

**CONTENT ANALYSIS OF ENGLISH TEXTBOOK ENTITLED
"WORK IN PROGRESS" FOR TENTH GRADE USED IN
MERDEKA CURRICULUM**

THESIS



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2023**

ABSTRACT

Al-Ghozali, Mukrim. *Content Analysis of English Textbook Entitled "Work in Progress" For Tenth Grade Class Used in Curriculum of Merdeka Published By The Ministry of Education.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Ponorogo. Advisor Dr. Ahmadi, M.Ag.

Key Words: Content Analysis, English Textbook, McDonough and Shaw's Criteria, Curriculum of Merdeka

Textbooks are one factor influencing the outcome of the teaching and learning process. Good-quality textbooks will provide students with good learning materials and experiences. In this case, a teacher must be critical in choosing textbooks as one of their learning resources. For this reason, an analysis is needed to determine the quality and extent to which a textbook meets the needs of students, one of which uses the content analysis method. Content analysis is a technique used to help obtain conclusions about content by the context of its use.

This study aims to determine the organization, quality, and suitability of material and learning experiences students get from an English textbook entitled "Work in Progress" for class X. The researcher used McDonough and Shaw's theory and criteria to help the researcher analyze the content in the English textbook. According to their theory, there are three analysis processes, external evaluation, internal evaluation, and overall evaluation.

This research uses a library review research design, content analysis techniques, and a descriptive qualitative approach. There are three main research steps, 1) Preparation. Researchers determined and understood the data based on theory. 2) Organization. Researchers make a coding data. 3) Reporting. The researcher presents the data obtained and the conclusion. The data is collected by using Documentation technique which involves finding, evaluating, and verifying the relevant documents.

The results of this study indicate that the English textbook "Work in Progress" for grade X students meets the external and overall evaluation that researcher use based on the theory of McDonough and Shaw. The textbook follows the objectives of the Merdeka Curriculum, which contains multimodal texts equipped with illustrative images and audio listening. All skills, such as listening-speaking, reading-viewing, and writing-presenting are also fulfilled. However, based on the internal evaluation, the audio listening provided by the book author is inauthentic, which indicates as the textbook weakness.

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Date : 17th April 2023

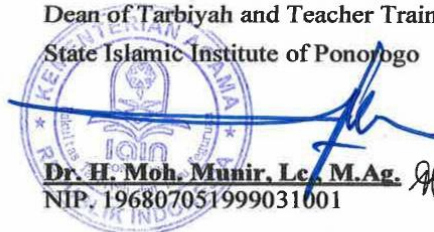
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Date : 17th April 2023

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Mukrim Al-Ghozali

TABLE OF CONTENTS

COVER

ABSTRACT..... ii

APPROVAL SHEET..... iii

RATIFICATION iv

LETTER OF PUBLICATION APPROVAL..... v

LETTER OF AUTHENTICITY vi

TABLE OF CONTENTS vii

CHAPTER I INTRODUCTION 9

A. Background of the Study 9

B. Statement of the Problems 15

C. Focus of the Study 16

D. Objectives of the Study 16

E. Significances of the Study 17

F. Limitation of Terms 17

G. Previous Research Findings 18

H. Research Methods 21

1. Research Design 21

2. Data and Data Source 21

3. Data Collection Technique 22

4. Data Analysis Technique 23

I. Organization of the Thesis 24

**CHAPTER II THE MATERIAL ORGANIZATION BASED ON THE CRITERIA
OF EXTERNAL EVALUATION 26**

A. Theoretical Background 26

1. The Concept of Textbook	26
2. Content analysis	28
3. McDonough and Shaw's criteria.....	32
4. Curriculum of Merdeka	35
B. Data Findings	40
C. Discussion	53
CHAPTER III THE MATERIAL QUALITY BASED ON THE CRITERIA OF	
INTERNAL EVALUATION	66
A. Theoretical Background	66
B. Data Findings	67
C. Discussion	72
CHAPTER IV THE MATERIAL SUITABILITY BASED ON THE CRITERIA OF	
OVERALL EVALUATION.....	83
A. Theoretical Background	83
B. Data Findings	84
C. Discussion	88
CHAPTER V CLOSING.....	92
A. Conclusion	92
B. Recommendation.....	93
BIBLIOGRAPHY.....	94

CHAPTER I

INTRODUCTION

A. Background of the Study

Textbook as a learning resource is one of the most important aspects to raise the success of the learning and teaching process, besides media and learning methods. Although many learning resources exist in this modern era, such as video learning, audio listening, or any other online resources, the textbook is the most practical. The textbook provides knowledge, materials, activities, and assessments. The textbook is useful as guidance for the teachers to conduct learning activities from the start until the assessment of students' achievement. It also provides the students to learn individually outside the classroom activity. The textbook makes it easier for teachers and students to gain knowledge and skills based on the learning goals.

The materials contained in a textbook should be good enough to accompany both the teachers and learners in achieving learning and teaching goals based on the curriculum. Materials for language acquisition also include everything that makes it easier to learn a language, whether by linguistic, visual, auditory, or kinesthetic means. Materials in a textbook serve as a learning stimulus, aid in the organization of the learning and teaching process, embody a perspective on the nature of language and learning, and serve as an example of how to use language properly and appropriately¹. In addition, besides teachers and students, one of the most crucial elements of any teaching or language context is the content or material from the textbook.

Textbooks, as one of the sources of language, play a vital role in learning and teaching. A textbook is a book that contains materials to improve students' knowledge based

¹ Nur Azmi Rohimajaya, Ade Sudirman, and Welliam Hamer, 'Developing English Materials for the Students of Information System Department at Technology and Information Faculty, Mathlaul Anwar University Banten', *Language Circle: Journal of Language and Literature* 15, no. 2 (26 April 2021): 242, <https://doi.org/10.15294/lc.v15i2.26275>.

on the curriculum in a written form². It is useful for the learners and the teachers to help them deliver materials in learning and teaching activity. The materials contained in the textbook are believed to be more credible than teacher-generated materials. Using a textbook, a teacher can measure student progress and achievement. The textbook is also efficient in terms of time and money. When the teachers prepare their materials for their classrooms, it will be more time-consuming, spend more money, and the quality itself can't be guaranteed to be effective. So, by using a textbook, the teachers have more time for other things to improve their learning and teaching. Furthermore, the textbook also serves additional roles in the ELT curriculum, such as an effective resource for independent learning, ideas, and activities, determining learning objectives, helping inexperienced teachers, etc.³

The textbook quality can determine the successful learning and teaching process. The good quality of the selected textbook will give an optimal result in the learning and teaching process. Using a good quality textbook can improve the learning and teaching activity to be more effective and interactive⁴. The teachers have more flexibility to use any learning method in their class which is varied and interactive, rather than using the lecture method continuously. The existence of materials in the textbook can also change the teacher's role from an educator to a facilitator of the learning and teaching process. Meanwhile, for the learners, a textbook benefits as a learning resource that can be learned anytime, anywhere, and adjusts their own learning pace⁵.

Even though textbooks give so many advantages for the users, they also bring several possible drawbacks. Textbooks may contain inauthentic language because sometimes they are written to achieve teaching points and do not represent the real use of language. In some cases,

² Yubekti, *Teori Pembelajaran Dan Pengembangan Bahan Ajar Dalam Pendidikan* (Anugrah Utama Raharja (AURA), 2014), 191–92.

³ David R A Litz, 'Textbook Evaluation and ELT Management: A South Korean Case Study', *Asian EFL Journal*, n.d., 5.

⁴ Ina Magdalena et al., 'Analisis Pengembangan Bahan Ajar', *Nusantara : Jurnal Pendidikan dan Ilmu Sosial* 2, no. 2 (2020): 173.

⁵ *Ibid.*, 174.

textbooks contain sensitive issues or controversial topics which fail to represent the facts. Because textbooks are frequently prepared for a global environment, they cannot accurately reflect the needs of the pupils. They also risk deskilling the teachers since they utilize them without reading the manual instructions when adopting them⁶. The textbook can mislead students into learning a language if it is inappropriate for their needs, level, or learning style.

The selection of a textbook can be made by considering several aspects⁷. First, from the accuracy and visual appeal, the textbook should be well-written and interesting. Second, the whole materials should be harmonious and provide depth of knowledge. The materials also should be supportive and easy in terms of their use. Besides, the materials in the textbook should be able to engage the students and be appropriate to their abilities and cultural background. In other words, a good textbook is a book that reflects an applied curriculum that covers all of the aspects before. Based on the regulation of Indonesia's Minister of Education, Culture, Research and Technology article 8, number 22 of 2022, concerning book quality standards, process standards and rules for manuscript acquisition, and process standards and rules for book publishing, there are four aspects of standard textbook quality, namely material standards, presentation standards, design standards, and graphic standards⁸.

As the Indonesian government started to implement a new curriculum called "Merdeka Curriculum" or "Independent Curriculum", a new textbook was also published to support the success of the learning and teaching process. The Merdeka Curriculum is a program that is expected to make a recovery in learning which offers three characteristics, including project-based learning in developing soft skills and character in line with the Pancasila student profile, focusing on main or essential materials, and a more flexible curriculum structure, and

⁶ Jack C. Richards, *Curriculum Development in Language Teaching*, Nachdr., Cambridge Language Education (Cambridge: Cambridge Univ. Press, 2009), 255–56.

⁷ Dan Bugler, 'How Teachers Judge the Quality of Instructional Materials', 2017, 5.

⁸ Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 22 of 2022 concerning book quality standards, process standards and rules for manuscript acquisition, and process standards and rules for book publishing, article 8.

a program that is expected to make a recovery in learning⁹. The Merdeka Curriculum was partly developed to help students prepare for the 21st century's intense competition for human resources worldwide. There are three abilities as the focus of learning. The first is thinking ability, which encompasses problem-solving, critical thinking, and creative thinking. The second is action competence, which involves technological, digital, and technology literacy and communication. The ability to exist in the world, which comprises initiative, self-direction, comprehension of the world, and social responsibility, comes in third¹⁰. So, by using the “Work in Progress” English textbook, all of the learning objectives formulated in the curriculum can be achieved.

While in some situations, the teachers may have so many choices of materials they select. However, there are many situations around the world where the teachers get very limited choices or even have no choice, perhaps being handed by a Ministry. If creating their materials will be time-consuming and costly, selecting textbooks from other places is also not a good option. It is because the textbook's materials may differ with their needs, making them need time to adapt those materials. For an ELT program, teachers or course planners are frequently under intense professional and financial pressure to choose a course book that will serve as the textbook for years to come. Teachers may be interested in assessment as a beneficial activity in and of itself, providing insight into the organizational principles of the materials and assisting them in keeping up with advancements in the field even though they are not required to review materials to use them. The textbook evaluation might assist the teacher in concentrating on practical methods of customizing the curriculum to a specific set of students¹¹.

⁹ Anita Jojor and Hotmaulina Sihotang, ‘Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan)’, *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 4 (3 June 2022): 5154, <https://doi.org/10.31004/edukatif.v4i4.3106>.

¹⁰ Yose Indarta et al., ‘Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0’, *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 2 (28 March 2022): 3012, <https://doi.org/10.31004/edukatif.v4i2.2589>.

¹¹ Jo McDonough, Christopher Shaw, and Hitomi Masuhara, *Materials and Methods ELT, Third Edition* (Blackwell, 2013), 51–52.

Concerning the importance of selecting an appropriate textbook to be applied in the learning and teaching activity, the teachers should analyze the materials contained in the textbook. Textbook analysis can be done by using the content analysis method. Content analysis is a document summarizing technique using more specific content classifications and codes based on pre-established principles. It is a procedure that is systematic and repeated. The fundamental step in the method is to gather information on related ideas and subjects, organize it for the readers, and then interpret it¹². Meanwhile, Krippendorff defined content analysis as a research method to draw reliable conclusions from the text (or other significant information) regarding its use context¹³. In other words, content analysis involves textual analysis and contextual analysis of the materials in a particular textbook. The term “other significant information” relates to pictures, illustrations, symbols, maps, or others that can be included in the content analysis data. All the included materials are believed to have reason and meaning, which can assist both the teacher and students in learning and teaching.

To analyze whether or not a particular textbook is appropriate as a learning source in the classroom, then the content analysis is useful to be conducted. Research by Meliawati and Hamied in 2020 analyzed content in the English textbook used for tenth-class students by the title “Buku Teks Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X”, which resulted that the selected English textbook being categorized as “good”. The English textbook gained an average score of 90% of the seven criteria the National Education Standards Board suggested. Furthermore, the selected textbook is relevant to the curriculum of 2013, so it can be used as one of the learning and teaching resources¹⁴. Another study by Linda Rahmawati in 2018 resulted that the textbook “Primary Language as a Second Language” has suitable materials.

¹² Inazal Mumtaz, ‘A Content Analysis of “When English Rings A Bell”: An English Textbook for Seventh Grade (Ed. 2017)’ (Ponorogo, IAIN Ponorogo, 2020), 3.

¹³ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 2nd ed (Thousand Oaks, Calif: Sage, 2004), 18.

¹⁴ Mela Meliawati and Fuad Abdul Hamied, ‘Analisis Konten pada Buku Teks Bahasa Inggris untuk Kelas X Berjudul Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X’, *Jurnal Penelitian Pendidikan* 20, no. 1 (10 May 2020): 83–84, <https://doi.org/10.17509/jpp.v20i1.24556>.

However, by referring to the textbook criteria by experts, the selected textbook need improvement. It is caused by several shortcomings, namely pair/group work activity and vocabulary materials¹⁵.

Based on the information in the English textbook entitled “Work in Progress” used for tenth-grade students, the publisher claimed that the textbook motivated to be created by the Covid-19 pandemic, which affects education, from face-to-face learning to online learning. Another challenge is related to the multimodal literacy which the students must acquire. It is related to the difficulty of providing learners with the knowledge and skills necessary to access, use, and analyze texts that present information in various ways. The learning objective established in accordance with the Curriculum has served as the foundation for producing and selecting the materials. The students can learn the English needed today with the support of this English textbook. The learning resources were created to make it easier for the pupils to comprehend, use, and create multimodal texts in written and spoken form¹⁶. The provided materials in this textbook can be used as basic knowledge to grasp any information and as preparation for future study.

Moreover, the tenth-grade student's English textbook entitled “Work in Progress” is used as the main textbook. It is used in the learning process by adjusting the applicable curriculum, which is the curriculum of Merdeka. The textbook concerns the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning guidelines for curriculum implementation in the context of learning recovery. This book is designed through various activities to achieve the competencies in the Learning Outcomes or *Capaian Pembelajaran*. The activities are sequenced, starting from easy to hard, which can improve the students’ knowledge and skills. The publisher of the “Work in Progress” English

¹⁵ Linda Rahmawati, ‘Content Analysis of The English Textbook “Primary English as A Second Language’ (Surabaya, Sunan Ampel State Islamic University, 2018), 53.

¹⁶ Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih, *Work in Progress, First* (Jakarta: Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022), v.

textbook claimed that the book enables the students to learn individually because it has a progress check which can be used to measure their understanding. Some projects as assignments also allow the students to use semiotic resources provided in the textbook¹⁷. Using this textbook allows students to maximize their study during and outside classroom activities.

Considering the above matter, textbook analysis is needed to select a textbook applied to the learning and teaching process. Therefore, the researcher is interested in analyzing the content in an English textbook, specifically “Work in Progress”, used in the Merdeka curriculum for tenth-grade students. The researcher selected this textbook which is designed by The Indonesian Ministry of Education, Culture, Research and Technology to be analyzed because it is a new one published to be applied in the current curriculum as one of the learning resources. Moreover, the researcher is interested to analyze this textbook because it has never been analyzed by any researcher. The researcher uses the good textbook criteria suggested by McDonough and Shaw, which has three aspects of analysis, that is external, internal, and overall evaluation. This theory is adopted because it is rarely used and is flexible to be used in the general context as its claim. The finding of this study is helpful to teachers as they provide insight into the foundational materials and help them to improve their process in achieving learning and teaching goals.

B. Statement of the Problems

According to the context of the investigation, the researcher formulates the following issues:

1. How does the material and learning experience in the English textbook “Work in Progress” for tenth-grade students meet the criteria of the material organization (external evaluation) that McDonough and Shaw suggest?

¹⁷ Ibid.

2. How does the material and learning experience in the English textbook “Work in Progress” for tenth-grade students meet the criteria of good material quality (internal evaluation) that McDonough and Shaw suggest?
3. How does the material and learning experience in the English textbook “Work in Progress” for tenth-grade students meet the criteria of material suitability (overall evaluation) that McDonough and Shaw suggest?

