

A Content Analysis of English Teaching Module Entitled “Practical English”

Farid Munfaati*, Mutiatun Nasihah, Ulin Ni'mah, Alfiah Nur Senta, Nurul Aini Tsuroyah.

*Corresponding author. Email: faridmunfaati@gmail.com

Pusat Pengembangan Bahasa Inggris UIN Maulana Malik Ibrahim Malang

ARTICLE

ABSTRACT

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Providing fruitful instructional material is essential to enhancing the learning process. One of the instructional materials is in the form of a teaching module. This qualitative study aimed at analyzing the content of an English teaching module entitled “Practical English” which was used by non-English majoring students. The evaluation checklist proposed by Chunningsworth was adopted to examine some aspects of the teaching module including the organization of the teaching module, grammar, language skills, listening, speaking, reading, writing, topic and subject content, learner needs, and learning/teaching procedures. In addition, a post-use evaluation was carried out to find the strengths and the shortcomings of the book, which gave an invaluable overview that could be applied to prepare further instructional materials. The results of the present study revealed that the book met most criteria of the evaluation checklist. The teaching module was well organized and presented integrated language skills including listening, speaking, reading, and writing in a meaningful context by providing authentic materials to engage students in realistic contexts. The vocabulary development material in the teaching module, however, was its weak point. The book lacked an index of language terms as well as any clear explanation of vocabulary based on semantic links. In short, the findings of the present study could be valuable for EFL teachers in providing teaching modules as instructional materials to boost successful learning.

INTRODUCTION

In implementing English teaching instruction, one of the considerations is an instructional material which plays a determinant role that affects the teaching and learning process in achieving the goal of

English instruction. Teaching module is still applied in teaching learning in the classroom even though a high number of modern aids has been created to provide many kinds of activities integrating the language skills of listening, reading, speaking, and writing. Barzegar (2013) suggested that textbooks are essential for language teaching and learning. Additionally, the teaching module includes numerous activities that are necessary to help English learners improve their skills, and some English teachers consider that the book is appropriate for the demands of the learners. As consideration should be given to the teacher-textbook interaction, the teaching module's objectives should match the teacher's objectives as closely as possible, and both parties should make every effort to fully satisfy the demands of the students.

Teaching modules are one of the instruments used to assist teachers in instructing students (Tomlinson, 2011). Awasthi (2006) provided a more detailed description, stating that a teaching module is a teaching and learning resource used by both teachers and students to rely on the teaching and learning process. The majority of the language input that students receive and the language practice they do in class is based on the instructional materials (Richards, 2001). In addition, Tarigan (1986) stated that teaching modules are books of lessons in a particular field of study that is used in schools and colleges to receive teaching programs. These books are organized by subject-matter experts for instructional purposes, and they are completed with harmonious and simple teaching media that are easy to understand.

The internet, television, social media, and video games have made learners more sophisticated, and as a result, they now demand high standards of production and presentation, particularly when it comes to visuals. They also anticipate course materials to make learning simpler and more fun, and they can easily become bored with dry and uninteresting information, regardless of how sound methodologically it may be (Cunningsworth, 1995). To review the concepts, materials, exercises, or activities on a worksheet, evaluation of the teaching module is therefore required. Typically, it is used to assess a student's strengths and limitations (Cunningsworth, 1995), help teachers become more professional (Mohamed, 2013), and determine the form of teaching module materials (Ellis, 1997). Evaluating the teaching module is about finding out if you wanted to be there (McGrath's, 2016).

The evaluation of teaching modules should assist teachers in providing students with the greatest resources possible to ensure effective knowledge transfer. Four crucial exercises and activities are suggested by Garinger (2002) to evaluate the quality of teaching modules. The first need is that assignments and activities aid in language learning. Second, a controlled and free exercise style should be matched with the exercise. Third, the practice should be progressive, varied, and challenging as students' progress through the teaching modules. Therefore, a typical teaching module can be addressed after an evaluation of these needs.

Researchers are required to assess a number of factors when examining the content of teaching modules in order to raise the standard of the books. Cunningsworth (1995) offers a number of recommendations, including that course materials should be appropriate for students' needs and align with the program's goals and objectives, that they should reflect the uses that students will make of the language in the future or in the present, that they should take into account students' learning needs without dogmatically imposing a rigid "method," and that they should have a clear rationale for their inclusion in the curriculum.

