

**EXPLORATORY CONTENT ANALYSIS IN INDONESIAN SENIOR HIGH
SCHOOL ENGLISH TEXTBOOK**

A Thesis

Submitted as Partial Fulfilment of the Requirements
for Getting *Sarjana Pendidikan* Degree of English Language Education
Study Program



By

Farhah Millatie Kamalia

20421022

English Language Education Study Program

Faculty of Teacher Training and Education

La Tansa Mashiro University

2024

APPROVAL SHEET

**EXPLORATORY CONTENT ANALYSIS IN INDONESIAN SENIOR HIGH
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By

Farhah Millatie Kamalia

20421022



Approved on 23rd of December 2024

By the Consultant Team

Primary Supervisor

A handwritten signature in blue ink, appearing to be 'Hikmah Pravitasari', is written over the printed name.

Hikmah Pravitasari, M.Pd.

NIDN. 0419119002

Co-Supervisor

A handwritten signature in blue ink, appearing to be 'Siti Hanna Sumedi', is written over the printed name.

Siti Hanna Sumedi, M.Pd.

NIDN. 0406129503

RATIFICATION SHEET

**EXPLORATORY CONTENT ANALYSIS IN INDONESIAN SENIOR HIGH
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By

Farhah Millatie Kamalia

20421022

Defended before the Board of Examiners on the 18th of December 2024 and
Declared Acceptable.

Board of Examiners

Primary Supervisor : Hikmah Pravitasari, M.Pd (.....
Examiner 1 : Yesi, M.Pd (.....
Examiner 2 : Fheby Indriyanti Nurpratiwi, M.Pd (.....

Rangkasbitung, 23 December 2024
Faculty of Teacher Training and Education
La Tansa Mashiro University

جامعة لا تنس محيرا

Head of Study Program,



Hikmah Pravitasari, M.Pd.

NIDN. 0419119002

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as scientific paper should.

Rangkasbitung, *23* of December 2024

The Writer,



Farhah Millatie Kamalia
20421022

MOTTO

“Maybe I made a mistake yesterday, but yesterday’s me is still me. I am who I am today, with all my faults. Tomorrow, I might be a tiny bit wiser, and that’s me, too.

These faults and mistakes are what I am, making up the brightest stars in the constellation of my life. I have come to love myself for who I was, who I am, and who I hope to become”

-Kim Namjoon, BTS-

DEDICATIONS

With gratitude and thanks, I dedicate this thesis proposal to:

1. My eternal lover, ALLAH SWT, has given me the breath of life until now and always protects me with all His greatness.
2. My beloved parents, my father, Alm. Sucipto, S.Ag, and Eli Amaliyah, S.Ag. Thank you for your prayers, love, and support; thanks to my mom, who never stops giving all the best things for me and always encourages me to complete my studies. Also, my brother Mahatma Hanif Rosyada, S.Pd, and Nurkhalisa, my beloved sister Almh. Faizzatunnisa Mutahariyah, Imroatunnabila Binnajah, Adiba Ainayya Fathiyaturrahma, and not to forget the entire extended family of H. Mustaqim Supiarta. Thank you for the encouragement and motivation that you always give.
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Let's go for a walk together and enjoy every moment of our journey until old age brings us together!
8. Farhah Millatie Kamalia, last but not least, myself. A big appreciation for being responsible for finishing what has been started. Thank you for continuing to try not to give up and always enjoying every process that is arguably not easy. I just wanted to say a big, *big thank you for growing so well!*

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Ultimately, I recognize that this seminar proposal is not without flaws. However, I hope that it can be useful and contribute to teaching English, particularly in relation to using English textbooks at the senior high school level. Consequently, I would appreciate any feedback, ideas, and suggestions for improving this thesis.

Rangkasbitung, December 2024

Farhah Millatie Kamalia

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EXPLORATORY CONTENT ANALYSIS IN INDONESIAN SENIOR HIGH SCHOOL ENGLISH TEXTBOOK

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Farhah Millatie Kamalia
20421022

ABSTRACT

This study aimed to evaluate the suitability of the textbook “*Buku Interaktif Active English*” for 10th-grade students based on the *Merdeka* curriculum. The method used is a mixed method, with data collection through Cunningsworth’s Teachers-Students Textbook Review (Checklist) in eight aspects, as well as observation to explore the views and experiences of textbook users in the learning process. Data was analyzed quantitatively for textbook review data using a Guttman Scale and qualitatively using Krippendorff’s Content Analysis, with results compiled in a Qualitative Descriptive. The results showed that while the textbook has some strengths, such as alignment with the learning objectives, there are also significant weaknesses, including a lack of a teacher’s guidebook and overly theoretical material. In addition, the textbook lacks support for the project-based learning approach expected in the *Merdeka* curriculum. The conclusion of this study recommended improvements to the textbook, including providing a teacher’s guidebook and improving the quality of materials to make it more relevant to the students’ needs. Further research is also recommended to explore the long-term impact of using this textbook in English language learning in Indonesia.