C. Focus of the Study

There are many aspects that can be analyzed from English textbooks. However, the researcher focused on the analysis of materials and learning experience in the English textbook entitled “Work in Progress” for tenth-grade students, which is published by the Indonesian Minister of Education, Culture, Research and Technology. The materials in the textbook are generally multimodal text which is created as the main knowledge to be taught. The materials can be text, pictures, tables, mind maps, audio, etc. This textbook is selected because it is claimed as a learning resource that can fill the learning outcome gap during the pandemic. The textbook's materials are fun and interesting and relate to the knowledge and abilities needed today. The researcher adopted the good textbook criteria by McDonough and Shaw to analyze the content in the selected textbook. Based on their theory, there are three analysis stages: external evaluation (macro evaluation), internal evaluation (micro evaluation), and overall evaluation.

D. Objectives of the Study

1. To find out the material organization and learning experience of the English textbook entitled “Work in Progress” for tenth-grade students based on McDonough and Shaw’s criteria.
2. To find out the material quality and learning experience of the English textbook entitled “Work in Progress” for tenth-grade students based on McDonough and Shaw’s criteria.
3. To find out the material suitability and learning experience of the English textbook entitled “Work in Progress” for tenth-grade students based on McDonough and Shaw’s criteria.

E. Significances of the Study

Hopefully, this research will benefit the following parties theoretically and practically.

1. Theoretical Significances

This research gives knowledge as a reference of how to evaluate English textbooks to be used in the classroom, an important aspect that influences the learning outcome.

2. Practical Significances

- a. The senior high school English teachers are responsible for appropriately selecting textbooks to achieve the learning goals (Capaian Pembelajaran) of the Merdeka curriculum. The outcome of this research will be useful for them as an insight to consider the English textbook used in their classes.
- b. English textbook writers and editors hope this study's findings can be an overview for them to evaluate or revise the English textbook in the future.
- c. For other researchers, this research can be used for reference in conducting further studies of a similar topic with this research.

F. Limitation of Terms

The limitation of terms aims to avoid misunderstandings between researchers and readers regarding the terms contained in this study. Some of the terms include:

1. Content analysis

Content analysis refers to a technique of analyzing documents into specific categories in a systematic way to obtain a conclusion. The content analysis step starts with gathering data, such as texts, pictures, graphs, recording audio, video, etc. Then, the data will be interpreted in a particular context and concluded as the result of the analysis. The content analysis aims to get concise knowledge about the phenomenon under investigation.

2. Textbook

A textbook is a learning resource providing knowledge, materials, activities, and evaluation. It is useful for the teacher and students in learning and teaching. Since the textbook plays an important role in learning and teaching, the quality of the textbook influences the success of learning results.

3. Curriculum of Merdeka

The curriculum of Merdeka is the current curriculum that the Indonesian government applies, replacing the implementation of Curriculum 2013. This curriculum is expected to be able to make a recovery after the COVID-19 pandemic, resulting in a learning gap. The curriculum of Merdeka has characteristics, namely flexible structure, focus on essential materials, providing project-based learning to develop the students' soft skills, and the Pancasila student profile.

G. Previous Research Findings

There is some previous research relevant to this research. First, a study by Widiyawati from State Islamic University Imam Bonjol of Padang in 2020 entitled "Contents Analysis of English Textbook "Pathway to English" For Tenth Grade of Senior High School". The researcher analyzed whether the textbook fulfilled the syllabus and provided standard knowledge based on the 2013 curriculum. The textbook was analyzed using rubrics assessment promoted by the National Board of Education Standard. The findings showed that the textbook is compatible with the 2013 curriculum, with a content and presentation feasibility score of 71.66%. It indicates that tenth-grade students' English textbook "Pathway to English" can be used as a learning source.¹⁸

Yuni Citra Wulandari and Sitti Fatimah in 2021 did the second study entitled "An Analysis of Bahasa Inggris Textbook for Grade 10 Students Published by the Indonesian

¹⁸ Widiyawati, 'Contents Analysis of English Textbook "Pathway to English" For Tenth Grade of Senior High School', *RiELT Journal* 6, no. 2 (October 2020): 381.

Ministry of Education and Culture”. The research aimed to determine to what extent the feasibility of the content and presentation of the textbook are. It was analyzed using the evaluation format proposed by BSNP by the year 2014. The research used evaluative research method which involves collecting and analyzing the value, the quality and the effectiveness of a product. The study found that the score of content feasibility is 71.5%, while the score of presentation feasibility is 72.3%. It fulfilled 15 out of 18 criteria, which can be said that the textbook is categorized as good.¹⁹

Yuliarti Inggit Utami, et.al., in 2017 in their study with the title “A Content Analysis on The English Textbook “The Bridge English Competence 2” Used by The Eighth Year of Junior High School” analyzed whether or not the textbook materials are compatible with indicators in language skills of School-based Curriculum and investigate whether or not the textbook exercises are communicative. The research was conducted by using descriptive method and using documentation to collect the data. The writers found that the appropriate textbook score of skill developed is 56.57% (listening: 57.60%; speaking: 60%; reading: 37.50%; writing: 87.50%), and the communicative exercises are 62.5%. By referring to those findings, it can be concluded that the English Textbook “The Bridge English Competence 2” for eighth-grade students is a good source to support learning and teaching.²⁰

The next study by Ilnazal Mumtaz in 2020, with the thesis title “A Content Analysis of “When English Rings a Bell: An English Textbook for Seventh Grade Edition 2017”, aimed to determine whether or not the selected textbook is categorized as a good textbook by using criteria proposed by Mukundan, Hajimohammadi, and Nimehchisalem. The research was conducted by using qualitative research design, with checklist of the textbook evaluation as the

¹⁹ Yuni Citra Wulandari and Sitti Fatimah, ‘An Analysis of Bahasa Inggris Textbook for Grade 10 Students Published by the Indonesian Ministry of Education and Culture’ 10, no. 3 (2021): 347.

²⁰ Yuliarti Inggit Utami, A. Handoko Pudjobroto, and Dewi Sri Wahyuni, ‘A Content Analysis on The English Textbook “The Bridge English Competence 2” Used by The Eighth Year of Junior High School’, *English Education* 5, no. 2 (29 January 2017): 162, <https://doi.org/10.20961/eed.v5i2.36057>.

analysis method. The study concluded that the selected textbook is categorized as good. From all aspects analyzed, it achieves an overall point of 98% out of 100%.²¹

Riski Wahyu Astuti in 2019, with the thesis entitled “An Analysis of English Course Book (Content Analysis of Bahan Ajar Bahasa Inggris Used by Ninth Grade Students of Junior High School in Madiun)”, analyzed to what extent the chosen textbook meets the criteria of good course book suggested by Alan Cunningsworth. Four aspects are analyzed: design and organization, language content, skills, and topic. This research was conducted by using qualitative research design, with content analysis as the method. The researcher found that ninth-grade students' English course book “Bahan Ajar Bahasa Inggris” is good. The percentage is 74.25% of textbook fulfils the criteria. However, it has to be developed in several aspects, such as adding exercises for vocabulary, pronunciation, listening sections, and the cover should be more interesting.²²

The previous studies before have similarity with this research, that is analyzing the English textbook in the applicable curriculum. On the other side, those studies also have differences with this research. The first is that the selected textbook is different from previous research. In this research, the researcher selected the English textbook entitled “Work in Progress, ” which is used in the Merdeka curriculum for tenth-grade students, to be analyzed. The second is the focus of the research. This research focused on the content analysis of the selected textbook, including the organization, quality, and suitability of the materials. The theory applied is the other difference. The researcher used criteria proposed by McDonough and Shaw to analyze the textbook because this theory is rarely used and flexible to be used in English Language Teaching contexts worldwide.

²¹ Mumtaz, ‘A Content Analysis of “When English Rings A Bell”: An English Textbook for Seventh Grade (Ed. 2017)’, 46.

²² Riski Wahyu Astuti, ‘An Analysis of English Course Book (Content Analysis of “Bahan Ajar Bahasa Inggris” Used by the Ninth Grade Students of Junior High School in Madiun)’ (Ponorogo, State Islamic Institute of Ponorogo, 2019), 116.

H. Research Methods

1. Research Design

The research design refers to a method used to collect, analyze, and interpret data²³. In this study, the researcher used qualitative research design by conducting content analysis because the data is in the form of passages or texts, visual content, and audio. The content analysis aims to provide information, fresh insights, a representation of the facts, and a practical action plan by methodically and objectively describing and quantifying occurrences²⁴. Content analysis is one of the methods used by library and information science inquirers on intradisciplinary and interdisciplinary issues by analyzing various data sources, such as journal articles, websites, transcripts of interviews, etc²⁵. This study is categorized as library research because it explains how the chosen English textbook meets the criteria of textbook evaluation by McDonough and Shaw, supported by various relevant documents. The researcher's role in this study is an evaluator of English textbooks where the result is to help determine the appropriate textbook.

2. Data and Data Source

This research data is in an English textbook entitled “Work in Progress” for tenth-grade students. The term “content” includes everything inside the textbook, such as material, text, pictures, work activity, assessment, etc. This textbook is used in the current curriculum, which is the curriculum of Merdeka, to support learning and teaching achievement through interesting and needed activities. Two themes are contained in this book: sports for the first semester and art for the second semester. Overall, this book has 6 chapters with a different focus on text varieties. In the first semester, the chapter titles are Great Athletes (descriptive

²³ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 293.

²⁴ Satu Elo and Helvi Kyngäs, ‘The Qualitative Content Analysis Process’, *Journal of Advanced Nursing* 62, no. 1 (April 2008): 107–8, <https://doi.org/10.1111/j.1365-2648.2007.04569.x>.

²⁵ Vera Armann-Keown and Liane Patterson, ‘Content Analysis in Library and Information Research: An Analysis of Trends’, *Library & Information Science Research* 42, no. 4 (October 2020): 1, <https://doi.org/10.1016/j.lisr.2020.101048>.

text), Sport Event (recount text), Sports and Health (tips or procedure text), and Healthy Food (procedure text). Meanwhile, in the second semester, the chapter titles are Graffiti (expository text) and Fractured Stories (narrative text).

a. Primary Data Source

The researcher gained the primary data from the English textbook “Work in Progress” for tenth-grade students published by the Ministry of Education, Culture, Research, and Technology of Indonesia.

b. Secondary Data Source

The researcher collects the secondary data related to this research from books, journals, articles, etc., and supports the writer in achieving the research goals.

3. Data Collection Technique

The researcher used a documentation technique to gather data for this study, which involves finding, evaluating, and verifying documents related to the object under investigation. Its application encourages observing the development or evolution of people, groups, ideas, skills, attitudes, and behaviors, among other things. The goal of any data collection is to acquire credible evidence that may be utilized to conduct in-depth data analysis and build a compelling argument for responding to a particular topic²⁶. The documentation technique can help the researcher answer the research problems described before conducting the study.

The writer collects the data using documentation described in the following section²⁷.

- a. The researcher first read the English textbook “Work in Progress” for tenth-grade students in the Merdeka curriculum.
- b. Reading references from books, journals, and articles for analysis which are related to content analysis. The writer is paying attention to the following process:

²⁶ Syed Muhammad Sajjad Kabir, ‘Methods of Data Collection’, in *Basic Guidelines for Research: An Introductory Approach for All Disciplines*, First (Book Zone Publication, 2016), 202.

²⁷ Elo and Kyngäs, ‘The Qualitative Content Analysis Process’, 109.

- 1) Determining the objective and focus of the research.
 - 2) The next step is determining the criteria of a good textbook. The writer used the theory by McDonough and Shaw, including three steps or parts of analysis: external evaluation, internal evaluation, and overall evaluation.
- c. Preparation. This process started with selecting a unit to analyze and then taking a sample representing the whole data. The data is gained from all of the chapters in the textbook, that is chapters one to six.
 - d. After preparation, the next stage is creating a matrix and data coding following the categories. There are several points or categories: theory, concept, regulation, data from books, and analysis. These categories can help the researcher to do the content analysis.
 - e. Examining and tagging data based on the established categories. The researcher made sure that the data from the textbook matched the theory, concept, and other categories
- #### 4. Data Analysis Technique

The application of data collection in content analysis is collected from any documents. In this research, data is collected from the textbook titled "Work in Progress" for tenth-grade students in the curriculum of Merdeka. However, data collection is not seen as a specific stage that must be done before analysis. Back-and-forth motion is employed in the cycle of document analysis, data collection, and analysis. Both the processes of gathering data and the analysis are both iterative. Look over the data, analyze it, and reread it to gather new information. Data gathering and analysis are interdependent in this study of an English textbook entitled "Work in Progress" materials are examined using textbook evaluation standards by McDonough and Shaw. The objective is to determine whether the selected textbook meets the criteria based on the theory. Therefore, this study's deductive content analysis process starts with preparation, organization, and reporting. After the writer finished

analyzing the data, a conclusion can be gained to explain the result of the research. The step of data analysis in this research is described as follows²⁸:

- a. Preparation; the researcher chose the unit to be analyzed, the six chapters of the English textbook entitled “Work in Progress” for tenth-grade students. After that, the researcher can take a data sample based on the theory. Then, the researcher understands the data before moving to the next analysis step.
- b. Organization; the researcher created a matrix and data coding following the categories: theory, regulation, data from textbook, and analysis. It is important to ensure that all of the data matches the other categories.
- c. Reporting; the researcher reported the gained data, which was already categorized.
- d. To check the data validity, the researcher asked to the lecturer who is expert at textbook analysis. The advice or recommendation given to the researcher is used to evaluate the analysis process until all of the aspects of analysis is covered. Then, the result of the study can be concluded.

I. Organization of the Thesis

This thesis is divided into six chapters. Chapter I is an introduction. It elaborates the background of the study, the statement of the problem, the research focus, the objective of the study, the importance of the study, the limitation of the term, previous research findings, the research method, and the organization of the thesis.

Chapter II is the theoretical background. It explains related literature supporting the research gained from books, journals, articles, etc. This chapter explains theories as follows: the concept of the textbook, content analysis, McDonough and Shaw’s criteria, and the Merdeka Curriculum. Then it is continued by a problem study based on the first research problem, which is material organization. This chapter discusses the analysis of gained data from the English

²⁸ Ibid., 111.

textbook “Work in Progress” for tenth-grade students based on the theory of textbook evaluation by McDonough and Shaw’s criteria. In this chapter, fourteen textbook evaluation points are relevant to the focus of this research.

Chapter III is a problem study based on the second research problem, which is material quality. This chapter is started with theoretical background, then discusses the analysis of gained data from the English textbook “Work in Progress” for tenth-grade students based on the theory of internal evaluation by McDonough and Shaw’s criteria. This chapter elaborates on eight points of textbook evaluation that are relevant to the focus of this research.

Chapter IV is a problem study based on the third research problem, which is material suitability. This chapter first serves theories, then it discusses the analysis of gained data from the English textbook “Work in Progress” for tenth-grade students based on the theory of textbook evaluation by McDonough and Shaw’s criteria. In this chapter, four textbook evaluation points are relevant to the focus of this research.

Chapter V is closing. This chapter consists of a conclusion and suggestion. After the discussion, the researcher can finally take a conclusion about the research. The researcher can also give suggestions related to the gap founds in the research to create better results..

CHAPTER II

THE MATERIAL ORGANIZATION BASED ON THE CRITERIA OF EXTERNAL EVALUATION

A. Theoretical Background

1. The Concept of Textbook

According to Oxford Learner's Dictionary, a textbook is a book that teaches a particular subject, especially in schools and colleges²⁹. Based on that definition, a textbook contains learning and teaching material that can be used in both school and college. Hutchinson and Torres stated that the textbook is a practically required element of (English language instruction). Annual sales of millions of copies have led to the establishment of several charity programs to produce them in (other) countries³⁰. It indicates that textbook is one of the most used learning resources worldwide.

a. The role of the textbook in a classroom

The majority of language programs highly depend on textbooks. Textbooks are heavily used in language courses at all levels of educational institutions, including public schools, colleges, language courses, and other educational institutions worldwide. Textbooks are used in language programs in a variety of ways. A reading textbook, for instance, might serve as the foundation for a course on reading techniques by offering reading materials and practice tasks. A writing textbook may offer sample essays and subjects for pupils to write on. A grammar textbook can be used as a reference and offers tasks and examples to help students learn grammar. Students may be given passages to read and discuss in a

²⁹ https://www.oxfordlearnersdictionaries.com/definition/english/textbook_1?q=textbook

³⁰ Biljana Radić-Bojanić and Jagoda Topalov, 'Textbooks in the EFL Classroom: Defining, Assessing and Analyzing', *Zbornik Radova Filozofskog Fakulteta u Pristini*, no. 46-4 (2016): 138, <https://doi.org/10.5937/zrffp46-12094>.

spoken text. The main hearing input in a listening course may be a listening text together with audiocassettes or CDs³¹. The textbook also encourages students to acquire foreign languages effectively. According to Bahar and Zaman, as cited by Afrin, textbooks also play a very significant role in language teaching and acquisition³².

b. Advantages and disadvantages of using a textbook

Textbook use in the classroom can have benefits and drawbacks depending on how and in what settings they are used. The advantages of using a textbook in teaching are described as follows.