Some academics carried out content analyses of textbooks used by teachers at colleges or secondary schools. Apriyani (2016) assessed the English module's quality and discovered that the book received a Cunningsworth checklist score of 74. 25%, which is regarded as a good book. While Hutchinson and Waters' results revealed 78. 57%. The English textbook for Senior High School, published by Kemendikbud in 2014, was analyzed by Dilla et al. (2017), who discovered that the materials and tasks were divided into four categories: material, linguistic, material presentation, and graph revealed the varied results. The material component was put in the poor category while the others were in a good category. The appropriateness of EAP course-book materials with the standards for good teaching materials and the English language requirements of IAIN Purwokerto students was examined by Sabiq and Muflihah (2021). The researchers discovered that the teaching module fits the

requirements for high-quality text teaching materials in a category that is extremely appropriate.

The following researchers additionally present some additional content analysis study results. Gol and Baghaeeyan (2015) found that the Iranian curriculum has made significant strides in terms of language teaching methodology and has been able to partially meet the needs of both students and teachers, but it lacks proper vocabulary recycling, phonetic transcription of new words, and the use of unauthentic contexts. While there are some parallels between English and Japanese book evaluations, Itakura and Tsui (2011) found that there are also clear variances. Globally, praise is more frequently employed in English book reviews to build rapport and group solidarity while Japanese evaluations lean more heavily on self-loathing and apologies.

In 2022, during the pandemic outbreak, UIN Maulana Malik Ibrahim Malang ESP teaching team wrote a Practical English teaching module to facilitate students with materials for reading, listening, writing, and speaking. It is used as the main source for online learning with the help of online media such as Zoom, university e-Learning, WhatsApp, Google Classroom, Liveworksheet, Quizizz, and so on. The researchers who also teach at this university analyzed the content of the book and found some weaknesses that should be revised. Therefore, the objective of this research is to investigate the content of the Practical English teaching module. This research gives more new insights than the previous ones such as the teaching module is specifically designed for the online resource. The teaching module is used for English for Specific Purposes (ESP) instructional material, and the teaching module has never been examined by any researchers.

METHOD

The present study focused on the content analysis of an English teaching module entitled 'Practical English' which was used by the third semester of non-English majoring students in the English 1 course. The teaching module, consisting of 14 chapters and 237 pages, was composed based on the second level (A2) of English in the Common European Framework of Reference (CEFR) in which the materials were adapted from several relevant sources at the same level. While, in keeping with the course's objectives, which include the development of fundamental linguistic abilities, the materials of each chapter were organized into the skills that are necessary to be mastered by the students including reading, writing, listening, speaking, and grammar, so that students are able to apply the target language correctly and appropriately both in oral and written form.

Since the data were in the form of texts, a descriptive qualitative method was applied in the present study. As stated by Fraenkel & Wallen (2009) that a qualitative study relies more on pictures or texts rather than numbers. In the content analysis, moreover, the data were not considered as physical events; rather, they were seen as texts, images, and expressions that are created to be seen, read, interpreted, and used for their meanings, and must therefore be analyzed with such uses in mind. To put it another way, content analysis and qualitative methods of text interpretation are not mutually exclusive (Krippendorff, 2013).

In terms of content analysis, evaluation can take place prior to, during, or post-use of a teaching module, depending on the situation and the objectives of the evaluation. In this study, however, a post-use evaluation was employed to assess the teaching module. After a teaching module has been used, post-use evaluation offers a retrospective review of its performance and can be helpful for identifying the strengths and shortcomings that have developed over time. This type of evaluation can be helpful in determining whether to use the same teaching module in subsequent times, especially for brief self-contained courses that are offered periodically (Cunningsworth, 1995). In addition, an evaluation checklist was also provided to get the data of the present study as it was necessary for the content analysis. The evaluation checklist items were derived from Chunningsworth (1995) which cover several aspects of material evaluation including the organization of the teaching module, grammar, language skills, listening, speaking, reading, writing, topic and subject content, learner needs, and learning/teaching procedures.

In conducting the present study, there were some procedures applied by the researchers. First, preparing the teaching module entitled 'Practical English' which was purposively chosen by the

researchers since the teaching module was used as the primary source in the English 1 course. Second, obtaining the data by analyzing the content of the book based on some criteria in the evaluation checklist. Third, presenting as well as interpreting the data obtained from the evaluation process to find the results of this study.