Keywords: Content Analysis, Merdeka Curriculum, Textbook evaluation, English Language Learning

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English textbooks have an important role in the teaching and learning process at Senior High School. In addition, textbooks also aim to provide knowledge and skills information. The curriculum has set competencies that students must achieve, and the textbook covers learning guides in the form of activities that guide students to achieve these competencies. In certain contexts, the function of the textbook as the foundation for a large portion of the language practice and input that students encounter in the classroom could serve as the foundation for material content, the distribution of skills covered, and the activities the students engage in for language practice (Richards, 2017, p. 247). Likewise, it is emphasized by Rakhmawati & Priyana (2019) that textbooks not only help teachers teach the lesson in the classroom but they are also used in pre-teaching activities as textbooks can be used as flexible syllabi for the teaching and learning process. In this matter, textbooks support educators not just with in-class education but also as adaptable curricula for pre-teaching activities, resulting in a more successful process for both teaching and learning. Accordingly, selecting textbooks that are of high quality and appropriate to the curriculum is a requirement.

The quality and appropriateness of curriculum textbooks significantly affect learning outcomes, facilitate students in acquiring knowledge, and enable teachers to effectively guide students in the learning process. Textbooks are the main resource in the learning process, the feasibility and quality of the Curriculum

textbooks can affect the quality of learning outcomes, meaning that the quality of good textbooks will be able to facilitate students in obtaining knowledge and information, as well as teachers will easily direct students in the learning process (Ulumudin et al., 2017, p. 2). According to Richards (2017, p. 245), a quality book has many advantages, such as providing structure and a syllabus for a program, helping standardize instruction, providing various resources for an efficient learning process, providing effective language models and input, training teachers, and being visually appealing. Excellent textbooks may assist students in developing their skills and serve as important educational tools for both teachers and students. Dharma & Aristo (2018) stated that the textbook is the heart of teaching and is also a crucial part of the curriculum. Textbooks that support curriculum play a vital role in improving learning outcomes by helping students acquire information and giving teachers the tools they need to mentor students successfully. These textbooks' quality and viability have a big influence on learning results. Therefore, the existing textbooks should be investigated to see the quality of the textbook's content.

While English textbooks abound worldwide, offering attractive covers, layouts, and artwork, this does not necessarily guarantee the quality of the content. Hence, selecting quality resources can be challenging as many textbooks have the potential to go beyond students' understanding or contain material that is not appropriate for students' abilities. Several studies analyze English textbooks with similar cases in some countries, such as Iran, India, and China. In Iran, Asakereh et al. (2019) examined the listening and speaking activities of ELT textbooks. The results revealed that the textbooks studied did not provide sufficient exposure to

various situational contexts, characters, and cultural elements and did not provide sufficient opportunities for English teachers to implement the sociolinguistic and socio-cultural realities of English in their English classes. Whereas in India, Bose & Gao (2022) investigated the topic of cultural representation in ELT textbooks' reading sections. The findings revealed considerable gender bias, a general lack of cultural involvement overall, and a preponderance of cultural representations of British provenance, including predominantly British, Irish, and typically white characters. Regional differences were also evident in getting English language learners involved in critical activities, and language teachers might modify pertinent cultural representations using additional pedagogical materials. Subsequently, Li (2022) conducted a comparative analysis of modal verb usage in learner language, native speaker language, and English as a Foreign Language (EFL) textbooks in mainland China. It revealed differences in the frequency and use of modal verbs among the three sources, highlighting the impact of textbooks on student performance. The research brought to light the challenges that students are facing while using modal verbs such as must, may, might, should, and would, indicating that these verbs should receive more emphasis in textbooks. The research also found that learners frequently overuse the word "will" and underuse the word "could," which may be related to cultural norms and L1 influence. Overall, the results highlighted the importance of matching textbook language with the language used by native speakers, taking learner requirements and cultural factors into account, and including learner and native corpora in the design of EFL materials to teach grammar effectively. The various studies around the world show that it is important

to scrutinize a textbook that will be adopted by schools in order to match the educational standards set by each country. Therefore, this study will focus on the research of English textbooks in Indonesia because English textbooks as learning resources as well as learning media and textbooks are so strategic and varied that textbook evaluation is necessary.