- 1) They provide structure and a syllabus for a program; textbooks help learners achieve goals as planned and developed in the syllabus.
- 2) They help standardize instruction; similar materials are distributed, and tests are administered to all students, regardless of their location.
- 3) They maintain quality; students can learn appropriate materials which already been tested.
- 4) They provide numerous learning resources, such as CDs, videos, workbooks, and guides.
- 5) They are efficient; teachers have more time to teach than to produce materials.
- 6) They can be sources of effective language models and input; textbooks help foreign teachers to use accurate language.
- 7) They can train teachers; serve as a medium for new teacher training.
- 8) They are visually appealing, with great design to encourage learners' excitement.

On the other hand, the disadvantages of using textbooks are:

³¹ Richards, Curriculum Development in Language Teaching, 254.

³² Afrin Hossain Trisha, 'A Study on the Role of Textbooks in Second Language Acquisition' (Dhaka, BRAC University, 2016), 4.

- 1) They might employ language that isn't real or serves as a teaching tool, known as inauthentic language.
 - 2) They may distort content; the materials may be sensitive and controversial.
 - 3) Some textbooks are written globally and do not consider pupils' demands.
 - 4) They can deskill teachers; teachers' role can become reduced because they only use textbooks without using guidebooks/instructional books.
 - 5) They are expensive; financial textbooks can burden students from some places.
2. Content analysis

A research technique called content analysis aids in concluding the context in which texts (or other critical things) are used. As a technique, content analysis entails specific steps. It can be learned and is independent of the researcher's personal authority. Content analysis provides new insights, increases understanding of certain events, or motivates constructive action³³. The outcome of the analysis is a set of concepts or categories, and the objective is to produce a brief and thorough explanation (give knowledge, new insights, a picture of the reality, and a practical road map for action) of the phenomenon³⁴. By conducting content analysis, the researcher obtains an in-depth understanding of the object under investigation, which can be displayed in various forms.

There are some differences between qualitative and quantitative content analysis; those are described in the section below.

a. The Differences Between Quantitative and Qualitative Content Analysis

The qualitative content analysis goes beyond merely counting words or gathering factual data from texts by examining meanings, themes, and patterns that may be overt or hidden in a text. It enables academics to grasp social reality in a subjective yet objective way³⁵. In some aspects, qualitative content analysis is

³³ Krippendorff, Content Analysis, 18.

³⁴ Elo and Kyngäs, 'The Qualitative Content Analysis Process', 108.

³⁵ Yan Zhang and Barbara M Wildemuth, 'Qualitative Analysis of Content', n.d., 1.

different from quantitative content analysis. The distinctions between quantitative and qualitative content analysis are as follows.

a. The Research Subjects

Qualitative content analysis was largely created in anthropology, qualitative sociology, and psychology to investigate physical communications' meanings. In contrast, quantitative content analysis is frequently employed in mass media to count manifest textual pieces, sometimes criticized for omitting syntactical and semantic information.

b. The Process

Deductive in nature, quantitative content analysis seeks to answer or test questions raised by theories or earlier empirical studies. Comparatively, a qualitative content analysis bases its evaluation of topics and themes and any conclusions made from them on the data.

c. The Technique of Data Sampling

The validity of statistical inference in quantitative content analysis demands that the data be chosen using random sampling or other probabilistic methods. In contrast, the texts used as samples for qualitative content analysis are typically those that have been purposefully chosen to support the study issues under consideration.

d. The Product

The quantitative method generates numbers that could be changed using different statistical techniques. In contrast, the qualitative technique typically results in definitions or typologies and statements from people expressing their perspectives on society.

b. Process of Analysis

Content analysis can be done with either quantitative or qualitative data, either inductively or deductively. The use of the two of them depends on the purpose of the study. For the inductive approach, it will be advised if there is an insufficient prior theory or if this knowledge is dispersed. The inductive approach moves from specific data to general; then, it is categorized as a whole or common statement. On the other side, the deductive approach is recommended when the analysis is operationalized based on prior knowledge and the study is purposed to test a theory. The deductive approach moves from theory or prior knowledge to specific data³⁶. Regardless of the approach used, the analysis process minimizes the amount of text gathered, identifies and combines categories, and attempts to interpret it³⁷. Content analysis's main point is interpreting the gathered data into categories.

1) Inductive Approach

The inductive and deductive approaches have the same main stages: preparation, organizing, and reporting. Each stage will be explained in the section below.

The first process is preparation. This process starts with choosing a unit to be analyzed, depending on the research question(s). The researcher takes a sample from the data source, which should represent the whole data. The researcher must notice textual content and consider contextual meaning carefully. After that, the researcher should analyze the data to learn “what is going on” and make it make sense. So, during this process, the researcher needs to read written material several times to get a deep understanding.

The second process is organizing. It is aimed to promote comprehension, provide knowledge, and provide a way to describe the

³⁶ Elo and Kyngäs, ‘The Qualitative Content Analysis Process’, 109.

³⁷ Mariette Bengtsson, ‘How to Plan and Perform a Qualitative Study Using Content Analysis’, *NursingPlus Open* 2 (2016): 8, <https://doi.org/10.1016/j.npls.2016.01.001>.

phenomenon. The organization process includes several steps: open coding, categorization, and abstraction. Open coding is done by writing notes and headings while reading the material. The researcher repeatedly reads until he/she is sure it already covers all aspects of the analysis. Then, the next step is reducing categories into broader categories by doing categorization. The researcher should distinguish between categories and classify the data carefully, so the data will not be wrong categorized.

The last process is an abstraction, which involves creating categories that summarize the research topic. For example, subcategories are grouped into categories; some are grouped into main categories³⁸. The main categories or dimensions are the focused aspects to be analyzed. In comparison, the subcategories are the information about the aspects (main category). The researcher can include much information as the subcategories, as long as they are important and can be controlled³⁹.

2) Deductive Approach

On the other side, deductive content analysis will be suitable if the researcher is interested in testing the data in different contexts. The test can be in the form of categories, hypotheses, models, or concepts. After preparation, the next step in deductive content analysis is creating a matrix and data coding according to the categories. By referring to the research aim, the researcher can use a structured or unconstrained matrix. Deductive content analysis is generally based on previous work, such as models, mind maps, reviews of literature, or theories.

³⁸ Elo and Kyngäs, 'The Qualitative Content Analysis Process', 109.

³⁹ Margrit Schreier, *Qualitative Content Analysis in Practice* (SAGE Publication, 2012), 61.

A categorization matrix is created, and all the data are then analyzed for content and labeled for correlation with or exemplification of the indicated categories. Within the unconstrained matrix, various categories can be created. If the matrix is organized, the data are only selected in ways that fit the analysis matrix; then, they are tested based on hypotheses, concepts, models, or categories. When a structured analysis matrix is used, there are two possible choices: only choosing aspects that fit the classification based on data or choosing those that are not. Based on the inductive analysis, those aspects which do not fit the categorization can be used to build new concept(s)⁴⁰.

3. McDonough and Shaw's criteria

There are three stages in analyzing a textbook based on McDonough and Shaw's theory. They are external, internal, and overall evaluation. In this part, the researcher explained about the external evaluation as the basic theory in analyzing the first problem statement.

McDonough and Shaw provide an extensive, external review of the content's organization. Basically, the goal is to examine how the author/publisher explicitly organized the materials by focusing on⁴¹:

- 1) The book's "blurb" or the declarations made on its cover, written by the teacher or student. The teacher should assess the textbook by looking at the materials contained, what the audience aim to achieve, and what the author asks learners to do.
- 2) The introduction and content table. We also find it helpful to scan the table of contents page since it frequently serves as a "bridge" between what is claimed outside about the materials and what is really offered "inside" the materials themselves.

⁴⁰ Elo and Kyngäs, 'The Qualitative Content Analysis Process', 111–12.

⁴¹ McDonough, Shaw, and Masuhara, *Materials and Methods ELT*, 54.

The researcher should consider several things by asking questions about the materials, including learning goals and student activities. From the external evaluation, the researcher will gain some information⁴².

- 3) The target audience. It discusses the suitability of materials for the intended audience. We must determine whether the products are intended for adults or teenagers ages 13 and older, for example. Topics that will inspire one audience may not be appropriate for another.
- 4) The level of proficiency. It investigates whether the materials are aimed at a particular level, for example, beginner or intermediate. This investigation can be complex, depending on the context of education.
- 5) The context of the materials. The researcher needs to find out whether the materials are produced to teach students in general or for teaching-specific purposes.
- 6) The use and organization of language. It considers whether the materials in each chapter/unit can be covered in a given time in the education program.
- 7) The author's perspective on methodology, language, and its relationship with learners and the learning process.
- 8) The use of textbook, which focuses on analysis whether the textbook is written for core or supplementary textbook. This helps the teacher to evaluate the effectiveness and the cost of using a particular textbook in the classroom. If it costs money for only supplementary purpose, the teacher can choose another textbook as an option.
- 9) The availability of teacher's book. This helps non-native speakers as the teachers when they work in planning a study and assessing students.
- 10) The inclusion of additional materials, such as vocabulary list, self-check units, an interaction appendix, a vocabulary appendix with phonetic spelling, a list of irregular verbs, and a listening appendix, etc. These materials are beneficial for the students to

⁴² McDonough, Shaw, and Masuhara, 55.

expand the student's vocabulary mastery, which is the basic need of language proficiency.

- 11) The use of visual materials. It focuses on the analysis whether the visual contents in the textbook are designed for decoration purpose or integrated into the text.
- 12) The clarity of layout and presentation, which emphasize the presentation of the contents and the clarity of the instruction in the textbook. Some books are well designed, but are so full with unusable information.
- 13) The existence of cultural materials. It analyses whether the contents are culturally biased or specific.
- 14) The presentation of minority groups. The minority groups including women, tribes, ethnics, etc. should be presented positively or presented without offence. This is important to avoid conflict.
- 15) The cost of inclusion of digital materials. This criterion helps the researcher to analyze how important the provided digital materials to assist the students to acquire language.
- 16) The inclusion of tests in the teaching materials, which is helpful for the students.

In this external evaluation, the other important things with which the researcher should concern are whether the textbook is used as the main or additional source, the role and the existential of the teacher's book, the additional vocabulary content, the visual, the cultural value, the provision of digital materials, and test providing. After this stage, the researcher can finally decide whether the textbook is appropriate to be selected as a learning source. If the textbook is potentially appropriate, then the researcher can continue to the next evaluation, which is internal evaluation. If it is not, then the researcher can exit the study or begin to evaluate other materials.

4. Curriculum of Merdeka

Etymologically, the word "*curriculum*" comes from the Greek, namely "*curir*" which means "*runner*" and "*curre*" which means "*a place to race*." As a result, when used in the context of education, the term "*curriculum*" refers to the route that must be followed when carrying out tasks from beginning to end⁴³. A curriculum is a set of planning to be implemented in learning and teaching activity. Curriculum refers to the learning experiences, instructional goals, teaching strategies, and assessment techniques prepared and implemented in education⁴⁴.

a. The roles of the curriculum in the education field

- 1) The curriculum's role in the particular school, notably as a tool for achieving a certain set of educational objectives and as a guide for observing everyday activities.
- 2) The purpose of the curriculum in a school setting is to support the educational process and prepare students for the workforce.
- 3) Curriculums serve the users' needs, specifically by helping to hasten the execution of educational programs and by offering helpful criticism to make programs more agreeable⁴⁵.

b. The implementation of the Merdeka Curriculum

In the history of education in Indonesia, there have been several curriculum changes to improve the quality of education in Indonesia. In 2004, the government implemented the KBK curriculum, which lasted for two years of implementation. Then in 2006, the KTSP curriculum was officially used in classroom learning to replace the old curriculum. This curriculum lasted long enough until 2013. Then the K13

⁴³ Nur Azmi. R et al., 'Kurikulum 2013 dan Kurikulum Merdeka dalam Pembelajaran Bahasa Inggris untuk SMA di Era Digital', in *Prosiding Seminar Nasional Pascasarjana UNNES (Universitas Negeri Semarang, 2022)*, 826.

⁴⁴ Yubekti, *Teori Pembelajaran Dan Pengembangan Bahan Ajar Dalam Pendidikan*, 74.

⁴⁵ *Ibid.*, 74.

curriculum was launched as an innovation in developing the quality of education in Indonesia. In 2019, when the world experienced the COVID-19 pandemic, the Indonesian government designed the Merdeka Belajar or Darurat curriculum as an alternative so that education continued running smoothly during the pandemic. After the pandemic ended, the government wanted to recover the lag in terms of education by formulating a new curriculum called the Independent Curriculum (Kurikulum Merdeka). The low PISA test results of Indonesian school children prompted the development of this curriculum. In the 2018 PISA test, Indonesia is still performing at an unacceptable level, and it was discovered that learning loss occurred in Indonesia in an average of 6 months⁴⁶.

Merdeka Belajar is an educational process to create joyful learning atmospheres supported by teachers, parents, and students. The realization of the learning process for learners actively needs to develop potential so that they are literate in religious spirituality, self-control, personality, intelligence, noble character, and learners' skills⁴⁷. In its implementation, the Merdeka Curriculum has not been implemented simultaneously and massively. This implementation aligns with the Ministry of Education and Culture's policy, which gives educational institutions flexibility in how they carry out the curriculum. The options for implementing the Merdeka curriculum are modified based on the level of preparation of educators and teachers. It is hoped that the IKM (Implementasi Kurikulum Merdeka) will be applied in the educational unit more effectively the more appropriate it is.

There are three different approaches available for implementing the Merdeka curriculum. Those are:

⁴⁶ Hesti Ariestina and Haryanto, 'A Critical Content Analysis on Indonesian Language Subject', 2022, 339.

⁴⁷ Desrianti and Yuliana Nelisma, 'Implementasi Kurikulum Merdeka Belajar Perpektif Manajemen Pendidikan Islam', *Al-fahim: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (30 September 2022): 160, <https://doi.org/10.54396/alfahim.v4i2.309>.

- 1) Merdeka Belajar allows Early Childhood Education units, grades 1, 4, 7, and 8, 7, and 10, to incorporate some components and ideas of the Merdeka Curriculum without changing the previously used curriculum of these educational units.
- 2) Merdeka Berubah gives educational institutions the flexibility they need to apply the Merdeka Curriculum while utilizing the teaching resources offered in early childhood education units, grades 1, 4, 7, and 10.
- 3) Mandiri Berbagi gives education units flexibility in adopting the Independent Curriculum by allowing early childhood education units, grades 1, 4, 7, and 10, to create various teaching materials independently⁴⁸.

c. The components of the Merdeka Curriculum

According to Indonesia's Minister of Education, Culture, Research and Technology, Nadiem Makarim, there are several policies on the concept of the Merdeka curriculum. All those are described into four components, as explained in the section below.

- 1) The policy on the abolition of the National Standardized School Examination (Ujian Sekolah Berstandar Nasional). At the end of the grade, the examination is done by the local government. The quality is approved by conducting training in preparing examination questions for the teachers according to predetermined criteria. Written tests and/or other exams, such as assignments and portfolios like group projects, written works, and others, can be used as an assessment⁴⁹. This policy was written in the regulation of the Minister of Education and Culture No.43 in 2019.

⁴⁸ Fieka Nurul Arifa, 'Implementasi Kurikulum Merdeka dan Tantangannya', Bidang Kesejahteraan Rakyat: Info Singkat XIV, no. 9 (May 2022): 26.

⁴⁹ Khoirurrijal et al., Pengembangan Kurikulum Merdeka, 1st ed. (Malang: CV. Literasi Nusantara Abadi, 2022), 46.

- 2) The minimum competency assessment and character survey replace the National Exam. According to Pancasila, the assessment is conducted that the learners are expected to have literacy and numerical skills, be able to think critically using their cognitive abilities, and have a personality.
- 3) The lesson plan or Rencana Pelaksanaan Pembelajaran (RPP), is compressed and simplified into one page, including learning objectives, steps, and assessment.
- 4) Fourth, new student admissions are implemented with a broader, more flexible zoning system to improve equitable access and quality⁵⁰.

The four components mentioned above were developed by Nadiem Makarim, minister of research, technology, education, and culture, to give each student, teacher, and institution of higher learning a wide range of options when it comes to formulating policy. The rapid globalization that has entered the twenty-first century can be addressed thanks to establishing the Merdeka Belajar Curriculum. The challenges of the modern world urge educational institutions to adapt and change their curricula constantly.

d. The advantages of implementing Merdeka Curriculum

Furthermore, some advantages can be gained by implementing the Merdeka curriculum⁵¹; those are described as follow.