RESULTS AND DISCUSSION

The findings and discussion covered an overview of the results and the data interpretation from the teaching module evaluation process. The results of data analysis were broken down into 10 distinct areas, including organization of the teaching module, grammar, language skills, listening, speaking, reading, writing, topic and subject content, learner needs, and learning/teaching procedures.

Organization of Teaching module

The organization of the teaching module is the first criterion in which eight assessment criteria are covered in this component. The outcome of the evaluation of the design and organization is shown in table 1 (See appendix). The results indicate that the workbook's contents, including its topic, structure, skills, and function, are well-organized. Each unit includes a comprehensive topic, instruction in each of the four skills, as well as language characteristics and functions. The evaluation reveals that the first criterion was fully satisfied. The third criterion concerns how refined in later sections of the material. In this case, asking students to read and comprehend the instructions for the exercises is important. This practice aims to help students comprehend the meaning of the materials they are learning.

Another criterion is the reference section. The resources are also appropriate for independent study. It is evident from the workbook's contents, which include information on every chapter's opening page and continue with the exercise. The workbook has a variety of exercises, including those that cover all subject matter, language content, and skills. However, the book does not provide an index of language items. An indexing language is a system for naming subjects of the records of information. The function of an index language is to do whatever a natural language does and in addition organize the semantic content through a different expression providing a point of access to the seekers of information (Sarkhel, 2017). The seventh criterion is a list of new vocabulary in the first introduction. The book cannot fulfill it. If a book includes rare, unfamiliar, specialized, or made-up words or terms, the list of new vocabulary serves as a dictionary for the reader to reference throughout their reading of the book.

Grammar

The teaching of grammar, though fraught with controversy, was an important issue in language teaching. Rutherford (1980) and Westney (1994) argue that language teachers and learners need to realize that language is governed by rules that make it available to learners as needed. On the basis of the student's proficiency level, the book has offered grammar exercises. The grammar content was provided in smaller parts to make it easier for the students to understand. Additionally, grammar books place an equal focus on language use and form. According to the standards, both language form and use should be given in a balanced manner. Grammar books often give a form and explain how to utilize it. Students can memorize when to use each form by using the rules that are supplied. This is great if you need to memorize some structures and pass an exam, but for many students, this meaning-neglecting method misses the objective of their studies, and students struggle to express themselves. There are newly introduced items related to the learners and one grammatical form has more than one meaning. The evaluation's findings for the grammatical component are shown in table 2 (See Appendix).

Language Skills

Language skills are a communication ability that aids in the precise and clear expression of your ideas (Humes, 2021). The speaking skills are in line with listening comprehension. Another ability that is important in a professional situation is the ability to write succinctly and clearly. Thus, it is fundamental to have the language abilities to speak, listen, read, and write. There are materials for all four language skills—listening, speaking, reading, and writing—in each chapter of the textbook.

Taking into account the level, overall aims, and if there is a suitable balance among the abilities, the teaching module appropriately addresses all four skills. The results of the evaluation for language skills are shown in table 3 (See Appendix).

The course's grammatical component advances, while the vocabulary grows in size. It anticipates a rise in the difficulty of the skill work. The complexity of dialogue work may increase when it moves away from straightforward question-and-answer formats. Similar to this, listening parts could be uttered more quickly and become longer. The length of reading passages would increase, as would the complexity of the discourse structure. As the course continues, comprehension questions—which at the beginning of learning would check grasp of simple facts—might ask students to infer meaning or to pick out specific important information from a sea of less relevant information. (Cunningsworth, 1995). Despite the variations in the complexity of operation needed from the learners, the task of the teaching module incorporates experience using all four skills in unison to discuss the same subject.

Another factor to take into account is if the content provided for skill practice is real, semi-authentic (initially authentic but simplified), or specially prepared for the teaching module. According to one school of thinking, authentic materials can be used even at the elementary school level as long as the tests, exercises, and other activities based on them are appropriately assessed. Others would counter that the selection of authentic resources that are appropriate for beginners and beyond is quite constrained and frequently rather unimportant in nature, such as grocery lists and street signs. Elementary-level content is typically specifically developed for the teaching module in practice. Richards (2001) distinguishes between two categories of materials: generated materials (textbooks and other professionally constructed instructional resources) and authentic materials (unprepared teaching resources such as texts, images, video clips, etc.).