In Indonesia, the Ministry of Education, Culture, Research, and Technology (*Kemendikbud*) is a ministry in the Indonesian government that has the task of organizing government affairs in the field of education. In this context, *Kemendikbud* also provides textbooks for teaching and learning activities throughout Indonesia. However, many publishers are easily found to be companion textbooks or main textbooks in certain schools. Bulqiyah & Ambarwati (2023) stated that textbooks are certainly the main instrument to realize the curriculum that has been prepared previously. Textbooks are considered important as instructional materials for students and teachers, and this is in accordance with the statement by Ulumudin et al. (2017, p. 1) stated that the existence of textbooks has a central role in studying science, including in the learning process because textbooks are instructional media whose role is dominant in the learning process. However, there are instances where the textbooks do not align with the curriculum standards. It is challenging to identify English textbooks that offer high-quality content and align with the curriculum. Many senior high school English textbooks are developed based on the fundamental competencies outlined in the English curriculum, which are not aligned with the *Merdeka* curriculum.

In relation to the aforementioned statement, this research will analyze the content of English textbooks for grade 10 students at a public senior high school in Indonesia that has used and implemented the *Merdeka* curriculum as the primary curriculum. Through interviews with English teachers, it was found that this school uses two English textbooks as teaching resources. The first textbook is entitled '*Bahasa Inggris Work in Progress*', which is endorsed by the Indonesian Ministry of National Education and Culture. The second textbook, entitled "*Buku Interaktif Active English*" was published by Intan Pariwara. Both textbooks are aligned with the *Merdeka* curriculum. However, in the teaching and learning process, teachers and students use the second textbook more often because the material is more complete, even though the textbook does not have a teacher's guidebook. In contrast, the first textbook has a teacher's guidebook. In this study, the researcher will focus on the second textbook, as it represents the primary textbook utilized in classroom learning. The second textbook is the main textbook for two principal reasons. Firstly, it is suitable and in accordance with the teacher's lesson plan. Secondly, the explanation in the textbook is considered complete and easily understood by students. However, a brief review of the textbook revealed several problems. Apart from the unavailability of a teacher's guidebook, the textbook exercises are often too simple and less varied, making them ineffective and requiring teachers to look for practice exercises outside the textbook to fulfil students' understanding. There is a lack of vocabulary content in each chapter and a lack of reading texts in the textbook, making it difficult for students to improve their reading skills and requiring teachers to provide additional explanations so that

students can understand the instructions for each exercise. From the preliminary research of this study, it is quite intriguing to investigate further the content analysis of the English textbook and whether the quality of the English materials is in accordance with learners' needs and with the the *Merdeka* curriculum.

In this recent study, the researcher wants to explore the material coverage of the content of the English textbook and to find out whether the textbook is in accordance with the student's grade or class level as well as the learning outcomes that meet the eligibility of the content specified and written in the *Merdeka* curriculum.

1.2. Identification of the Problems

Based on the problem that has been described in the background of the study, some of the problems that emerge related to the research are as follows:

1. The textbook absences of a teacher's guidebook.
2. The textbook exercises given are often too simple and less varied.
3. The textbook lack of reading texts in the textbook
4. The textbook lacks vocabulary content in each chapter.
5. The textbook question instructions are difficult to understand in each chapter.

1.3. Limitation of the Problems

In order to narrow down the problems that may arise during the study, this research focuses on content analysis of English textbooks used in senior high schools in Indonesia.

1.4. Formulation of the Problem

Based on the limitation of the study, the problems of the study are how the content of the English textbook for 10th-grade matches with the student's grade or class level as well as the learning outcomes that meet the eligibility of the content specified in the *Merdeka* curriculum?

1.5. Objectives of the Study

Based on the problem formulation of the research above, the objective of this study is to evaluate the “*Buku Interaktif Active English*” textbook used by a public senior high school in Indonesia. The objective of this study is to determine the suitability of the content of the English textbook for 10th-grade students to match the grade in terms of class level, as well as the learning outcomes that meet the eligibility of the content specified in the *Merdeka* curriculum.

1.6. Significance of the Study

The researcher believes this research will benefit:

1. English Teachers

The results of this study can provide useful information in selecting and evaluating good textbooks in terms of grade level skills and curriculum before deciding to use them in classroom practice.

2. Students

Upon completion of this research, students will have access to “*Buku Interaktif Active English*” English textbooks that can be utilized as learning materials, sources for practice guides, sources for review and self-study, and

references for information on quality English textbooks, including details on grammar, vocabulary, pronunciation, and other relevant aspects.

3. Other Researchers

The findings from this study provide a foundation for future researchers in content analysis of English textbooks. This study evaluated the content of the textbook based on the curriculum used in the school where the study was conducted. Since this study only focuses on content analysis of English textbooks, future researchers who will research in similar fields can develop their study to the stage of developing English teaching materials if they find several shortcomings in the textbooks that have been evaluated.