- 1) Simpler and deeper. The Merdeka curriculum concentrates on essential subjects. Students will retain information better if it is simple and thorough without being rushed. Students will become more engaged and motivated in studying when learning is done in-depth and entertainingly.

⁵⁰ Dahlia Sibagariang, Hotmaulina Sihotang, and Erni Murniarti, 'Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia', *Jurnal Dinamika Pendidikan* 14, no. 2 (2021): 92–93, <https://doi.org/10.51212/jdp.v14i2.53>.

⁵¹ Khoirurrijal et al., *Pengembangan Kurikulum Merdeka*, 20–21.

- 2) More independent. The idea of independence allows teachers to customize the educational process to suit their requirements and desired learning results. When put into practice, a learning process built with learners' needs in mind will be better than one without.
- 3) More relevant and interactive. Students that participate in interactive learning will be more engaged and able to enhance their abilities. Students will become involved in developing challenges existing in the environment through interactive learning by constructing a project.

The researcher formulates a concept as a base in implementing this research by referring to the explanation before. Theoretically, a textbook is one of the learning sources that can support both students and teachers in achieving learning goals. The textbook is very popular among teachers because it provides a particular objective of learning and balanced content⁵². Based on the importance of textbooks in the learning process, the materials or contents should be good as the learning source. To determine whether or not the textbook is appropriate and to familiarize its strengths and weaknesses, content analysis can be conducted to answer those questions⁵³.

Furthermore, a new textbook is published as a learning source by implementing the new curriculum of Merdeka by the Ministry of Education, Culture, Research and Technology Indonesia. In line with this, the writer is interested in analyzing the English textbook “Work in Progress” for tenth-grade students in the curriculum of Merdeka. The writer uses the criteria of a good textbook suggested by McDonough and Shaw, which has three steps: external, internal, and overall evaluation.

⁵² Hossain Trisha, ‘A Study on the Role of Textbooks in Second Language Acquisition’, 9.

⁵³ Jayakaran Mukundan, Reza Hajimohammadi, and Vahid Nimehchisalem, ‘Developing An English Language Textbook Evaluation Checklist’, *Contemporary Issues in Education Research (CIER)* 4, no. 6 (26 May 2011): 21, <https://doi.org/10.19030/cier.v4i6.4383>.

B. Data Findings

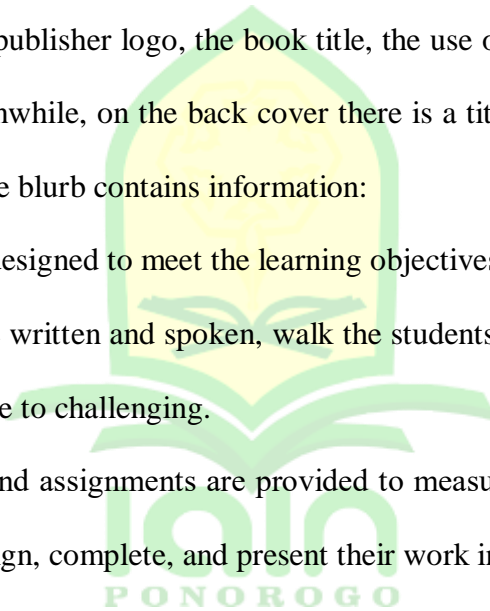
In the external evaluation, the researcher only focused and used 14 criteria out of 16 criteria that are related to the research problems. The criteria that excluded are the availability of teacher's book and the author's perspective on methodology, language, and its relationship with learners and the learning process. The data will be described as follows.

1. The book's blurb on its cover

The book cover is divided into three, the front cover, side cover, and back cover. On the front cover, the researcher found that there is publisher's name and logo, the book title, the level logo, and also decorated with illustration pictures. Then, on the side cover, there is publisher logo, the book title, the use of textbook (for students), and the level logo. Meanwhile, on the back cover there is a title, ISBN barcode, retail price and also a blurb. The blurb contains information:

- a. The textbook is designed to meet the learning objectives of Merdeka curriculum.
- b. The activities are written and spoken, walk the students to produce multimodal texts, move from simple to challenging.
- c. Progress check and assignments are provided to measure the student's achievement.

The students design, complete, and present their work individually or in groups.




BAHASA INGGRIS

Work in Progress

Work in Progress is the English textbook for X grade designed to meet the learning objectives as set by the latest curriculum; Kurikulum Merdeka, which was developed as the response to the rapid and disruptive change we are all experiencing at the moment. The textbook presents learning materials that have been carefully constructed to expose, despite being simple, students to multimodal texts; the text genre of this century.

The activities are organized into tasks designed to achieve the learning objectives. The activities walk the students from spoken discourse to the written one. This 'movement' allows the materials to move from the simple to the most challenging one, that is, to produce an appropriate working multimodal text.

The textbook is equipped with a progress check to allow students to measure their comprehension of the materials learned by themselves as well as a reflection. The assignments in this book are in the form of projects in which students design, complete, and present their work individually or in groups. By doing so, students learn to use the available semiotic resources to which they have access and to make functional use of everything they have learned in this chapter.



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HET	Zona I	Zona II	Zona III	Zona IV	Zona V	
					A	B
	Rp14.700	Rp15.300	Rp15.900	Rp23.200	Rp24.400	Rp30.500




Figure 2.1 The Book's Blurb

2. The introduction and content table

The textbook has introduction page which is written to provide guidance to use the textbook. The introduction page includes the scope and sequence of the materials, and a part entitled "Inside the Book" which explains what the audience will find in the book. For example, there is explanation about name of the chapter, topic of the chapter, tasks, assessment, etc.

Inside the Book

This is a **guide** to what you will find in the book. The book consists of six chapters. Each chapter comprises things as follows:

A. Name of the chapter

The chapter is tagged Chapter One, Chapter Two, Chapter Three, Chapter Four, Chapter Five, Chapter Six.

B. Topic of the Chapter

Below the name of the chapter is the topic of chapter which is essentially the subtheme of the theme for each semester. There are two themes in the book; Sports is the theme for semester one or odd semester and Arts is the theme for semester two or even semester.



Figure 2.2 The Introduction of The Textbook

The table of contents in the textbook is exist. It describes the title of the chapters, the theme of each semester, activities in each chapter, the beginning and the end of the book.

For example:

Semester 1 Theme: Sports
Chapter 1 Great athletes.....3
Instructional Objectives...4
Questions to think about...5
Chapter Review.....20
Reflection.....21
And so on....

3. The intended audience

There is description which is written in the cover that the book is designed for students of senior high school (SMA/SMK/MA) class X or phase E.

4. The proficiency level of audience

The researcher found that the English textbook “Work in Progress” for tenth-grade students provides material following the curriculum of Merdeka. This textbook presents multimodal texts with different topics in each chapter. For example, descriptive text about great athletes in chapter 1, recount text about sports events in chapter 2, simple tips or procedure text in chapters 3 and 4, expository text about graffiti art in chapter 5, and narrative text about fractured stories in chapter 6. Furthermore, the reading materials in this textbook are relatively simple and appropriate for the general students’ proficiency level. For example, on page 11, a descriptive text entitled “Christiano Ronaldo” is written in 4 paragraphs. The words used in this text are common such as adjectives (strong, hard, good, skillful, etc.) and simple present verbs (becomes, run, use, helps, etc.).

The other findings that indicate the appropriateness of English material in the textbook “Work in Progress” for tenth-grade students are that the listening materials are clear, and speed and length are at a medium level. The duration of listening material in task 2 in chapter 1 is 1 minute and 33 seconds, task 5 in chapter 1 is 1 minute and 42 seconds, task 2 in chapter 2 is 1 minute and 55 seconds, task 1 in chapter 3 is 2 minutes and 25 seconds, task 2 in chapter 3 is 1 minute and 9 seconds, task 1 in chapter 4 is 1 minute and 35 seconds, task 2 in chapter 5 is 2 minutes and 27 seconds, and task 1 in chapter 6 is 1 minute and 40 seconds.

Moreover, the researcher found that the speaking and listening activities in the English textbook entitled “Work in Progress” for tenth-grade students are appropriate for the student’s proficiency level. First, the speaking activities are natural through a game, discussion and sharing, and presentation. The writing tasks, which are simple and flexible,

are another finding of this research. For example, on page 143, the students can freely choose the story as a writing narrative text assignment.

5. The context of the materials

There is a claim in the textbook that it is designed to achieve the learning objectives as set by the latest curriculum named Merdeka Curriculum (page iii). The textbook presents multimodal texts. (Page 7, 11, 15, 23, 27, 33, 50, 56, 60, 62, 63, 67, 82, 109, 110, 116, 117, 126, 132, 135, and 137). Besides, the materials contain cultural content. For example, on page 81, there are some pictures of local food. Then, on page 109, there is a passage about graffiti which originally comes from ancient Roman. Furthermore, in each chapter, there is a game activity, individual and group activities, discussions, and others which help the students to learn English with different topics. Additionally, at the end of the chapter, there is an individual project assignment. On page 8, the students are asked to draw a person described by their partner. On page 22, the students are asked to make a portrait of the description of great athletes; on pages 109-112, there is a different point of view about graffiti art.

6. The organization of unit

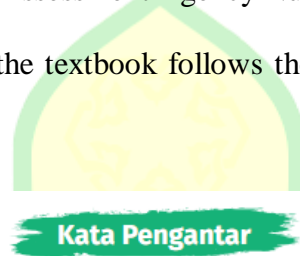
The data found that there are six chapters which are contained in the textbook. Four chapters are integrated in the first semester and the last two chapters in the second semester. Each of the chapter is contained by 7 tasks which organize the materials and activities from spoken discourse to written, then a project assignment is provided at the end of the chapter. Additionally, each task has 1-5 activities to be done by the students individually or in group.

7. The use of textbook

The author claimed that the textbook is created as main textbook in the classroom, as found in the preface of the textbook.

“The main textbook is one of the main learning resources for use in education units This book is used in the implementing education unit implementation of Merdeka Curriculum.”

The reference for the preparation of the main textbook is the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 Dated February 10, 2022. Furthermore, the textbook refers to the learning outcomes in the Merdeka Curriculum which is stipulated through the Decree of Head of the Education Standards, Curriculum and Assessment Agency Number 008/H/KR/2022 dated February 15, 2022. In other words, the textbook follows the regulation as set by the Indonesian government.



Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi memiliki tugas dan fungsi mengembangkan buku pendidikan pada satuan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah. Buku yang dikembangkan saat ini mengacu pada Kurikulum Merdeka, dimana kurikulum ini memberikan keleluasaan bagi satuan/program pendidikan dalam mengembangkan potensi dan karakteristik yang dimiliki oleh peserta didik. Pemerintah dalam hal ini Pusat Perbukuan mendukung implementasi Kurikulum Merdeka di satuan pendidikan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah dengan mengembangkan Buku Teks Utama.

Buku teks utama merupakan salah satu sumber belajar utama untuk digunakan pada satuan pendidikan. Adapun acuan penyusunan buku teks utama adalah Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran yang ditetapkan melalui Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 Tanggal 10 Februari 2022, serta Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka yang ditetapkan melalui Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 008/H/KR/2022 Tanggal 15 Februari 2022. Sajian buku dirancang dalam bentuk berbagai aktivitas pembelajaran untuk mencapai kompetensi dalam Capaian Pembelajaran tersebut. Buku ini digunakan pada satuan pendidikan pelaksana implementasi Kurikulum Merdeka.



Figure 2.3 The Author's Claim

8. The inclusion of additional materials (vocabulary list, self-check units, an interaction appendix, a vocabulary appendix with phonetic spelling, a list of irregular verbs, and a listening appendix)

At the end each chapter, there is materials review either in individual or peer review, such as checklist of the text structure, spelling, the number of words, and also the draft writing. The other additional material exists in the first chapter, page 8 and 15. There is a table of descriptive vocabulary which can help learners in checking their listening skill. The students are asked to circle the words they hear. In chapter two, page 36, there is a table of words. The students should guess the meaning based on the context used in the text without using dictionary. After the main materials, at the end of the textbook, there is additional material about vocabulary in the form of glossary (p. 156-160).

9. The use of visual aids

After analyzing the textbook entitled “Work in Progress” for tenth-grade students, the researcher found several facts related to the visual materials. First, this textbook provides visuals with decorative purposes and as a piece of supporting information or integrated into the text. The first page of each chapter has a title decorated with nice pictures and illustrations related to the topics. Second, looking at each chapter, the first chapter has 10 supporting visual materials about great athletes. The second chapter has 17 supporting visual materials about sports events. The third chapter has 20 supporting visual materials about sports and health. The fourth chapter has 10 supporting visual materials about healthy food. The fifth chapter has 12 supporting visual materials about graffiti. The sixth chapter has 10 supporting visual materials about fractured stories. Totally, there are 79 supporting visual materials integrated into the texts in the English textbook entitled “Work in Progress” for tenth-grade learners.

10. The clarity of layout and presentation

The findings related to the clarity of layout and presentation of the English textbook entitled “Work in Progress” for tenth-grade students will be described as follow.

a. Clarity

The researcher found several data that can be used to indicate textbook clarity. First, each chapter has an instructional objective presented at the beginning of the chapter. This material can help the students to know the learning goals to reach when they finish a chapter. For example, as shown in chapter 2, page 30 as follows:

After learning the materials in this chapter, you are expected to be able to:

1. Identify context, main ideas and detailed information from an oral and verbal recount text presented in multimodal form about sports event.
2. Communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally to tell about a sports event.
3. Write a recount text about a sports event with an appropriate structure of organization and linguistic features and present it⁵⁴.

Second, each activity has an instruction that helps both teacher and students conduct those activities to achieve the learning goals. For example, on page 34, “C. Let’s Practice. Sit in pairs. Your teacher will give you two pictures of sports games. Decide in which activity they have more exciting experiences. Explain the reasons why”.⁵⁵

Third, at the end of each chapter is a project assignment with a rubric score. This rubric assists the students in knowing the aspects being scored so they can do their work as maximally as possible. All this information benefits the teacher and students in studying English, in the classroom or individually. For example, on pages 75 and 76, as presented in figure 2.4.

⁵⁴ Hermawan, Dwi Haryanti, and Suryaningsih, Work in Progress, 30.

⁵⁵ Ibid., 34.

Grading Rubric for the Poster

Completion		
POINTS	20-25	Poster is 100% complete. It is clear that the student addressed all parts of the task very well.
	14-19	Poster is 70% complete. The student addressed most parts of the task well.
	8-13	Poster is 30% complete. The students addressed some parts of the task.
	0-7	No poster turned in or the poster did not address the task.
Student Work & Creativity		
POINTS	20-25	Student work is thorough, clear, and had no spelling or grammatical errors. The work is extremely neat and the layout is well thought out. Student used different media to portray health issue campaigns.
	14-19	Student shows an adequate amount of work for the assignment with few spelling or grammatical errors. The work is neat and effort was made to complete the whole assignment but presentation could be better.
	8-13	Student shows some work, but it is inadequate. Many spelling or grammatical errors. The work is messy. A lack of effort is very apparent from the final product. Very little creativity was used to complete the assignment.
	0-7	Student shows no effort in his or her work or it is incomplete.

Accuracy		
POINTS	20-25	Poster is 100% accurate, included relevant facts and plenty of information from the trusted sources that addressed the intended health campaign.
	14-19	Poster is 70% accurate with some relevant Facts and plenty of information from the trusted sources that addressed the intended health campaign.
	8-13	Poster is 30% accurate with few relevant Facts and few of information from the trusted sources that addressed the intended health campaign.
	0-7	There are no facts included to address the health issue.
Format		
POINTS	20-25	Student followed the required format as what stated in the checklist.
	14-19	Student followed the required format as what stated in the checklist.
	8-13	Student attempted to follow the required format but some were not meeting the task requirement.
	0-7	Student did not follow the poster format.

Chapter 3 Sports and Health

75

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 2.4 Rubric Score

b. Conciseness

The arrangement of pictures can be one of the reasons that the textbook entitled “Work in Progress” for tenth-grade students is concise. For example, some pictures are arranged horizontally (two columns) on pages 5, 6, 38, 39, 56, 57, 68, 81, 82, and 132. This arrangement will make the pages can be maximized. If we look further to the instructions, they are written in less than 5 sentences. It can be said that the author gives clear and concise instructions in this textbook. See figure 2.5.


Questions to Think About

1. What kind of food do you consume regularly? Why did you choose it?
2. How do you choose the food you are consuming?
3. How does the food you consume impact your health?


Task 1

A Look and Share


Look at the pictures. Discuss which are healthy and less healthy foods and drinks.




