen to the teacher and practice the dialogue with their partner.</p>	Page 4
			<p>There is a material for integrated skill work in chapter 2. Listening skill is integrated with reading skill. The students observe the pictures, listen to the teacher and read the paragraph carefully.</p>	Page 17

			There is a material for integrated skill work in chapter 3. Writing skill is integrated with speaking skill. The students make a dialogue about their daily activities they like to do most, then they practice it with their partner.	Page 37
			There is a material for integrated skill work in chapter 4. Listening skill is integrated with reading skill. The students observe the pictures, listen and repeat after the teacher.	Page 49
3.	Are reading passage and associated activities suitable for your students' levels, interest, etc.? Is there sufficient reading material?	✓	In chapter 1 there is a dialogue about greeting, parting, and thanking. The students read a dialogue, ask the teacher about difficult words, and answer the question to improve their understanding about the dialogue.	Page 7 and 8
			In chapter 2 there is a short paragraph about self identity. The students read that paragraph, retell the paragraph with their own words, and answer the question to improve their understanding about the paragraph.	Page 22
			In chapter 3, there are two short paragraphs about time, date, day, and month., the students read the paragraphs, ask the teacher about difficult words, and answer the question to improve their understanding about the paragraphs	Page 38
			In chapter 4 there is a short paragraph about things in the house. The students read that paragraph and answer the	Page 53

			question to improve their understanding about the paragraph.	
4.	Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?	-	For listening material in chapter 1, it is not recorded. The students just listen to their teacher and then practice the dialogues in the workbook. There is also no question about listening which help the students comprehension.	Page 4
			For listening material in chapter 2, it is not recorded. The students just listen to their teacher and read the paragraphs in the workbook. There is also no question about listening, the students just ask the difficult words to their teacher, and retell about the identity of the two short paragraphs.	Page 17
			For listening material in chapter 3, it is not recorded. The students just listen to their teacher and then practice the sentences in the workbook. There is also no question about listening which help the students comprehension.	Page 33
			For listening material in chapter 4, it is not recorded. The students just listen and repeat after the teacher. There is also no question about listening, the students just mention the name of the things they have listen.	Page 49 and 50

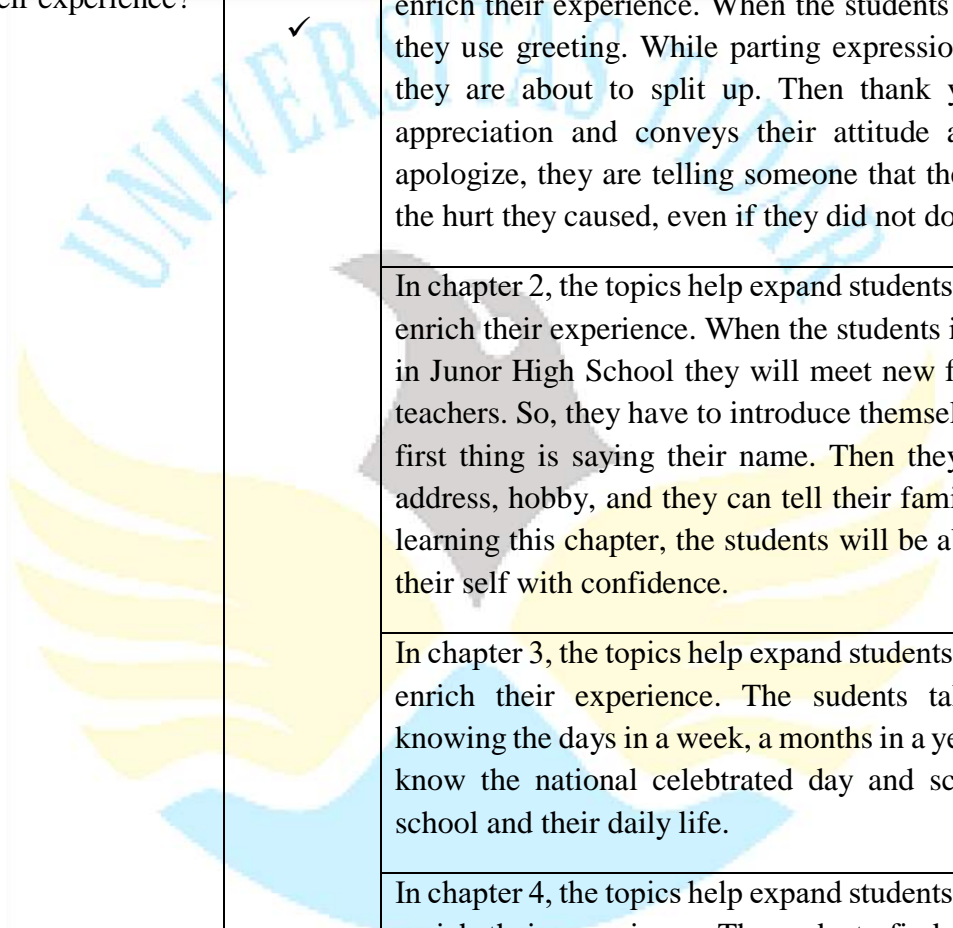
5.	Is material for spoken English (dialogues, role plays, etc.) well designed to equip learners for real-life interactions?	✓	In chapter 1, there is a dialogue between Indra and Niken who meet on the way. The students can practice it with their partner and they can practice it in their daily activities	Page 5
			In chapter 2, there is a dialogue between Gunawan and Bambang who make business meeting in Surabaya. The students can practice it with their partner.	Page 19
			In chapter 3, there is a dialogue between James and Susan. They are talking about like and dislike. The students practice it with their partner in front of the class. They also can practice it in their daily activities.	Page 36
			In chapter 4, there is some short dialogues between some students. The students can practice it with their partner and they can practice it in their daily activities	Page 51
6.	Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (paragraphing) and use of appropriate styles?	✓	The student's task is to produce something similar based on information given. However, it is not suitable in terms of organization of longer piece of writing and use of appropriate styles. Because there is no task to make paragraph, the task just make dialogues. The student's tasks are make dialogues using the expressions of greeting and parting based on the following situation, make a dialogue	Page 9