At the right time in the teaching module, we should search for the advantages of employing real materials. They have been the subject of debate among many professionals engaged in foreign language education and research (Shrum & Glisan, 2000; Paltridge, 2001; Guariento & Morley, 2001; Kelly & Kelly & Offner & Vorland, 2002). These advantages may include improving motivation and fostering language awareness, as well as emphasizing comprehension and displaying authentic language. They may also give an opportunity to discuss cultural concerns. With true or almost authentic content, we can be sure that the language patterns being provided are real, especially when it comes to discourse structure, which can be challenging to accurately imitate when writing specifically for a teaching module. The language examples offered and practiced, whether authentic or not, should be suitable role models for learning purposes and should be indicative of language use in everyday situations.

Listening

In the listening aspect, there are five criteria included in the evaluation. The results of the evaluation for the listening aspect are shown in table 4 (See Appendix). Two items, however, cannot meet the criteria. The evaluation demonstrates that every chapter of the book already contains a listening segment in the form of dialogue or conversational activity. According to Cunningsworth (1995), the unpredictable nature of the answer or reaction is among the most challenging and frequently unsettling parts of participating in a conversation in a foreign language. Although students can limit what they attempt to say to their level of language proficiency, they are unable to control what is said back to them in conversation after they leave the safety of the classroom. The best plan of action involves quick thinking and precise expectation-setting.

For the purpose of structuring the part, the book includes a specific listening passage. Additionally, each activity and piece of content is provided in a relevant context. Pre-listening exercises are also included in the teaching module to help learners concentrate on the passage's subject. Pre-questions or instructions to look for specific pieces of information in the listening material might be used as these. Since it has a significant impact on how well the task will go, the pre-listening is regarded as the most significant (Chastain, 1988, as cited in Rajaei, 2015). According to Newton and Nguyen (2018), the pre-listening phase primarily tries to activate schematic knowledge, which

frequently influences task success or makes comprehension easier (Zohrabi & Sabouri, 2015).

The recorded material on audio-cassette in this teaching module is very high and appropriate to the learners' ability and level. Too much-accented speech, according to Munro and Derwing (1999), can significantly lower understanding. Goh (1999) found that 66% of learners rated a speaker's accent as one of the most important elements influencing listener understanding. Both native and non-native accents that are unfamiliar can seriously impair learners' ability to understand what they are hearing. According to Buck (2001), people who have only studied American English will have serious listening difficulties when they hear a new accent like Indian English for the first time. This will undoubtedly disrupt the entire listening process, and at the same time, an unusual accent prevents listeners from understanding what is being said.

This teaching module doesn't contain any audiovisual content for listening. The lack of vision, which deprives students of all the supporting characteristics often provided through facial expression, gesture, eye contact, etc., contributes to the difficulty of interpreting recorded content. Videotapes can compensate for this drawback if they are available, but due to the high cost of the tapes and the technology required to record them, course packages now consist of considerably more audiotapes than videotapes, though some courses do provide videos as optional extras (Cunningsworth, 1995). Additionally, according to recent studies, integrating visuals together with sounds, such as in a movie or film, can significantly improve outcomes (Guichon & McLornan, 2008; Markham, et al., 2001).

Speaking

Speaking is defined as "the process of creating and exchanging meaning in a variety of circumstances using both verbal and nonverbal signals" (Chaney, 1998, p. 13). The Speaking evaluation checklist (See Appendix, table 5), achieved the perfection of meeting the criteria. It means that the book meets all of the listed criteria.

The speaking materials that are presented in the book include oral presentation and language practice exercises. Making presentations is a very beneficial learning experience (Chivers and Shoolbred, 2007: 5). During the presenting activity, the presenters gave their audience the chance to ask questions about anything that was unclear to them. According to Melion and Thompson (1980: 503), if the oral presentation is supervised and organized, it gave the students a learning experience and taught them an important ability that will be helpful to ESL/EFL in all of their educational subjects and subsequently in their careers.