Picture 4.1 Aceh Noodles
Source: Yasmira Harjono/Wikimedia commons/CC BY-SA 2.0 (2016)




Picture 4.2 Crispy Deep-fried Prawn Ujikan
Source: SpartsackCompartat/Wikimedia commons/CC BY-SA 3.0 (2013)




Picture 4.3 Es Pisang Ijo
Source: Andriarnama/Wikimedia commons/CC BY-SA (2020)




Picture 4.4 Cendol
Source: Gunawan Kartapranata/Wikimedia commons/CC BY-SA 4.0 (2018)




Picture 4.5 Gado-Gado
Source: Pihokidong/Wikimedia commons/CC BY 4.0 (2021)



Picture 4.6 Tinutuan
Source: Eam: (WTF-shure4) /patokai at iuts wikivoyage/Wikimedia commons/CC BY-SA 3.0 (2006)



Picture 4.7 Rujak
Source: shan5/pixabay/CC BY-SA 4.0 (2020)



Picture 4.8 Pempek
Source: andryharjono/pixabay/CC BY-SA 4.0 (2021)

B Listen and Answer

Listen to the dialogue and answer the questions based on the dialogue below.

1. What are the speakers talking about?
2. How does Samsidar feel about Niken knowing the right food to eat?
3. What will Samsidar most likely do?
4. What does Niken suggest Samsidar should do?
5. Why should caffeine be avoided?

Chapter 4 Healthy Foods Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 2.5 Picture Arrangement

c. Linkage

The material in the English textbook must be related from one to another besides the link to the curriculum. If part of the materials is not linked with the main discussion, it can be skipped or removed from the learning and teaching activity. From the English textbook “Work in Progress” for tenth-grade students, the researcher found that the materials contained relate to each other. For example, the topic of chapter 1 is great athletes, chapter 2 is sports events, chapter 3 is sports and health, and chapter 4 is healthy food. All of these chapters have the same theme, that is sports. Meanwhile, the topic of chapter 5 is graffiti, and the topic of chapter 6 is fractured stories. These two chapters have the same theme, which is art.

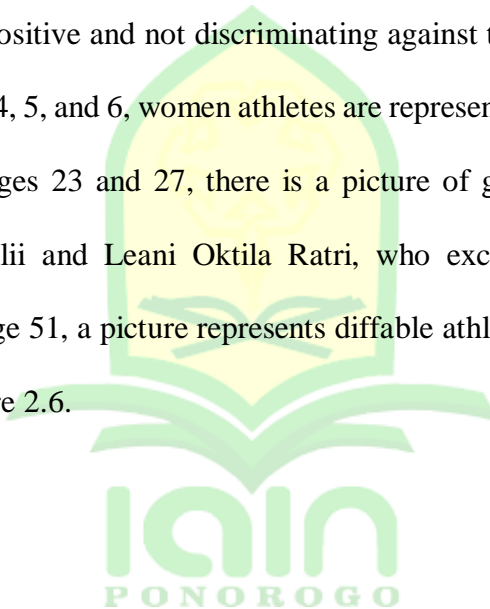
11. The existence of cultural materials

The researcher obtained some data related to cultural content. For example, on page 38, there is an illustration about pencak silat, which comes from local Indonesian culture. Other than that, there is hockey sport which comes from western culture. On pages 81-82, there are some pictures of local food. Meanwhile, on pages 109-112, there

are two exposition texts about graffiti which are originally from Roman. There are two different stories in the last chapter; on pages 132 and page 135-140, there are two different stories. Malin Kundang originally came from Indonesia, while Little Red Riding Hood originally came from abroad.

12. The presentation of minority groups

From the analysis of the materials in the English textbook entitled “Work in Progress” for tenth-grade students, the researcher found some minority groups' representation. For example, some pictures of a person with dark skin are clearly shown on pages 3, 5, 6, 29, 39, 53, 56, 100, and 103. Other than that, the representation of women in this textbook is positive and not discriminating against them. For instance, in the first chapter, on pages 3,4, 5, and 6, women athletes are represented equally with men athletes. Furthermore, on pages 23 and 27, there is a picture of great athletes from Indonesia, namely Greysia Polii and Leani Oktilla Ratri, who excel in their respective sports. Additionally, on page 51, a picture represents diffable athletes of the Paralympic games, as presented in figure 2.6.



Picture 1.4 Windy Cantika Alsah
Source: *NOC Indonesia/Indonesia.go.id* (2020)

Picture 1.5 Boaz Solossa
Source: *Garry Andrew Lotulung/Rampuz.com*, (2018)

B Let's Play

We are going to play a game. Here are the steps:

1. Sit in small groups.
2. One student thinks of one famous athlete.
3. The other members of the group take turns asking closed-ended questions.
4. Keep asking until someone guesses the name of the athlete correctly.
5. Have another round with a different student thinking of a different athlete.

C Let's Write

As a group, write the traits of the athlete that were mentioned in the game. Add those traits to the Vocabulary Box.

Vocabulary Box

Picture 2.17 Paralympic games
Source: *Lintao Zhang, Getty Images* (2020)

What to Do

Step 1

Explore the 2020 Paralympic Games. Compare the coverage of the Japan 2020 Paralympics with that of other Paralympic Games, such as Rio de Janeiro in 2016, London in 2012, or Beijing in 2008 (You need to choose one). What similarities and differences are there in the following issues? What might be the reasons for any differences?

1. The bids process
2. Preparations including transport, volunteers, medals, impact of the COVID-19 pandemic, torch relay.
3. The games including sports (are there any new sports), the national teams participating, the number of athletes.

6 Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Chapter 2 Sports Events 51

Figure 2.6 The Presentation of Minority Groups

13. The cost of inclusion of digital materials

The researcher found that the digital material contained in the textbook was listening audio. The material is essential for the students to learn how English is spoken with the correct pronunciation. The audio can be downloaded freely by scanning the barcode at the end part of the textbook (page 155). The students do not have to pay more to get audio materials. Totally, there are 8 provided listening materials that the students can download.

14. The inclusion of tests in the teaching materials

The researcher found several pieces of evidence related to the test included in the English textbook entitled “Work in Progress” for tenth-grade students. First, on page 7, there is a table of listening and understanding about great athletes. The table has 4 statements that must be answered with true or false. On page 12, the students are asked 6 questions about the descriptive text of a great athlete. Then, it is followed by a table that

asks about the topic of each paragraph, as written in the earlier section. This evidence can be used as training or assignment, as stated in point B in the regulation.

Second, each chapter has enrichment materials, chapter reviews, reflections, and assignments. Chapter Review is intended for learners to check their understanding of the material taught in this chapter independently. Reflection is intended for learners to reflect on what they have learned, learners' feelings about the material that has been explained, how the teacher conveys learning, things that learners have learned, and others. Assessment is aimed at measuring learners' knowledge and skills about the material presented in the chapter; learners need to do a project they will present in front of the class. Enrichment is intended to provide further material and exercises that learners can do independently. In chapters 1-5, there is a peer review activity, while the last chapter is an individual review (pages 144 & 146). This material indicates that the English textbook fulfils the need for the test in the teaching materials. See figure 2.7.

B Do a Peer Review

Exchange your writing draft with your classmate. Check your classmate's writing using the following checklist. Place a tick mark once you have completed the checking of each aspect.

No.	Aspects Being Checked	My Review	Peer Review
1.	A title is provided.	✓	✓
2.	The writing is organized into paragraphs with only one topic in each paragraph.		
3.	The first paragraph introduces the athlete that is being described.		
4.	The rest of the paragraphs include the following: topics on the athlete's profile, physical features, values, virtues and his/her achievements.		
5.	Uses descriptive words, and offers vivid adjectives to draw pictures in the reader's mind. The choice of words seems natural.		
6.	The spelling is accurate.		
7.	The text is between 100 to 200 words.		
8.	The draft has used another mode (e.g. pictures).		

C Publish Your Writing

Make necessary changes in your writing based on the checklist. Turn in your work for a final review by your teacher. You can publish your writing in the media of your choice.

Chapter 1 Great Athletes

19

Chapter Review

Q: What do you think are two most important traits that should be owned by great athletes?

A: _____

Q: What are two physical descriptions that you use to describe Cristiano Ronaldo?

A: _____

Q: Mention two facts about Cristiano Ronaldo that you believe make him a great athlete.

A: _____

Q: What are three descriptive words that you use the most when drawing a person?

A: _____

Q: How did you start your descriptive paragraph? What did you write in the introduction part of a descriptive paragraph?

A: _____

Q: What information did you have/put in the paragraph to describe a person?

A: _____

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

20

Figure 2.7 Peer Review and Chapter Review

C. Discussion

After the data needed found by the researcher, the next step is discussion. This step helps the researcher to analyze whether the textbook fulfils the criteria or not. Additionally, this step will answer the problem statements as stated before. Besides referring to the theory, the researcher refers to the government regulations that are related to each criterion, to make it clearer. The research findings will be discussed as follows.

1. The book's blurb on its cover

Related to this, The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 22 of 2022 Concerning Book Quality Standards, Process Standards and Rules for Manuscript Acquisition, and Process Standards and Rules for Book Publishing (page 37) explains that the book cover includes the front cover, side cover, and back cover. The provisions are as follows:

- a. The front cover should at least contain information on the author's name, book title (main title and subtitle), and book level logo (for educational books). The publisher's logo can be placed on the front cover or back cover. Front cover design can use photos/illustrations/icons or just typography.
- b. The side of the book should contain at least the author's name and book title.
- c. The back cover may contain the following information:
 - 1) A blurb summarizing the contents of the book and the book's advantages of the book (for fiction books, it can be in the form of synopsis);
 - 2) Testimonials (endorsements) that contain comments from figures/media to complement or replace the wara/synopsis;
 - 3) A brief history of the author;
 - 4) Logo, publisher's name, and publisher's address;
 - 5) ISBN barcode;
 - 6) The type and field of the book, e.g. Nonfiction/Communication Science.

- 7) The level of the book; and
- 8) The retail price of the book

Based on the findings, the English textbook “Work in Progress” for tenth grade students fulfils the criterion of book cover, from the front cover, the side, and also the back cover. The information such as title, level logo, publisher, a blurb, and retail price are useful for the users. Those can be used as a first consideration in selecting textbook to be applied in the classroom. These information helps the teacher in choosing a textbook appropriately with the student’s proficiency level and the cost. In addition, the illustration pictures in front cover of the textbook will attract the students to learn more.

2. The introduction and content table

By referring to The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 22 of 2022 Concerning Book Quality Standards, Process Standards and Rules for Manuscript Acquisition, and Process Standards and Rules for Book Publishing (page 32), the standard of introduction page is explained as follows:

- a. Contains a brief introduction to the writing by the author that is not part of the contents page of the book. In textbooks or reference books, this page is used to provide instructions for using the book.
- b. Optional
- c. Small Roman numerals in recto position

Meanwhile, the standard table of contents are:

- a. This page contains at least the chapter title and page number. In the table of contents, subchapter titles and sub-subchapter titles can be added along with page numbers.
- b. Mandatory for nonfiction books, not mandatory for fiction books.
- c. Small Roman numerals in recto position

The findings show that the textbook “Work In Progress” for tenth grade students fulfils this criterion. The author of the textbook served an introduction in the form of scope and sequence of the materials which elaborates the aspects of learning in each chapter. After that, there is a part entitled “Inside the Book” which is also considered as introduction because it explains anything inside the textbook, such as the activities, reflection, assessment, and enrichment. Furthermore, the table of contents exists and it describes what is contained in the textbook. These information helps the students and teachers when using this textbook, such as knowing the overall contents, clear instruction, and easier to jump to the specific page.

3. The intended audience

The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System (article 12) explains that Presentation standards as referred to in Article 10 paragraph (1) letter b includes aspects of:

- a. The feasibility of delivering Book content in accordance with level of development of learners; and
- b. The feasibility of using appropriate and communicative language in accordance with the level of language mastery level of learners.

Based on the findings and the regulation, the textbook “Work in Progress” for tenth grade students is appropriate with the target audience. The author of the textbook provides information on the cover that it is designed for the senior high school students, especially for tenth grade students or phase E students.

4. The proficiency level of audience

This criterion means that good English textbooks should suit students' age, knowledge level, and skills⁵⁶. Instructors must comprehend various factors when

⁵⁶ McDonough, Shaw, and Masuhara, *Materials and Methods ELT*, 55.

choosing resources and use them in contexts that are appropriate for the particular language they are teaching. The audience's age, level of cerebral development, interpersonal skills, language skills, literary background, and cultural background all contribute to the text's relevancy⁵⁷. In other words, to choose the best materials, the offered materials must be compared to the context in which they will be used and the needs and interests of the teachers and students using them.

By referring to The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System (Article 12) explains that Presentation standards as referred to in Article 10 paragraph (1) letter b includes aspects of: a) The feasibility of delivering Book content in accordance with level of development of learners; b) The feasibility of using appropriate and communicative language in accordance with the level of language mastery level of learners⁵⁸.

The researcher found that the English textbook “Work in Progress” for tenth-grade students provides material following the curriculum of Merdeka. This textbook presents multimodal texts with different topics in each chapter. Furthermore, the reading materials in this textbook are relatively simple and appropriate for the general students’ proficiency level. The words used in this text are common such as adjectives and simple present verbs, so the students can easily understand them.

The other findings that indicate the appropriateness of English material in the textbook “Work in Progress” for tenth-grade students are that the listening materials are clear, and speed and length are at a medium level. Having listening materials with clear pronunciation, a medium speed of speech, and concise duration will make the students

⁵⁷ Nurhaedah Gailea, Syafrizal, and Iin Indasari, ‘Materials Selection in Teaching English Skills for Teachers of Senior High School in Serang City’, *Journal of English Language Teaching and Cultural Studies (JELTS)* 1, no. 2 (2018): 96.

⁵⁸ ‘The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System’, article 12.

familiar with the English spoken language and understand it easier. This material will affect the following activities after the listening activity. If the learners well grasp the material, the teacher can continue the learning activity to the next step. However, if the listening material is challenging for general students, it will need more time to comprehend it.

Moreover, the researcher found that the speaking and listening activities in the English textbook entitled “Work in Progress” for tenth-grade students are appropriate for the student’s proficiency level. First, the speaking activities are natural. Activities such as a game, discussion and sharing, and presentation can maximize the students’ real proficiency. This material will give benefits teachers and students in learning and teaching activities. For the teachers, it will be easier to implement the textbook in their classrooms. While for the students, it will be easier for them to practice their speaking skills and acquire the English language naturally.

The writing tasks, which are simple and flexible, are another finding of this research. For example, on page 143, the students can freely choose the story as a writing narrative text assignment. This freedom indicates that the important thing is how the students produce good writing with correct structure and linguistic features rather than forcing them to create complex texts.

5. The context of the materials

This criterion is used to analyze whether the purpose of the English textbook entitled “Work in Progress” for tenth-grade students is written for general English teaching or English for a specific purpose. General language instruction encompasses the principles of grammar, expressiveness, and phonetics and offers a foundation for potential future language study. On the other hand, English for specific purposes (ESP) contains

specialized programs to help learners improve their communicative use of the language in various professional, social, and other contexts⁵⁹.

Based on the finding, this textbook is written for general English teaching because of several reasons. First, the researcher found a claim by the author that this textbook is written to support the Merdeka curriculum as one of the learning resources. Then, by referring to the Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E / Grade X), this textbook fulfils the objectives of English subject. Besides providing multimodal texts, this textbook also presents cultural content.

The researcher also found that tenth-grade students' textbook entitled "Work in Progress" gives some activities to encourage self-assurance as a self-reliant and accountable person. For example, activities such as a game, individual task, pair or group activities, discussion, and sharing can help the students express their ideas and improve their confidence. Additionally, this textbook provides activities to develop students' critical and creative thinking skills, such as project assignment at the end of each chapter, and different point of views (positive and negative) about graffiti art.

6. The organization of unit

This criterion is used to identify how the organization of the unit in the English textbook to the curriculum. When determining how and whether the resources will fit into a specific educational program, it is important to consider the lengths of the various units/lessons included in the materials⁶⁰. Therefore, teachers must modify the amount of content taught by the time provided in a curriculum.

⁵⁹ Laimutė Kitkauskienė, 'General English and English for Specific Purposes (ESP)', *Santalka: Filologija, Edukologija* 2, no. 14 (2006): 89.

⁶⁰ McDonough, Shaw, and Masuhara, *Materials and Methods ELT*, 55.

According to the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 Concerning Guidelines for Curriculum Implementation in the Context of Recovery Learning (Phase E / Grade X), There are 54 lesson hours allocated for teaching intracurricular English in a year. Then, there are 18 lesson hours allocated for the Pancasila profile strengthening project. In total, there are 72 lesson hours allocated for teaching both of them. Each lesson hour is 45 minutes long⁶¹. Meanwhile, the textbook has 6 chapters to be finished. Time to complete one chapter, there are 9 lesson hours (about 4 meetings). In conclusion, the teachers in their classroom can teach work in Progress” for tenth-grade students.