			<p>using the expression of apology, and fill the blanks with the suitable expression.</p>	
			<p>The student’s task is to produce something similar based on information given. However, it is not suitable in terms of organization of longer piece of writing and use of appropriate styles. Because there is no task to make paragraph, the task just write down the personal identity in the coloum and complete the paragraph.</p>	<p>Page 23 and 24</p>
			<p>The student’s task is to produce something similar based on information given. However, it is not suitable in terms of organization of longer piece of writing and use of appropriate styles. Because there is no task to make paragraph, the task just make sentences. In chapter 3, the student’s tasks are make sentences based on the pictures and the students write down their own schedule at school.</p>	<p>Page 39 and 40</p>
			<p>The student’s task is to produce something similar based on information given, but it is not suitable in terms of organization of longer piece of writing and use of appropriate styles. Because there is no task to make paragraph, the task just make sentences and complete the sentences.</p>	<p>Page 50 and 55</p>

### Topic Evaluation

No	Language Content Criteria	Checklist	Description	Data Finding
1.	Is there sufficient material of genuine interest to learners?	✓	In chapter 1, The students learn about greeting, parting, thanking and apologizing. They practice the dialogue with their friends and also try to make the dialogue. The students will be more understand because they can practice the expression in their daily life and the material is easy to be learn.	Page 5
			In chapter 2, the students learn about their identity, hobbies, and their members of family. They read the short paragraph about self identity and try to make their own personal identity. It can help them to explore their self to their new friends and adapt with new environment.	Page 22
			In chapter 3, the students learn about time, date, day, and month . They draw the clocks and write down their own schedule at school. The students have to be able to use the time effectively.	Page 33
			In chapter 4, the students learn about the name and the amount of animals, things, and public building. They	Page 48

			mention things around them, things in class or in their house. They also mention the name of buildings around the house and the name of animals around school and house.	
2.	Is there enough variety and range of topic?	-	There is not enough variety and range of topic in chapter 1. In this chapter the student learn the material almost in the dialogue between friends. There is no something fresh at the moment.	
			There is not enough variety and range of topic in chapter 2. In this chapter the student learn the material in picture, dialoge, and short paragraph. In this chapter there is not spesific material about families and there is little material about hobbies.	
			There is not enough variety and range of topic in chapter 3. In this chapter, the student learn material almost using the pictures. There is no something fresh at the moment, like new accident or public figure.	
			There is not enough variety and range of topic in chapter 4. In this chapter, the student learn material almost using the pictures. There is no something fresh at the moment, like new accident or public figure.	

<p>3. Will the topics help expand students' awareness and enrich their experience?</p>		<p>✓ In chapter 1, the topics help expand students' awareness and enrich their experience. When the students meet the other, they use greeting. While parting expression is used when they are about to split up. Then thank you show their appreciation and conveys their attitude and when they apologize, they are telling someone that they are sorry for the hurt they caused, even if they did not do it on purpose.</p>	
		<p>In chapter 2, the topics help expand students' awareness and enrich their experience. When the students in first semester in Junor High School they will meet new friends and new teachers. So, they have to introduce themself to others. The first thing is saying their name. Then they say their age, address, hobby, and they can tell their family member. By learning this chapter, the students will be able to introduce their self with confidence.</p>	
		<p>In chapter 3, the topics help expand students' awareness and enrich their experience. The sudents talk about time, knowing the days in a week, a months in a year. So they also know the national celebrated day and schedule in their school and their daily life.</p>	<p>Page 40</p>
		<p>In chapter 4, the topics help expand students' awareness and enrich their experience. The sudents find many things or</p>	<p>Page 49</p>