The book also offers resources like dialogue and role-playing to aid the students in honing their speaking abilities. Role-playing is another technique for encouraging students to talk. It is regarded as one of the best learning exercises that can be used during the teaching and learning process. According to Freeman (1986), role-plays are crucial in the communicative method because they give students numerous chances to practice speaking in various social circumstances and roles.

The amount of preparation that teaching modules provide at higher levels varies. Some just supply discussion ideas, while others use communication activities to bring up more natural connections. Many EFL teaching modules lack the aspect of uncertainty and unpredictability that characterizes real conversations and discussions but is present in this form of activity (Cunningsworth, 1995). By engaging in exercises like these, students might build the confidence to participate in conversations in the comparatively secure environment of the classroom and can also develop coping mechanisms for the inherent unpredictability. These helpful exercises simulate conversational circumstances by introducing an information gap, but they do not actually instruct how to structure an English conversation.

Reading

Reading is the receptive skill that also becomes one of the focuses of this content analysis. To analyze the materials in the Practical English teaching module, the evaluation checklist has been provided in table 6 (See Appendix). The teaching module provides many texts used for introducing new grammar and vocabulary to the students. Those include an index, news reading passage, student card application, text messages, business cards, and other text given in the teaching module. The length of the text is sufficient to encourage either intensive or extensive reading. Besides, the text given

is certainly authentic, because it is arranged for some purposes needed by the students. Particularly, the text is not only to inform or explain, but also to entertain the readers. Likewise, the teaching module also provides some reading skills and strategies in order to make the students' reading skills to be more improved. Furthermore, in each chapter, the reading materials are related to other skills work, such as writing tasks. Thus, the students could focus more on the materials because they are integrated.

The other aspects of reading materials to be analyzed are the text genres, the subject matter, and the questions provided related to the text. Talking about genres of text in the reading materials, it can be said that the teaching module offers varied types of text, but this teaching module mostly uses descriptive text due to the information delivered in the text. However, there is also a text that provides another genre, namely expository, but there are only a few, not many as descriptive text. In contrast, the subject matter contained in the teaching module is suitable because it is adjusted to the happening issues, which shows that it is up to date. Besides, it is wide-ranging, culturally acceptable, and certainly alluring. These findings are strengthened by Caleffi (2016) that the materials of ELT textbooks created by the developers of materials for English language learners may depict a variety of circumstances and help students to gain a good command of communicative skills in a variety of settings. To sum up, the reading materials in the teaching module are presented completely, including background information and pre-reading and comprehension questions. It is also related to the other findings revealed by Munawarah (2021). She did a study dealing with content analysis of an English textbook for tenth graders. By conducting that study, she found that from all the English skills, the reading skill activities contained in the textbook are classified as 'very good' criteria. However, she uses both qualitative and quantitative research designs, so she got the results not only in the form of description but also in the form of numbers. Hence, it makes a big difference between Munawarah's study and this study conducted by the researchers.

Writing

This section discusses findings on how materials of writing are evaluated using the evaluation checklist in table 7 (See Appendix). In the Practical English book, the materials of writing use mixed techniques of writing namely controlled writing, guided writing, and free or semi-free writing. It is in accordance with Hyland's concept (2003) that employs some stages for teaching writing, where few of them have been applied in the Practical English book. The materials for writing in this teaching module are shown in varied tasks. Some of the tasks are preceded by guidance or examples of writing, but the others could be also in the form of instruction or topic so that the students could employ free writing in expressing their ideas. Moreover, the conventions of different sorts of writing are taught for example grammar and spelling, but punctuation and capitalization can be said that they are seldomly taught. It is because the lecturers usually teach capitalization and punctuation directly by giving corrections and feedback to the student's writing. Therefore, the students could be encouraged to revise their writing.

In contrast, there are still weaknesses found in the Practical English book. Those are regarding paragraphing and style of written English. These aspects are not taught sufficiently because it is probably in line with the teaching objectives that create the teaching module for the beginner's level.

Topic and Subject Content

Topics and subject content also become the evaluated element in the teaching module. It is because the topic is one of the crucial aspects in the arrangement of the teaching module. The results of the evaluation checklist are shown in table 8 (See Appendix) which explained that there are some points to be the strengths of Practical English book. Firstly, the teaching module contains real topics that are advantageous for the students. Hence, it could be used by students in life, such as an application form, curriculum vitae, and many others. Additionally, the topics used in the teaching module are quite engaging in content for the students, but linguistically it is still given at the appropriate level. Likewise, the content is also informative, and due to the varied subject content, it also can be used for the age group. It is supported by Tomlinson (2008) that textbooks should provide authentic content that involves students' emotions and cognitive processes and it could play a vital role to help the students in developing their abilities in communication. Hence, it can be concluded that

this teaching module gives contribution to expanding the students' awareness and enriching their experience.