7. The use of textbook

When using a textbook in the learning and teaching activity, one important thing is knowing how far it can be used. We must determine whether the textbook is appropriate as the primary resource or only for supplementary resources. This criterion will make it easier to assess their success in a particular subject area and how much they cost overall. However, if they do not make up the bulk of the course, the evaluator may choose other resources out of pure economic necessity⁶².

Based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 Concerning Guidelines for Curriculum Implementation in the Context of Recovery Learning (Phase E / Grade X), the primary textbooks are textbooks that must be used in learning based on the applicable curriculum and are provided by the Central Government free of charge. Meanwhile, the companion textbook is a book that contains material to expand, deepen, and complement the main material in the student book.

⁶¹ ‘The Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 6/M/2022 Concerning Guidelines for Curriculum Implementation in the Context of Recovery Learning (Phase E)’, 14.

⁶² McDonough, Shaw, and Masuhara, *Materials and Methods ELT*, 57.

The researcher found that the English textbook “Work in Progress” for tenth grade students is designed for the main source of learning. The author stated on the preface and emphasized that it refers to the regulation. The materials also follow the learning objectives based on the Merdeka curriculum. So, by those evidences, the textbook is prepared and can be used as a learning English language in the classroom. This textbook helps the students to improve their English and equips them with knowledge needed in this century, that is multimodal literacy.

8. The inclusion of additional materials (vocabulary list, self-check units, an interaction appendix, a vocabulary appendix with phonetic spelling, a list of irregular verbs, and a listening appendix)

The term of additional material is including vocabulary list, self-check units, an interaction appendix, a vocabulary appendix with phonetic spelling, a list of irregular verbs, and a listening appendix. When a student works independently or outside the classroom, having these included in the materials may be pretty helpful. The impact of word knowledge on comprehension abilities is another way to illustrate the significance of comprehension skills. Students with good vocabulary mastery levels can understand better than others. On the other side, if they don't focus on expanding their vocabulary, they won't be able to improve their capacity to comprehend the main ideas of a text, which could make comprehension challenging⁶³.

The findings are in line with The Regulation of the minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 7 of 2022 Concerning Content Standards in Early Childhood Education, Primary Education, and Secondary Education. It stated that one of the scopes of English subject is including

⁶³ Sh. Yokubjonova, ‘The Importance of Teaching Vocabulary’, *International Journal of Academic Pedagogical Research (IJAPR)* 4, no. 12 (2020): 68.

specific vocabulary, sentences, and expressions used in texts with the context of self, family, school, a neighborhood in Indonesia and other countries⁶⁴.

9. The use of visual aids

One of the essential aspects of the textbook is visual content. When visual aids such as pictures, diagrams, illustrations, mind maps, etc., were employed appropriately in English language classes, students responded enthusiastically to the lecture, which was a favorable and good reaction. Students participated more actively in a class by offering various responses, paying greater attention to the subject, and clearly comprehending it. Visual materials may serve as decorative or supporting information in the text. It is important to serve the students with visual aids, because it helps the teacher in teaching and helps the students in learning⁶⁵

The findings are appropriate with The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System (Article 38), the design rules as referred to in Article 35 Letter C include layout (the book is adapted to the target audience), typography (the book is adjusted to the use of type and font size), structure (the book is adjusted to the page hierarchy), legibility and clarity (the book should facilitate readability and clarity visually)⁶⁶.

10. The clarity of layout and presentation

This criterion helps identify how clear the layout and presentation of the English textbook are. Some books are well written, yet the teacher and students almost cannot use them because of too many materials presented on one page. To avoid this, the

⁶⁴ 'The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 7 of 2022 Concerning Content Standards in Early Childhood Education, Primary Education, and Secondary Education', 17.

⁶⁵ Onesto Ilomo, 'The Use of Visual Aids in Supporting English Language Teaching in English Medium Primary Schools: A Case Study in Meru District', *International Journal of Contemporary Applied Researches* 8, no. 5 (2021): 28.

⁶⁶ 'The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System', article 38, 17.

author should consider which materials are important and which are less important⁶⁷. The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System (Article 32 Paragraph 2) explains that fulfillment of Book presentation requirements as referred to in paragraph (1) includes: clarity (the book is easily understood by the target readers), conciseness (sentences and paragraphs in the book are arranged effectively), and linkage (the book is presented coherently and related between sections).

The findings indicates that the English textbook “Work in Progress” for tenth grade students has clear, concise, and linkage materials. The author provides instructional objectives and additional information which helps the teacher and students in conducting study. for example, rubric score can help the students to know the aspects of assessment and help them to measure their learning achievement, especially when they learn individually. The textbook is written concisely which can maximize the contents inside. Moreover, all of the materials are linked to each other which are divided into six chapters. The materials have the same theme that are close with the students’ life and are needed in the recent years.

11. The existence of cultural materials

Cultural content must also be included in textbooks if you want students to develop their intercultural communication abilities. An alternative view from a multicultural society must be represented in implementing and developing English books and other instructional materials. Students then participate in the process of identifying and addressing cultural prejudices and promoting the use of intercultural education. The

⁶⁷ McDonough, Shaw, and Masuhara, *Materials and Methods ELT*, 57.

cultural content presented is not only from a local place but should also present cultural content from other countries or international cultures⁶⁸.

By referring to The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 7 of 2022 Concerning Content Standards in Early Childhood Education, Primary Education, and Secondary Education Primary Education, and Secondary Education, one of the scopes of English subject in Phase E is cultural diversity in Indonesia and other countries in multimodal texts⁶⁹. The findings show that the English textbook “Work in Progress” for tenth grade students provides cultural contents, either from local or other countries. These materials encourage the students to have an insight and respect other cultures. So, if they respect to each other, the issues or conflicts can be avoided and life becomes full of peace.

12. The presentation of minority groups

The beliefs and presumptions that define society are represented in the language, which itself reflects society. Because of this, while selecting a textbook, consideration should be given to gender bias, representation of ethnic variety, and sociolinguistic appropriateness⁷⁰. The materials should represent minority groups or/and women positively. They also must represent other societies or countries in a balanced way.

The researcher analyzed by referring to The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System (Article 11 Paragraph 2). The regulation said that the requirements for the contents of the Book, as referred to in paragraph (1), must: not be contrary to the values of Pancasila; not

⁶⁸ Trifonia Fahik, ‘English Textbook: A Culture-Based Analysis’, *Lingua Scientia* 27, no. 1 (2020): 56.

⁶⁹ ‘The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 7 of 2022 Concerning Content Standards in Early Childhood Education, Primary Education, and Secondary Education’, 17.

⁷⁰ Marcus Otlowski, ‘Ethnic Diversity and Gender Bias in EFL Textbooks’, *Asian EFL Journal*, 2003, 3.

discriminatory based on ethnicity, religion, race, and/or intergroup; not contain elements of pornography; not contain elements of violence; and does not contain hate speech⁷¹. The textbook presents minority group such as women, disabled, dark skin people, and others positively. These materials stimulate the students to respect minority people and not discriminating them.

13. The cost of inclusion of digital materials

The cost of digital material and its importance to the acquisition and development of language can be another aspect of analysis. Digital resources that are accessible use the most up-to-date assistive technologies to make content accessible to a variety of learners. These resources ought to be simple for students to access and work with their individual digital devices. They should also allow the pupils to take control, allowing self-paced learning. The instructional material offered in digital resources must address certain pedagogical goals, learning theories, and language learning demands. For this to occur, teachers' and students' pedagogical and personal needs must be carefully met⁷².

According to The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E / Grade X) The types of texts taught in general English are diverse, for example, narratives, descriptions, expositions, procedures, arguments, discussions, special texts (short messages, advertisement), and authentic texts. These various texts are presented not only in the form of written texts, but also spoken texts (monologues or

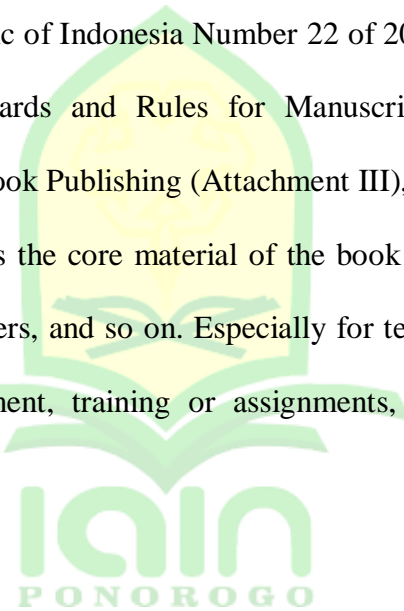
⁷¹ 'The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System', 8.

⁷² Fatemeh Nami, 'Digital Language Learning/ Teaching Materials: Simple Criteria and Productive Strategies for Evaluation' 36, no. 2 (2022): 13.

dialogues), visual texts, audio texts, and multimodal texts (texts that contain verbal, visual and audio aspects), both authentic and texts created for teaching purposes, both single and multiple texts, produced on paper or screen⁷³.

14. The inclusion of tests in the teaching materials

For several reasons, assessments of foreign language teaching and learning are conducted. It first identifies the proportion of students who have met their language learning goals, any learners with difficulties, and the most effective teaching methods. Second, the teacher has the option of continuing the curriculum for teaching foreign languages or not⁷⁴. The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 22 of 2022 Concerning Book Quality Standards, Process Standards and Rules for Manuscript Acquisition, and Process Standards and Rules for Book Publishing (Attachment III), explains that the main part of the textbook page contains the core material of the book which is further divided into subchapters, sub-subchapters, and so on. Especially for textbooks, subchapter elements can be added as enrichment, training or assignments, summary or reflection, and evaluation questions⁷⁵.



⁷³ 'The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E)', 152.

⁷⁴ Irfan Tosuncuoglu, 'Importance of Assessment in ELT', *Journal of Education and Training Studies* 6, no. 9 (15 August 2018): 163, <https://doi.org/10.11114/jets.v6i9.3443>.

⁷⁵ 'The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 22 of 2022 Concerning Book Quality Standards, Process Standards and Rules for Manuscript Acquisition, and Process Standards and Rules for Book Publishing', 31.

CHAPTER III

THE MATERIAL QUALITY BASED ON THE CRITERIA OF INTERNAL EVALUATION

A. Theoretical Background

After the External evaluation complete, the next step is conducting Internal Evaluation. An extensive analysis of the materials is the next step in the evaluation process. Since strong claims are frequently made for these materials, as was seen in the previous section, identifying how closely the exterior evaluation stage characteristics listed previously and the internal consistency and structure of the materials as indicated by the author/publisher match at this point is critical. It must examine at least two units (ideally more) of a batch or collection of items to perform an efficient internal inspection of those materials. This evaluation investigates the textbook based on the following criteria⁷⁶.

- a. The presentation and treatment of the skills materials. It figures out whether the skills are retrieved separately or in an integrated way.
- b. The material's sequence and grade. The researcher determines whether the textbook materials are well-sequenced and graded based on progression or difficulty.
- c. The appropriateness of reading materials to the context. It investigates whether the textbook provides appropriate reading materials, whether authentic or too much emphasize on skill development.
- d. The appropriateness of listening materials. The researcher identifies whether the listening materials are authentic or non-authentic, which makes to omit speech spontaneously.
- e. The appropriateness of speaking activities. It identifies the naturality of speaking activities provided in the textbook.

⁷⁶ McDonough, Shaw, and Masuhara, *Materials and Methods ELT*, 59–60.

- f. The accuracy of tests and exercises. It involves two main aspects: the student's needs and the materials taught.
- g. Appropriateness to various learning styles. Is it possible if the learners to study the materials independently?
- h. They are improving both teachers' and students' motivation. The materials should be balanced in the context of attractiveness, interaction, students' needs, teachers' ability, the presentation of materials, and the learning and teaching approach.

B. Data Findings

After analyzing the external evaluation of the English textbook entitled “Work in Progress” for tenth-grade students, the next step is conducting an internal evaluation. This step's main purpose is further to analyze the quality of the materials in English textbooks. According to the theory, McDonough and Shaw suggested 8 criteria to be analyzed.

1. The presentation of the skills in the materials

The researcher found that tenth-grade students' “Work in Progress” textbook presents the skills in an integrated way. Six skills are integrated into three categories.

a. Listening and Speaking Skills

First, the integration of listening and speaking skills. These two skills are integrated by activities such as discussion, sharing, games, and presentation. For example, on page 6, a game activity asks the students to divide themselves into small groups and guess athletes using close-ended questions. The instruction for the game is as follows:

B Let's Play

We are going to play a game. Here are the steps:

1. Sit in small groups.
2. One student thinks of one famous athlete.
3. The other members of the group take turns asking close-ended questions.
4. Keep asking until someone guesses the name of the athlete correctly.
5. Have another round with a different student thinking of a different athlete.⁷⁷

⁷⁷ Hermawan, Dwi Haryanti, and Suryaningsih, *Work in Progress*, 6.

b. Reading and Viewing Skills

Second, the researcher found that reading and viewing are integrated simultaneously. These two skills are integrated into tasks that involve reading, identifying, understanding, answering, and analyzing text. Students read various texts, including narratives, descriptive, procedures, expositions, recounts, and respond to them. For example, in task 3 in chapter 34, there is a reading material where the students are asked to rearrange the paragraphs correctly and discuss them with their friends. The author instructs, "Task 3. Read and rearrange. Andi is writing about his experience of watching a football match. In pairs, rearrange the paragraphs into a meaningful text. Discuss your results with the class".⁷⁸

c. Writing and Presenting Skills

The third integration is writing and presenting skills. The author of the textbook entitled "Work in Progress" for tenth-grade students serves these two skills through activities that involve writing, producing texts, correcting, and presenting works. For example, task 7 on page 69 asks the students to write and publish infographics or procedures for maintaining health with instructions as follows:

A Write the Text

Write a simple procedure text of how to maintain health based on the draft you have prepared.

B Do a Review

Work in pairs to do peer review. Check your own writing by ticking the list below. Then ask your classmate to check your writing.

C Publish Your Writing

Make the necessary changes in your writing based on your classmates' review and teacher's suggestions. You can write your text in the form of an infographic and publish it to the media of your choice.⁷⁹

2. The grade and sequence of the materials

The researcher found that the English textbook's "Work in Progress" materials for tenth-grade students follow the objective learning of the Merdeka Curriculum, providing multimodal texts. The students learn different text types in each chapter. Then,

⁷⁸ Ibid., 34.

⁷⁹ Ibid., 69.

each chapter starts with easy and interesting activities such as discussion and games. It is continued by further discussion, listening activity, and peer or group assessment. After that, at the end of the chapter, there are writing or producing texts such as descriptive, recount, procedure, exposition, and narrative.

3. The type of reading materials

The researcher found the data related to the reading materials. The reading materials are Descriptive text about great athletes (pages 11 and 27), Recount text about sports events (pages 34 and 50), Simple Tips or procedure text about healthy life (pages 62, 67, 77), Procedure text about healthy food (page. 84 and 96), Exposition text about graffiti art (p. 109, 110, 116, 126), Narrative text about a fractured story (135, 137, 153).

4. The authenticity of listening materials

Related to the listening materials, the researcher found that the author provides listening materials that are made for listening practices (artificial). Those materials are monologue and dialogue. All of the listening materials are well-recorded and have clear pronunciation. Those materials are closely related to the topic of each chapter.

5. The naturalness of speaking materials

The speaking materials in the English textbook “Work in Progress” for tenth-grade students are conducted through games, discussion, sharing, and presentation. The students practice to speak English language individually, in pairs, or in groups with other students.

6. The connection of tests and exercises

After analyzing the tests and exercises in the English textbook entitled “Work in Progress” for tenth grade students, the researcher divides the test based on the three integrated skills. They are:

a. Listening - Speaking

This skill is practiced through games, true or false statements, filling blank sentences, and questions. For example, as presented on task 2, page 7, as follows:

A Listen and Check

Listen to an audio recording of a great athlete. Decide whether these statements are true or false.

B Listen and Discuss

Listen to the audio recording again and discuss the following questions in small groups. Share your answers with the class.

C Listen and Circle

Circle the words you hear.⁸⁰

b. Reading – Viewing

This skill is learned through answering questions, matching topics, and completing sentences. As an example, task 3 on page 62 is instructed as follows:

A Read and Decide

Study the two infographics on mental and physical health below. Decide if the statements are true or false according to the infographics.

B Let's Complete It

Complete the following sentences with ONE word from the infographics.

C Discuss and Decide

Now discuss in your groups the answers to the following questions.⁸¹

c. Writing - Presenting

The students practice this skill by writing a brainstorming scheme or mind map, planning a table, producing texts, discussing, and presenting. For example, task 7 on page 90 is as follows:

A Write and Check

Write a simple procedure text on how to eat healthily to maintain your health based on the draft you have prepared.