			<p>animals around them. For example, they can find chair, television, cupboard, bed in their house. They also find cat, rooster, hen, cricket, and rabbit around their house. If they go outside, they can find many public buildings.</p>	
<p>4. Are the topics sophisticated enough in content, yet within the learners' language level?</p>		<p>✓</p>	<p>The topic is sophisticated enough in content within the learners' language level. For the first chapter in their first class of junior high school, the students learn about the expression that used in daily conversation. It is also completed with the grammar about possessive adjective.</p>	
			<p>The topic is sophisticated enough in content within the learners' language level. For the second chapter, the students learn about self identity, hobbies, and members of family. The students can improve their public speaking. It is also related with the grammar that they learn, simple present tense.</p>	
			<p>The topic is sophisticated enough in content within the learners' language level. For the third chapter, the students learn about time, date, day, and month. They can relate the time with the activities in their daily life. It is also supported with the grammar that they learn, adverb of frequency and cardinal ordinal number.</p>	

			The topic is sophisticated enough in content within the learners' language level. For the fourth chapter, the students learn about the name and the amount of things, animals, and public buildings. It is supported with the grammar that they learn, article and preposition. They also learn about asking and giving something.	
5.	Will your students be able to relate to the social and cultural contexts presented in the course book?	✓	The students will be able to relate the social context because the expression of greeting, parting, thanking, and apologizing is commonly used in daily conversation. They will be able to apply the material with their friends, their family, or their neighbors. Besides that, they also be able to relate the cultural context because the material suitable with Indonesian culture, like the name or the situation.	Page 4
			The students will be able to relate the social context because when they met new person, especially their new friends, they introduce their self to them. So, each other can be understand and more close. Besides that, they also be able to relate the cultural context because the example of material is Indonesian person.	Page 17
			The students will be able to relate the social context because the time, date, day, and month is commonly used in daily activities. When the students want to tell their schedule, to	Page 41

			<p>know their friends' activities, make a promise, and celebrated special day and events they use this material. Besides that, they also be able to relate the cultural context because the material suitable with Indonesian National Day, like Independence day, Kartini day.</p>	
			<p>The students will be able to relate the social context because in some daily conversation they will talk about the things, animals, and public buildings around them. They will ask and give some information with their friends. Besides that, they also be able to relate the cultural context because the material suitable with Indonesian culture, like the name of street (Jl Bunga, Jl Durian).</p>	Page 54
6.	Are women portrayed and represented equally with men?	✓	<p>Women are portrayed and represented equally with the man. In this chapter, it can be seen from the dialogues provides. All of the dialogues can be used for men and women. There are some short dialogues between a boy and a girl and also dialogue between women.</p>	Page 7
			<p>Women are portrayed and represented equally with the man. In this chapter, it can be seen from the dialogues and paragraph provides. There are some short dialogues between a boy and a girl and also short identity about a boy and a girl.</p>	Page 16

			<p>Women are portrayed and represented equally with the man. In this chapter, it can be seen from the short paragraph, dialogues and pictures activities. The following figure is the pictures of daily activities</p>	Page 40
			<p>Women are portrayed and represented equally with the man. In this chapter, it can be seen from the dialogues. All of the dialogues can be used for men or women</p>	Page 51
7.	Are other groups represented, with reference to ethnic origin, occupation, disability, etc.?	-	<p>Other groups are not represented with reference to ethnic origin, occupation, and disability in chapter 1. There is not text about traditional food, dance, clothes, art or something like that and there is not text related to job and disability.</p>	
			<p>Other groups are not represented with reference to ethnic origin, occupation, and disability in chapter 2. There is not dialogue or paragraph about traditional ceremony, food, dance, clothes, art or something like that and there is not text related to job and disability.</p>	
			<p>Other groups are not represented with refernce to ethnic origin, occupation, and disability in chapter 3. There is not pictures, paragraph or dialogues about traditional food, dance, clothes, art or something like that. There is also not</p>	

			<p>paragraph related to disability, but there is one paragraph that related to job.</p>	
			<p>Other groups are not represented with reference to ethnic origin, occupation, and disability in chapter 4. There is not paragraph or dialogue about traditional food, dance, clothes, art or something like that. There is also not paragraph related to disability and job.</p>	

It is validated in  
Magelang, 20 March 2023  
First Validator

Rini Estiyowati Ikaningrum, M.Pd.  
NIP 197507062021212007

It is validated in  
Magelang, 17 March 2023  
Second Validator

M. Fatkhu Arifin, M.Pd.  
NIP 199501192020121003