Learner Needs

This part of the analysis evaluates students' needs. The results of the analysis shown in table 9 (See Appendix) indicate that this teaching module covers all questions in the evaluation checklist items which means that the materials being discussed in the teaching module cover student need areas. Additionally, from the material and the teaching module itself, it still can be understood if it is conducted implicitly due to the materials adjusted to the student's needs. Therefore, the students could suitably comprehend the materials. Due to the importance of the teaching module to the student's needs, it is also reflected in all aspects written in the teaching module, both in the subject content and in the approach.

Learning/teaching Procedures

The first aspect of the findings of learning/teaching procedures is related to how new grammar items are presented and practiced. As the result of the evaluation checklist in table 10 (See Appendix), the Practical English book consists of some materials on new grammar items. Some ways are actually could be used in teaching new grammar items; are deductive, inductive, and guided discovery approaches. In contrast, materials of new grammar items in this book are delivered by employing a deductive approach, where the students are given the rules for the target language items then they should practice them by doing the task provided in the book. It would be different from the inductive approach that designs; the examples are presented first and the students would work out the rules then.

In addition, the presentation of the materials and practice in the teaching module is appropriately controlled and organized. Besides, the new vocabulary is presented in multiple ways. They could be in wordlists, text, and with visuals. In contrast, the meanings of new vocabulary are taught mostly in wordlists. Hence, the students would understand the materials and do the exercise easily. Moreover, the materials delivered are also relevant to learners' needs and interests. It is in line with another study conducted by Usman (2015) who analyzed how vocabulary is taught by using the grammar-translation method. He found that the grammar-translation method could be a technique that is possibly effective to teach vocabulary, due to the exercises of translating vocabulary given by the lecturers, after the students have the explanation of grammar from the lecturers. Thus, it could widen the gap between this analysis conducted by the researchers and the findings of Usman's study.

Furthermore, new vocabularies are quite adequate in the teaching module because in each chapter there are usually lists of vocabulary presented in each unit, written below the text. This certainly helps the students to simply comprehend the text. It is in line with Hyland's idea (2003) that one of the stages that should be learned is familiarization, in which both grammar and vocabulary are delivered to the students, commonly using a text.

Additionally, the teaching module does not only consist of text but also contains visuals. They are created appropriately and also made attractively. The visuals in the teaching module use photos, and cartoons which are acceptable to the students. It makes the learning process more interesting. The students will not be bored because the materials are presented with pictures that are so fascinating.

Unfortunately, there are some weaknesses of the teaching module in the elements of learning/teaching procedures; new vocabulary is not recycled adequately. Furthermore, the other weakness is regarding the material of vocabulary development. It can be concluded that there is no specific material that explains that discussion, namely word formation. It could be due to the target of this teaching module, which is for the basic level (A1-A2). However, if it deals with the function of a word in a sentence, or usually named part of speech, this teaching module covers that point.

CONCLUSION

To summarize, the results of the present study indicated that Practical English book met most criteria of the evaluation checklist proposed by Chunningsworth (1995). From the teaching module organization aspect, the continuity of the materials was well organized and able to utilize the students

to have self-study. While the grammar aspect showed that the teaching module placed an equal focus on language use and form which were presented in small units of each chapter for easy learning. In addition, the presentation and practical activities of the language skills including listening, speaking, reading, and writing were integrated and presented in a meaningful context. Moreover, the teaching module also provided authentic materials to engage students in realistic contexts. The topics included in the teaching module were also varied and sophisticated which were able to engage the learners' knowledge system. Furthermore, the book covered the students' needs which were reflected in the content and the approach of the teaching module. Additionally, the teaching module did not only consist of text but also visuals. The visuals in the teaching module including pictures, diagrams, photos, and cartoons were presented appropriately and attractively which made the learning process more interesting. The teaching module's weak point, nevertheless, is its vocabulary development content. There was no explicit discussion of vocabulary based on semantic relations offered in the book, and there was also no index of language items.