B Do a Review

Work in pairs to do peer review. Check your own writing by ticking the list below. Then ask your classmate to check your writing.

C Publish Your Writing

Make the necessary changes in your writing based on your classmates and teacher's suggestions. You can publish your writing in the media of your choice.⁸²

Additionally, the researcher found that tenth-grade students' English textbook entitled "Work in Progress" provides project assignments at the end of each chapter. In the

⁸⁰ Ibid., 7.

⁸¹ Ibid., 62.

⁸² Ibid., 90.

first chapter, the project is to make a portrait of great athletes. Chapter 2 asks the students to make a sports event proposal. Then, the students are asked to make a poster about the health campaign at the end of chapter 3. In chapter 4, a group project asks the students to do a five-day healthy eating and drinking challenges. At the end of chapter 5, the learners are asked to survey how people think about graffiti. In chapter 6, the learners are asked to plan, write, illustrate, and publish their children's picture book.

7. The suitability for different learning styles

Based on the analysis of the English textbook entitled “Work in Progress” for tenth grade students, the researcher found that the materials suit the diversity of learning styles. The textbook provides the students with audio listening. This textbook exposes the students to visual content such as pictures, illustrations, mind maps, infographics, and mind maps. The textbook provides activities like games, discussion and sharing, and project assignments. The textbook provides them with various text types. The texts are complemented with structure, vocabulary focus, and grammar focus according to their context.

8. The attractiveness of materials for both of teacher and students

First, the textbook provides pictures and illustrations (pictures of different sports athletes – page 5; illustration of various sports games – page 38; illustration of bad & healthy activities – page 55; pictures of food & drinks – page 81; illustration of graffiti art – page 103; illustration of Malin Kundang story – page 132). Second, the fact found that the textbook consists of the beginning (title, Issuance Description, table of content, list of pictures, etc.); body (chapters and sub-chapters); and the end (glossary, index, bibliography, profile of book actors). The font size of the textbook is 12, as described by the author, which is the standard size. Third, the book cover has a title, book-level logo, publisher logo, and illustration images.

C. Discussion

1. The presentation of the skills in the materials

It is important to look into how well each language skill is covered, how much of each skill is covered, and whether or not the amount of each skill is appropriate for the context in which we are working. Besides that, we have to investigate whether the skills presented in the textbook are integrated or separate. If they are integrated, we look further into the naturality of integrating the skills. The presentation of the skills in the textbook may conflict with the method which is used by the teacher in their classroom⁸³. The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E / Grade X) explains that English learning is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, viewing, writing, and presenting in an integrated manner, in various types of texts⁸⁴.

a. Listening and speaking skills

These two skills are integrated by activities such as discussion, sharing, games, and presentation. In a wide range of circumstances and for various goals, language learners use English to interact with teachers, peers, and others. They ask questions, give answers to those questions, and employ techniques to elicit and maintain dialogue. They can comprehend, explore interests, express opinions in English, and recognize the main idea and relevant information from discussions or presentations on subjects relevant to young people's lives. They offer commentary and

⁸³ McDonough, Shaw, and Masuhara, *Materials and Methods ELT*, 59.

⁸⁴ 'The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E)', 149.

draw contrasts. In some situations, they rely on nonverbal cues like tone of voice, body language, and speech rate to be understood.

b. Reading and viewing skills

These two skills are integrated into tasks that involve reading, identifying, understanding, answering, and analyzing text. Students read various texts, including narratives, descriptive, procedures, expositions, recounts, and respond to them. They search for and assess specific information and the overall message of various text kinds. These texts may be visual, multimodal, or interactive and may be printed or digital. They are starting to comprehend the basic idea, problems, and plot progression in various books. Students learn to recognize the author's intention and acquire the ability to draw simple conclusions to comprehend the information implied in texts.

c. Writing and presenting skills

The author of the textbook entitled “Work in Progress” for tenth-grade students serves these two skills through activities that involve writing, producing texts, correcting, and presenting works. With guided tasks, students compose a variety of fictional and nonfiction text styles, demonstrating their understanding of the purpose and intended audience. Students conceptualize, draft, edit, and revise a variety of text formats while demonstrating self-correction techniques, such as capitalization and punctuation. In their writing, they use common words and verbs to describe concepts. They convey information in print and digital formats using various presentation techniques to fit various audience groups and achieve various goals.

2. The grade and sequence of the materials

This criterion is important to investigate how the author grades the materials contained in the textbook. Occasionally, materials are steeply graded and require time or adaptation of the materials when applied. While some of them are graded across the unit, which provides linear growth of difficulty, others are designed into modular, which has

similar or approximately the same level⁸⁵. According to The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System (Article 11 Paragraph 3), book content eligibility standards as referred to in paragraph (1) for textbooks includes aspects of truth in terms of science, conformity with the national standards of education and the applicable curriculum, conformity with the development of science and technology, suitability to the context and environment, and cohesiveness between parts of the book content⁸⁶.

The researcher found that the English textbook's "Work in Progress" materials for tenth-grade students are well-graded and sequenced. Each chapter starts with easy and interesting activities such as discussion and games. It is continued by further discussion, listening activity, and peer or group assessment. This activity is very useful for the learners in comprehending the main materials introduced before. After that, at the end of the chapter, there are writing or producing texts which are more challenging than the earlier activities. Thus, it can be said that the materials in the textbook are modular because of the different kinds of multimodal texts learned in each chapter.

3. The type of reading materials

This criterion is used to analyze the type of reading materials. There are two types, namely intensive reading materials and extensive reading materials. While intensive reading is limited to short texts and is done to fully comprehend the reading's content, extensive reading refers to reading broadly and in large quantities with the primary goal of enjoying reading activities. Extensive and intensive reading can help students learn material faster and with greater comprehension if used properly during the learning

⁸⁵ McDonough, Shaw, and Masuhara, *Materials and Methods ELT*, 59.

⁸⁶ 'The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System', 8.

process. ER and IR are different; ER is viewed as an additional method in addition to IR. Therefore, integrating the two is an excellent idea to improve learning results⁸⁷.

By referring to The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E / Grade X), The types of texts taught in general English are diverse, for example, narratives, descriptions, expositions, procedures, arguments, discussions, special texts (short messages, advertisement), and authentic texts. These various texts are presented not only in the form of written texts but also spoken texts (monologues or dialogues), visual texts, audio texts, and multimodal texts (texts that contain verbal, visual, and audio aspects), both authentic and texts created for teaching purposes, both single and multiple texts, produced on paper or screen⁸⁸.

All of the reading materials contained in the textbook entitled “Work in Progress” for tenth-grade students are considered intensive reading materials. There are several reasons for this conclusion. First, the reading materials are intensive reading because they consist detail information. For example, in the descriptive text, the description of athletes is detailed from their appearance and background. Second, the reading materials need depth-understanding. It is different with extensive reading materials requiring less understanding to get the main idea. Third, they are relatively short in terms of length and reading duration. It is contrary to the nature of extensive reading, which provides long texts, so the readers need more time to finish it. Fourth, the contained reading materials emphasize grammar and structure. The focus of intensive reading materials is to teach the

⁸⁷ Naely Muchtar, ‘Intensive and Extensive Reading in Improving Teaching Reading Comprehension’, *Journal of English Teaching Studies* 1, no. 2 (2019): 2.

⁸⁸ ‘The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 22 of 2022 Concerning Book Quality Standards, Process Standards and Rules for Manuscript Acquisition, and Process Standards and Rules for Book Publishing’, 152.

learners how the language works correctly by using grammar to express different contexts or the structure of various kinds of text types. Intensive reading is crucial for students to learn grammatical and context of the text. Intensive reading allows the learners to master the target language effectively. However, good reading material should represent the students' needs and suit their proficiency level.

4. The authenticity of listening materials

It is important to identify whether the listening materials in the textbook are authentic or artificial. The two of them have their own strengths and weaknesses. On one side, non-authentic materials have strengths such as providing language that is easy to understand, facilitates the reaching objective, can be adapted easily, and is relevant to the target readers. Students exposed to the altered and artificial language used in classrooms are likely to have trouble or even fail to understand the real language spoken by native speakers or the authentic language they hear. On the other hand, authentic resources are particularly helpful in second language classrooms because they expose students to real discourse, which allows them to comprehend the correct language as the native speakers' pronunciations, stresses, the tempo of speech, etc. They also motivate the audiences and encourage creativity in teaching and learning⁸⁹.

The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E / Grade X), explains that the various texts are presented not only in the form of written texts, but also spoken texts (monologues or dialogues), visual texts, audio texts, and multimodal texts

⁸⁹ Arafat Hamouda, 'The Perspectives and Effectiveness of Authentic Materials in Listening Comprehension of Saudi University Students', *British Journal of Education* 8, no. 3 (30 March 2020): 42, <https://doi.org/10.37745/bje/vol8.no3.pp41-75.2020>.

(texts that contain verbal, visual and audio aspects), both authentic and texts created for teaching purposes, both single and multiple texts, produced on paper or screen⁹⁰.

Considering the explanation above, it is important to provide the students with authentic and non-authentic listening materials. Implementing different kinds of listening materials depends on the learners' proficiency level. If the students are relatively beginner, the teacher can start providing non-authentic listening materials because it is easy to understand. Then, if the teacher finds that the students are used to the English spoken language, the teacher can provide them with authentic listening materials. It is useful for the learners to expose to the real use of language and cultural values.

5. The naturality of speaking materials

Related to the speaking materials, it is crucial to analyze whether it is a natural activity or not. Classroom activities typically concentrate on artificial and mechanical grammar issues with little application in the real world. Furthermore, the intimate connection between speaking and the social setting is frequently overlooked when teaching it. Due to this, despite their efforts in the language classroom, students frequently become frustrated because they cannot comprehend or be understood by others⁹¹. Therefore, interaction is crucial since it happens wherever people speak, act, and react to one another, including in a classroom context.

The speaking materials in the English textbook "Work in Progress" for tenth-grade students are natural. These are conducted through games, discussion, sharing, and presentation. Through these activities, the students will be trained to speak English spontaneously and directly instead of speaking with a dialogue script. The interaction

⁹⁰ 'The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E)', 152.

⁹¹ Elismawati, 'Classroom Interaction Analysis in the EFL Speaking Class: A Study at English Department of IAIN Imam Bonjol Padang', *Journal Polingua: Scientific Journal of Linguistic Literatura and Education* 5, no. 1 (29 March 2018): 25, <https://doi.org/10.30630/polingua.v5i1.21>.

through community or group allows the students to use the target language independently and increase their speaking time. Group work activity promotes the students to share different ideas, collaboration and reduces students' isolation⁹².

This material is in line with the objective of speaking skills achieved by the end of phase E in The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E / Grade X). It is explained that by the end of Phase E, students can communicate in English in various situations and for multiple reasons with teachers, peers, and others. They ask questions, give answers to those questions, and employ techniques to start and maintain dialogue. They comprehend and may point out key points and pertinent information in talks or presentations about issues affecting young people. They converse in English about topics about youth and youth-related interests. They compare and provide. In some situations, they communicate nonverbally using gestures, pitch, and speed⁹³.

6. The connection of tests and exercises

The tests or exercises which are provided in the textbook should be well connected with two things, the first is students' needs, and the second is the materials being learned. By the existence of tests or exercises, the teacher can measure the students' achievement as referred to as learning objectives in the curriculum. The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System (Article 11

⁹² KhalikovaDilafruz Shuxratovna and Arolov Zukhiriddin G'ulom o'g'li, 'Advantages Of Classroom Interaction In Developing Speaking At B1 Level', *International Journal of Engineering and Information Systems (IJEAIS)* 4, no. 11 (2020): 173.

⁹³ 'The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E)', 160.

Paragraph 3) emphasizes that the book content eligibility standards, as referred to in paragraph (1) for textbooks include aspects of Truth in terms of science; Conformity with the national standards of education and the applicable curriculum; Conformity with the development of science and technology; Suitability to the context and environment; and Cohesiveness between parts of the Book content⁹⁴.

After analyzing the tests and exercises in the English textbook entitled “Work in Progress” for tenth grade students, the researcher found that they are connected to the student's needs and the materials being studied. The tests and exercise are divided into three different types. The first is speaking-listening exercise, the second is reading-viewing exercise, and the third is writing-presenting exercise. Through these exercises, the students can improve and measure their comprehension as well as their skills.

7. The suitability for different learning styles

When choosing a textbook as a learning resource, we must ensure that it is suitable for different learning styles. Some textbooks claim they provide materials variations so students with different learning styles can maximize their use. As teachers, it is important to identify their learners' learning styles before selecting a textbook. Every learner has a unique learning style. For example, those who prefer experiential learning (more likely to understand certain knowledge from reading a story with a dominant grammatical feature), visual learners (prefer to recognize the written language), auditory learners (love hearing the language), and kinaesthetic learners (prefer to perform an act physically, like following instructions), among others⁹⁵. After that, the teacher can choose which textbook suits their learners.

⁹⁴ ‘The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System’, 8.

⁹⁵ Azza Lutfiyah Rambe, ‘An Analysis English Textbook for Second Grade Students at Senior High School Based on Tomlinson’s Principles’, *Journal of Education, Linguistics, Literature and Language Teaching* 03, no. 02 (2020): 18.

The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E / Grade X) explains that Various texts are presented not only in the form of written texts, but also spoken texts (monologues or dialogues), visual texts, audio texts, and multimodal texts (texts that contain verbal, visual and audio aspects), both authentic and texts created for teaching purposes, both single and multiple texts, produced on paper or screen⁹⁶.

Based on the analysis of the English textbook entitled “Work in Progress” for tenth grade students, the researcher found that the materials suit the diversity of learning styles. There are 4 learning styles that may use the textbook maximally. The first is the auditory learning style. This style refers to the learners who learn better through their listening skills. The textbook suits this learning style because it provides the students with audio listening. They can get the listening materials freely by scanning a barcode at the end of the textbook. Second, visual learners can use this textbook as their learning resource because it exposes them to visual content such as pictures, illustrations, mind maps, infographics, and mind maps. Third, the textbook provides activities like games, discussion and sharing, and project assignments to suit kinaesthetic learners who prefer physically performing an act. Through these activities, the learners can be motivated to learn more about English. Fourth, for reading and writing learners who prefer to learn through structured written texts, the textbook provides them with various text types. The texts are complemented with structure, vocabulary focus, and grammar focus according to their context.

⁹⁶ ‘The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E)’, 152.

8. The attractiveness of materials for both of teacher and students

When selecting a textbook, appearance becomes a factor. An attractive layout is one in which the layouts are neatly organized. The reader is not confused when reading the textbook as a result. The textbooks should have enough room if they include graphics and photos⁹⁷. At this stage, thinking about how the resources may direct and 'frame' teacher-learner interaction and the teacher-learner relationship is helpful. While some materials may seem appealing to the teacher but not particularly motivating for the students, a balance must be achieved.

Related to this, The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 22 of 2022 Concerning Book Quality Standards, Process Standards and Rules for Manuscript Acquisition, and Process Standards and Rules for Book Publishing (Article 13) states that the quality standards for education books consist of Material Standards, Presentation Standards, Design Standards, and Graphical Standards⁹⁸. Design standards include the use of illustrations that meet the suitability with the target readers, the accuracy of the illustration object, and attractiveness; The design of content pages that meet the criteria of book anatomy, clearness and readability, and attractiveness; and Book cover page design that meets the criteria of book cover anatomy, cleavage and readability, and attractiveness⁹⁹.

The researcher found that the English textbook entitled “Work in Progress” fulfils the book design criteria. First, the textbook provides pictures and illustrations. Second, the fact found that the textbook fulfils the criteria of design standard, which

⁹⁷ Sri Handayani, ‘The Evaluation of English Textbook for Grade VII of Junior High School In Indonesia’, vol. 4, 2016, 332.

⁹⁸ ‘The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 22 of 2022 Concerning Book Quality Standards, Process Standards and Rules for Manuscript Acquisition, and Process Standards and Rules for Book Publishing’, 9.

⁹⁹ Ibid., 11.

consists of the beginning (title, Issuance Description, table of content, list of pictures, etc.); body (chapters and sub-chapters); and the end (glossary, index, bibliography, profile of book actors). Third, the book cover has a title, book-level logo, publisher logo, and illustration images. Therefore, it can be said that the English textbook entitled “Work in Progress” for tenth-grade students meet this criterion related to the materials' attractiveness for both teacher and learners



CHAPTER IV

THE MATERIAL SUITABILITY BASED ON THE CRITERIA OF OVERALL EVALUATION

A. Theoretical Background

After the two analysis steps, external and internal evaluation, the last step is the analysis using Overall evaluation. This step is done to conclude the material suitability of the English textbook. As stated by McDonough and Shaw, material suitability is assessed by considering four parameters, namely the usability factor, the generalizability factor, the adaptability factor, and the flexibility factor.