Due to some limitations, the present study only analyzed the general content of the book by using an evaluation checklist. Accordingly, further studies are suggested to involve more specific criteria of the content analysis such as the cultural values, cognitive aspects, metacognitive aspects, etc., and make use of other instruments to enrich the data of the study. In addition, the findings of this study are expected to be valuable, particularly for EFL teachers who are preparing instructional materials in the form of teaching modules that should be appropriate to the student's needs and learning objectives. By providing the appropriate teaching module, will provide further development for successful learning and make the students eager to learn.

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APPENDIX

EVALUATION CHECKLIST

Table 1. Organization of Teaching Module Checklist

| No | Questions | Checklist |
|----|---|-----------|
| 1. | How is continuity maintained in the materials? | √ |
| 2. | What techniques are used for recycling and reinforcement of learning? | - |
| 3. | How is earlier learning developed or refined in later sections of the material? | √ |
| 4. | What route is the learner expected to take through the material? Is there one predetermined route, or are alternatives/optional routes given? | √ |
| 5. | Are there reference sections? If so, are there pointers to them in the main text? Are they well integrated? | √ |
| 6. | Is there an index of language items? | - |
| 7. | Is there a list of new vocabulary? If so, does it show where each word is first introduced? | - |
| 8. | Is the material suitable for use in a self-study mode? Does it have a key to exercise? | √ |

Table 2. Grammar Checklist

| No | Questions | Checklist |
|----|---|-----------|
| 1. | What grammar items are included? Do they correspond to students' language needs? | √ |
| 2. | Are they presented in small enough units for easy learning? | √ |
| 3. | Is there an emphasis on language form? | √ |
| 4. | Is there an emphasis on language use (meaning) | √ |
| 5. | How balanced is the treatment of form and use? | √ |
| 6. | Are newly introduced items related to and contrasted with items already familiar to the learners? | √ |

| | | |
|----|---|---|
| 7. | Where one grammatical form has more than one meaning (e.g., the present continuous), are all relevant meanings taught (not necessarily together)? | √ |
|----|---|---|

Table 3. Language Skill Checklist

| No | Questions | Checklist |
|----|--|-----------|
| 1. | Is the practice in all four skills included? | √ |
| 2. | If so, is it balanced? | √ |
| 3. | If not, which skills are omitted, and why? | - |
| 4. | Do the skills work progress in terms of complexity and difficulty, in line with the grammatical and lexical progression of the course? How well is this achieved? | √ |
| 5. | Do the presentation and practice activities include the integration of skills in realistic contexts? All four skills do not necessarily have to figure in every sequence of activities for it to be valid. | √ |
| 6. | Does the teaching module use authentic material at an appropriate level (e.g., pre-intermediate, intermediate, advanced)? | √ |
| 7. | If semi-authentic material is used, is it representative of authentic discourse? | √ |
| 8. | If non-authentic material is used, is it nevertheless a good model for learners to follow? | - |

Table 4. Listening Checklist

| No | Questions | Checklist |
|----|--|-----------|
| 1. | What kind of listening material is contained in the course? - Does listening form part of dialogue/conversation work? - Are there specific listening passages? | √ |
| 2. | If there are specific listening passages, what kind of activities are based on them – comprehension questions, extracting specific information, etc? | √ |
| 3. | Is the listening material set in a meaningful context? | √ |
| 4. | Are there pre-listening tasks, questions, etc? | √ |
| 5. | What is the recorded material on audio-cassette like in terms of: - Sound quality - Speed delivery - Accent - Authenticity? | √ |
| 6. | Is there any video material for listening? | - |
| 7. | If so, is good use made of the visual medium to provide a meaningful context and show facial expression, gesture, etc? | - |

Table 5. Speaking Checklist

| No | Questions | Checklist |
|----|---|-----------|
| 1. | How much emphasis is there on spoken English in the teaching module? | √ |
| 2. | What kind of material of speaking is contained in the course? This may include: <ul style="list-style-type: none"> - Oral presentation and practice of language items - Dialogues - Roleplay - Communication activities (information gap) | √ |
| 3. | Are there any specific strategies for conversation or other spoken activities, e.g., debating, giving talks? | √ |
| 4. | Is any practice material included to help learners to cope with unpredictability in spoken discourse? | √ |

Table 6. Reading Checklist

| No | Questions | Checklist |
|----|--|-----------|
| 1 | Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc? | √ |
| 2 | Is there a focus on the development of reading skills and strategies? | √ |
| 3 | Is the reading material linked to other skills work? | √ |
| 4 | Is there emphasis on reading for pleasure and for intellectual satisfaction? | √ |
| 5 | How long are the texts? Do they encourage intensive/extensive reading? It consists around 4-5 paragraphs Yes, it encourages | √ |
| 6 | How authentic are the texts? The texts are authentic | |
| 7 | Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date)? | √ |
| 8 | What text types (<i>genres</i>) are used? Are they appropriate? Report text | √ |
| 9 | Are the texts complete or gapped? | √ |
| 10 | Does the material help comprehension by, for example: <ul style="list-style-type: none"> - Setting the scene - Providing background information - Giving pre-reading questions? | √ |
| 11 | What kind of comprehension questions are asked? <ul style="list-style-type: none"> - Literal (surface) questions - Discourse-processing questions Inference questions? <ul style="list-style-type: none"> - To what extent does the material involve the learner's knowledge system (knowledge of the world)? | √ |

Table 7. Writing Checklist

| No | Questions | Checklist |
|----|---|-----------|
| 1 | How does the material handle <ul style="list-style-type: none"> - Guided writing | √ |

| | | |
|---|--|---|
| | - Free or semi-free writing | |
| 2 | Is there appropriate progression and variety of task? | √ |
| 3 | Are the conventions of different sorts of writing taught? If so, which ones, and how are they presented? | √ |
| 4 | Is paragraphing taught adequately? | √ |
| 5 | Is there emphasis on the style of written English? At advanced level, is there attention to different styles according to text type? | √ |
| 6 | Is attention given to the language resources specific to the written form, such as punctuation, spelling, layout, etc? | √ |
| 7 | How much emphasis is there on accuracy? | √ |
| 8 | Are learners encouraged to review and edit their written work? | √ |
| 9 | Is a readership identified for writing activities? | √ |

Table 8. Topic and Subject Content Checklist

| No | Questions | Checklist |
|----|--|-----------|
| 1 | Are real topics included in the teaching module? If so, how varied are they? | √ |
| 2 | Will the teaching module contribute to expanding learners' awareness and enriching their experience? | √ |
| 3 | Does it relate to and engage the learners' knowledge system, ie the knowledge of the world that they bring with them? | √ |
| 4 | Are the topics sophisticated enough in content for the learners, but at the right level linguistically? | √ |
| 5 | Do they actually do what they set out to do? If informative, do they inform, if humorous, do they amuse, if controversial, do they challenge, etc? | √ |
| 6 | Are they suitable for the age group? | √ |

Table 9. Learner Needs Checklist

| No | Questions | Checklist |
|----|---|-----------|
| 1 | Does the material discuss and identify areas of student need? | √ |
| 2 | If this is not done explicitly, can the approach be inferred from the teacher's book or from the material itself? | √ |
| 3 | Is the book sensitive to what students need in order to learn well? | √ |
| 4 | If so, is this awareness reflected in the content and approach of the teaching module? | √ |

Table 10. Learning/teaching Procedures Checklist

| No | Questions | Checklist |
|----|--|-----------|
| 1 | How are new grammar items presented and practiced? | √ |
| 2 | To what extent is the presentation and practice: <ul style="list-style-type: none"> - Related to what learners already know and to what has already been taught - Appropriately controlled and organized - Relevant to learners' needs and interests? | √ |
| 3 | How is the new vocabulary presented (eg in wordlists, in a text, with visuals)? | √ |

| | | |
|----|---|---|
| 4 | How is the meaning of new vocabulary taught? The lists of new vocabulary are taught from the texts | √ |
| 5 | Is there vocabulary development material, eg based on semantic relations or relations of form? | - |
| 6 | Is new vocabulary recycled adequately? | - |
| 7 | How much new vocabulary is presented in each unit, text, etc | √ |
| 8 | Are visuals used extensively in the material? | √ |
| 9 | Are they reasonably well-produced and attractive? | √ |
| 10 | Is the style of the visuals (eg. photographs, line drawings, cartoons) acceptable to the users? | √ |

Adopted from Chunningsworth (1995)