The final step is an overall evaluation to determine whether the materials are appropriate based on the following factors¹⁰⁰:

- a. The usability element. Currently, the contents could be included as "core" or "supplementary" content to a certain syllabus. For instance, we could have to choose resources that adhere to a specific syllabus or set of goals that we must achieve. The ability of the materials to accomplish this is questionable.
- b. The factors affecting generalizability. Is there a limited use of "core" qualities that makes the materials more broadly applicable? Some of the content may not be relevant to a particular person or group, but there may be some. This aspect may then prompt us to think about the next theory.
- c. The capacity for adaptation. Can components be added, removed, utilized in another text, or changed to suit local conditions? The materials might have some really good aspects, but we can think that the reading or listening parts are inappropriate or need to be modified.
- d. The element of flexibility. How rigorous are the grading and sequencing? Can the ingredients be utilized differently or entered at separate points? Sometimes, materials with

¹⁰⁰ McDonough, Shaw, and Masuhara, *Materials and Methods ELT*, 60–61.

less rigid grading offer a degree of flexibility that makes it possible for them to be easily incorporated into a variety of syllabuses.

In the end, after all of the evaluations have been analyzed, the researcher can conclude the suitability of the textbook or materials for particular groups or individuals and find out the extent the textbook applies its goal in learning and teaching activity. The important thing which must be remembered is that the success or failure of textbooks or materials cannot be concluded only based on the evaluation. Still, it can only be defined after applying those in real learning and teaching in the classroom.

B. Data Findings

1. The usability factor

The researcher found the data as follows:

- a. The materials are true in terms of science. For example, the use of physical description words, pronouns, and simple present grammar in the Descriptive text about great athletes (Chapter 1). The use of events, time, and place vocabulary, adverbs of time, past simple, and past progressive grammar in the Recount text about sports events (Chapter 2). The use of health, lifestyle vocabulary, and simple present imperative sentence in the Procedure text about healthy life (Chapter 3). The procedure text about food uses nutrition, food, drink vocabulary, and modal grammar (Chapter 4). The use of nouns, verbs, adjectives, street art vocabulary, and expressions for giving opinions in the Exposition text (Chapter 5). The use of adjectives; adverbs, past tense; conditional sentences about stories and characters in the Fractured story (Chapter 6).
- b. Based on the finding, all of the textbook material follows the curriculum. This textbook provides the students with multimodal texts, which combine two or more forms of communication, such as written text, spoken language, sound, and visuals, to convey meaning.

- c. The textbook encourages the students to use technology. For example, the project assignment is to make a portrait using a computer or other technologies (page 23).

Let's draw

Now you will draw a portrait that represents the information from your mind map. You may use symbols, icons, or illustrations. If you are not comfortable with drawing your self-portrait, you can use computers or other technology. You may want to cut out words and images from magazines and newspapers to make a collage.¹⁰¹

- d. Each task in the chapter is suitable for the context. For example, in chapter 2, the reading and listening are about the experience of watching a sports event. Then, for the writing skill, the students are asked to write a recount text about their experience of watching a sports event.
- e. The materials in the textbook are related to each other. For example, chapters 1-4 have the same theme, sports; while the theme of chapters 5 and 6 is art.
2. The generalizability factor

The following data is the findings related to the generalizability of the materials.

- a. The textbook provides activities that involve both interactional (discussion and sharing about the experience of a sports event, tips of maintaining health, telling story) and transactional talks (asking and giving an opinion about graffiti).
- b. The textbook provides multimodal texts varieties with both fiction (fractured story in chapter 6) and non-fiction (descriptive in chapter 1, recount in chapter 2, procedure in chapter 3 and 4, and exposition text in chapter 5).
- c. Each text focuses on vocabulary, grammar, and structure. For example, chapter 1 focuses on sports and physical description vocabulary; simple present grammar; adjectives, and adverbs for describing.
- d. There is literal language in descriptive, recount, tips, and procedure texts. Figurative language is presented in narrative text.

¹⁰¹ Hermawan, Dwi Haryanti, and Suryaningsih, *Work in Progress*, 23.

- e. The students use non-verbal languages such as expression, gestures, and body language through listening-speaking activities (discussion, sharing, and game).
 - f. Each text type in different chapters has its own linguistic elements. For example, the fractured story in chapter 6 focuses on adjectives; adverbs, a vocabulary of stories and characters' past tense; conditional sentence grammar.
 - g. The textbook provides cultural content with both local (pencak silat, es cendol, Malin Kundang) and abroad countries (hockey, graffiti, Little Red Riding Hood).
 - h. There are many visual aids to support the materials and attract the students. Additionally, on the first page of the chapter, the author presents Title decorated with the related illustration. For example, on page 79, chapter 5, there is an illustration of fruits in love shape, and the title is healthy food.
 - i. The textbook provides evaluation such as discussion, peer checklist and comparison work results.
 - j. The textbook presents planning activity before writing multimodal texts (a draft table of favorite athletes on page 17, a draft table of sports events on page 40, a draft table of maintaining health on page 68, a draft table of healthy eating procedure on page 89, a draft of point of view related to graffiti on page 118, a draft table of fractured story on page 143).
3. The adaptability factor

There is possibility for the teachers to modify or adapt the materials in the English learning. For example, on page 8, an activity involves the students in pairs. It will be difficult if the number of students is odd.

D Let's Practice

Sit in pairs. Your teacher will give your partner a picture of a person. Without looking at the picture, draw in the box the person your classmate is describing. Show the result to your classmate. How is it?¹⁰²

¹⁰² Hermawan, Dwi Haryanti, and Suryaningsih, *Work in Progress*, 8.

Then, if it seems not really important and you want to focus on the language skills, it can be skipped to the next activity, which is more crucial; for example, task 2, part D (page 8) can be skipped to the part E or straight to task 3 (page 9). See figure 4.1.

B Listen and Discuss

Listen to the audio recording again and discuss the following questions in small groups. Share your answers with the class.

1. How did the speaker start the description?
2. What are the things the speaker described?
3. How did the speaker end the description?
4. What is the main idea of the text?

C Listen and Circle

Circle the words you hear.

beardless	playing	brown	live
sporty	greatest	famous	pour
expense	fame	poor	greet
olive	wear	bad	wavy

D Let's Practice

Sit in pairs. Your teacher will give your partner a picture of a person. Without looking at the picture, draw in the box the person your classmate is describing. Show the result to your classmate. How is it?

E Use Your Words


Research about your favorite athlete. Write your description about the athlete by completing the following sentences. You can use the words from your Vocabulary Box in Task 1.

1. _____ or as we usually call (him/her) as _____ is my favorite _____.
2. He/She was born in _____ on _____.
3. _____ has a/an _____ body with the height of _____ centimeters and weight _____ kilogram.
4. His/Her skin color is _____ with a _____ face and _____ smile.
5. He/She has _____ eyes and the color is _____.

Task 3

A Look and Discuss

Look at the following picture.



Picture 1.6 Cristiano Ronaldo
Source: Ludovic Niron/flickr/CC-BY-2.0 (2011)

Chapter 1 Great Athletes 9

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 4.1 The Adaptation of Activity

4. The flexibility factor

The materials in the English textbook “Work in Progress” for tenth-grade students can be exchanged for one other. For example, in chapter 1, task 3 – reading activity (page 9) can be taught first, then listening in task 2 (page 7). Another example is if the teacher finds that the students are more familiar with telling experience than describing someone, the teacher can exchange those materials. The procedure text about maintaining health in chapter 3 can be taught first, then continued to recount text about the experience of a sports event in chapter 2. See figure 4.2

D Discuss and Share

Some people excel at playing certain sports so that they become great athletes. What does it take to be a great athlete? In small groups, rank the following list based on what you think are the most important qualities of someone who excel at sports. Share your group's opinion with the class.

	perseverance and determination
	diet
	body weight and height
	enjoying the competition
	personality
	training
	good body coordination
	good sportsmanship
	grit

Task 2

A Listen and Check

Listen to an audio recording of a great athlete. Decide whether these statements are true or false.

No.	Statements	True	False
1.	It is a male athlete.		
2.	The athlete is from Brazil.		
3.	The sport played is football.		
4.	The athlete is stylish.		

Chapter 1 Great Athletes

7

B Let's Read

Read the following text and answer the questions based on the text.

Cristiano Ronaldo

Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players.

He becomes so skillful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e. players of right-handed or left-handed use their respective legs to score goals but Ronaldo can easily use both of his legs efficiently to make goals. In addition to that, he can use his head to score goals as well.

He is also one of the fastest football players in football history. Ronaldo can run very fast, he can run with a speed of 33.6 kilometers per hour. That is why he is also known as a rocket man. This helps Ronaldo to do his famous free-kick. Ronaldo's free-kick speed is approximately 130 kilometers per hour.

While jumping, Ronaldo's G-force is five times higher than that of a cheetah. He can



Picture 1.7 CR 7 is showing his skill.

Source: Jan S.O./Flickr/CC-BY-SA 2.0 (2010)

Chapter 1 Great Athletes

11

Figure 4.2 The Flexibility of Activity

C. Discussion

1. The usability factor

As found in the external analysis that the English textbook entitled “Work in Progress” for tenth-grade students is designed as the core or main resource of English learning. This criterion helps the researcher to analyze how the materials can be integrated into Merdeka Curriculum. It needs to be further analyzed whether all materials suit the curriculum¹⁰³. By considering The Government Regulation of the Republic of Indonesia, Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System (Article 11 Paragraph 3), the textbook covers the book content eligibility standard. The standard including: the materials are true in terms of science; in accordance with the curriculum; the textbook encourages the students to use

¹⁰³ McDonough, Shaw, and Masuhara, *Materials and Methods ELT*, 60.

technology; each task in the chapter is suitable for the context; the materials in the textbook are related to each other.

2. The generalizability factor

The purpose of this criterion is to ensure that all of the materials in the textbook is useful, either for individual or different groups of audience. It analyses whether there is a part of textbook materials that is not useful or unrelated to the student's needs¹⁰⁴. After reading the textbook "Work in Progress" for tenth grade students, the researcher found that the materials can be used for learners in general because it covers the objectives of English subject.

By referring to The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 7 of 2022 Concerning Content Standards in Early Childhood Education, Primary Education, and Secondary Education, the scope of English Subjects includes: Interactional and transactional texts in the context of self, family, school, and neighbourhood in Indonesia and other countries; More complex multimodal texts, fiction, and nonfiction, in the context of oneself, family, school, and neighborhood in Indonesia and other countries; Specific vocabulary, sentences, and expressions are used in texts with the context of self, family, school, and neighborhood in Indonesia and other countries; Literal and figurative language in the text; Nonverbal language elements; Linguistic elements in multimodal text varieties; Cultural diversity in Indonesia and other countries in multimodal texts; Visual effects in texts and vocabulary related to them; Strategies for analyzing and evaluating text content; The process of writing multimodal texts.

¹⁰⁴ McDonough, Shaw, and Masuhara, *Materials and Methods ELT*, 60.

3. The adaptability factor

If the teachers find that the materials in their chosen English textbook are suitable for their learners, some materials may need adaptation or modification. Teaching materials could be cohesive yet not entirely appropriate in a given situation. Although this situation has an external issue, the internal factors are okay (what the material offer). Alternately, resources might be adequate for the instructional environment, meeting the external requirements (learner characteristics, physical environment, resources, class size), but displaying evidence of a disorganized organization - an internal issue. Thus, to adapt materials is to attempt to combine the various elements, whether internal, external, or combinations, to match each other as closely as possible¹⁰⁵. This adaptation is made by considering the local circumstances, namely cultural background, social, environmental, etc. For example, if the reading materials seem less interesting, the teacher can replace them with materials which more attractive and relatable to their audiences.

The researcher found that the materials in the English textbook entitled “Work in Progress” for tenth-grade students are suitable and follow the book content eligibility standards in The Government Regulation of the Republic of Indonesia Number 75 of 2019 Concerning Regulations for the Implementation of Law Number 3 of 2017 Concerning the Book System (Article 11 Paragraph 3). After the researcher analyzed the material further, the teacher can make some adaptations or modifications as explained in the findings before.

4. The flexibility factor

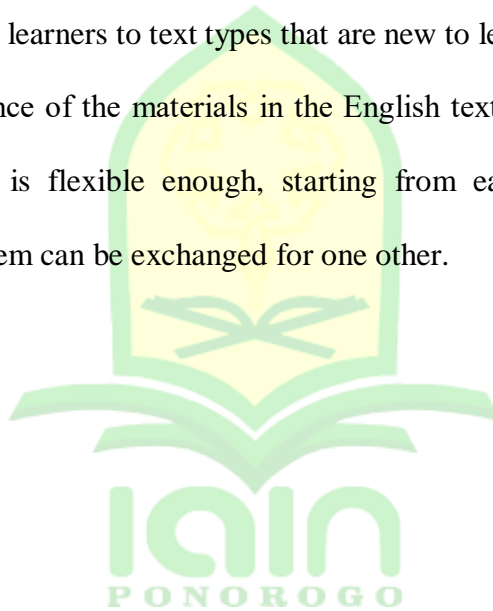
By this criterion, the researcher analyzed how the sequence of materials in the textbook entitled “Work in Progress” for tenth-grade students. In some cases, the materials may not be steeply graded, so the teacher can easily integrate them into the curriculum. A course book's flexibility enables teachers to adapt materials to the context by rearranging, managing time, using strategies, choosing, blending, contextualizing, and making other

¹⁰⁵ McDonough, Shaw, and Masuhara, *Materials and Methods ELT*, 65.

choices that positively affect teaching and learning. In a nutshell, flexibility refers to how simply a teacher can modify the contents to fit a particular circumstance¹⁰⁶.

As stated in The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E / Grade X), One of the characteristics of English subject is that teachers can decide which text types to teach according to the conditions in the classroom. The lesson can start with a text type that contains a topic that the learners are already familiar with. Next, the teacher can introduce learners to text types that are new to learners¹⁰⁷.

The sequence of the materials in the English textbook “Work in Progress” for tenth-grade students is flexible enough, starting from easy to challenging activities. However, some of them can be exchanged for one other.



¹⁰⁶ Dat Bao, ‘Flexibility in Second Language Materials’, *The European Journal of Applied Linguistics and TEFL* 04, no. 2 (2015): 42.

¹⁰⁷ ‘The Decision of the Head of the National Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum (Phase E)’, 152.

CHAPTER V

CLOSING

A. Conclusion

1. Related to the material organization, the textbook fulfills all of the external evaluation criteria based on the theory by McDonough and Shaw.

The textbook can be used as the main resource of English learning in the Merdeka Curriculum because it provides multimodal texts, cultural content, minority groups, vocabularies, audio listening, and exercises well organized into six chapters. They are also presented attractively, clearly, concisely, and linked to each other.

2. Related to the material quality, the English textbook entitled “Work in progress” for tenth-grade students fulfills 7 out of 8 of the internal evaluation criteria by McDonough and Shaw.

Although the textbook provides audio listening material, those are non-authentic materials which not really represent the actual use of language and reduce cultural values. On the other side, the textbook covers all of the English skills in an integrated way and is suitable for students' proficiency levels with different learning styles. The textbook has an attractive design and provides tests closely related to what the students have been learned and their needs.

3. The materials and learning experience of the English textbook entitled “Work in Progress” for tenth-grade students fulfill all the criteria of material suitability.

The textbook can be integrated into Merdeka Curriculum and can be generalized for all of the students. If the teachers find a material that needs adjustments with their learners, they can adapt or modify the materials based on their circumstances. Due to the flexibility of materials of the textbook, it also allows the teacher to rearrange the materials, started by the text which the students familiar with, to the other kinds of texts.

B. Recommendation

Based on the findings, the researcher has suggestions for the following parties:

1. The English Teachers

For English teachers, especially those who teach tenth grade students, the researcher suggests that the English textbook entitled “Work in Progress” for tenth grade students can be used in learning and teaching the English language. This textbook has good quality materials as well as a learning experience. However, teachers can provide authentic listening materials to enhance the learning result.

2. Textbook Writer

For the writer of the English textbook, the researcher suggests providing authentic listening materials besides the existence of non-authentic materials. Authentic material helps the students understand real language use, along with accent, speed, and intonation. In addition, the textbook would be better if there were more vocabulary related to the topic so that the students could learn English easily.

3. Other Researcher

The writer suggests analyzing the same textbook with a different focus for the future researcher. The focus of the study can be the analysis of how the materials of the English textbook entitled “Work in Progress” for tenth-grade students support the learning objective following Pancasila students’ profile. It is related to representing Pancasila's values, namely faith, fear of God, noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity.

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