CHAPTER II

LITERATURE REVIEW

2.1. Content Analysis

Content analysis is a research technique that is used to find specific words, themes, or concepts in a given set of qualitative data or text. Content analysis aims to lead researchers to measure and examine the occurrence, significance, and connections of particular words, topics, or concepts. According to Krippendorff (2019, p. 24), content analysis is a research method that enables the valid inference of meaningful text from its contexts. It is a research technique for making replicable and valid inferences from text (or other meaningful matter) to the contexts of their use. For example, researchers can evaluate language used within a news article to search for bias or partiality. Researcher can make inferences about the messages within the texts, the writers, the audience, and even the culture and time surrounding the text.

Content analysis represents a crucial methodology within the domain of social science research. It entails examining representational data, including words, images, and expressions, within the context of their surrounding texts, with the objective of elucidating their underlying meanings. This viewpoint is aligned with Krippendorff (2019, p. 3) that emphasized content analysis is arguably one of the most pivotal methodologies in the field of social science research. Content analysis considers representational data to be words, pictures, and expressions that are meant to be viewed, read, evaluated, and acted upon for their meanings rather than actual occurrences. Accordingly, these types of data must be considered while analyzing

the data. Differentiating content analysis from other research method involves examining texts in the context in which they are used.

Content analysis is a research method. Content analysis is a method that calls for the use of particular protocols. It is a method that can be learned and used without reference to the researcher's authority. As a research method, content analysis offers fresh perspectives, deepens one's comprehension of a certain phenomenon, or guides actionable decisions. Content analysis is a scientific tool, and its techniques are expected to be reliable (Krippendorff, 2019, p. 24). Content analysis is a scientific tool that provides new insights and facilitates a deeper comprehension of phenomena. It enables the formulation of informed decisions by offering dependable techniques.

As a method of this research, content analysis is based on a number of specific procedures for the analysis of textual data. Such tools may be conceived of as instruments for the construction of appropriate analyses. Likewise, the simplest content analysis design can be observed in Figure 2.1, which represents the simplest content analysis design. In this approach, the analyst relies exclusively on the available texts to address a specific research question by Krippendorff (2019, p. 87). The simple act of enumerating the elements facilitates their systematic classification, generation of ideas, discourse, and assessment, thereby ensuring a methodological approach to content analysis design. Each component is defined in both operational and descriptive terms, as the specifications for each component must also serve as a guide for reproducing them in other contexts. The following is a design of content analysis, as follows:

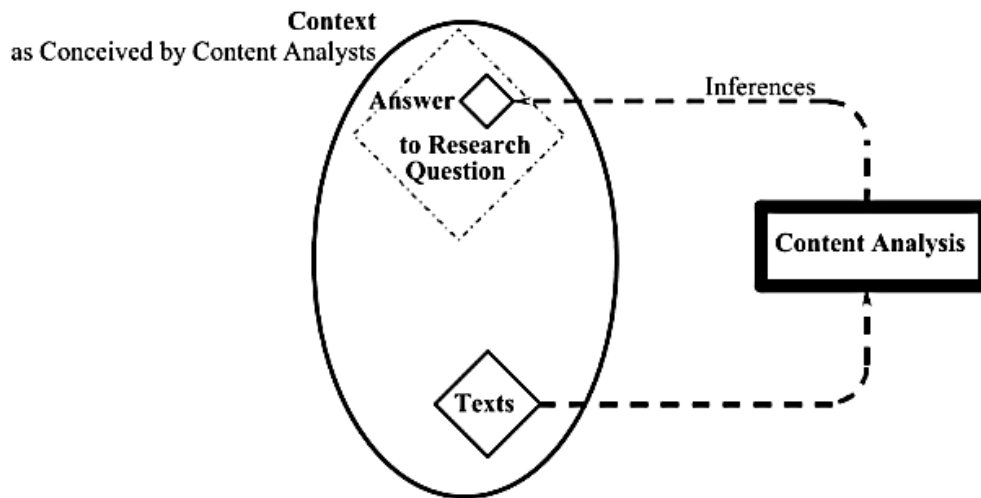


Figure 2.1 Content Analysis: Answering questions concerning a context text by Krippendorff (2019, p. 87)

Figure 2.1 depicts the "content analysis" box and describes the elements the analyst needs to move from texts to outcomes. According to Krippendorff (2019, p. 88), there are six components of Content Analysis: (a) Unitizing, (b) Sampling, (c) Recording/coding, (d) Reducing data to manageable representations, (e) Abductively inferring contextual phenomena, and (f) Narrating the answer to the research questions. Hence, each component of Content Analysis will be specifically discussed below as follows:

- 1) *Unitizing* involves the systematic differentiation of a given text, whether written, visual, auditory, or otherwise, from other texts that may interest analysis. The aim is to identify and isolate the relevant elements of the text while excluding any superfluous or irrelevant content. This process ensures that the text is not divided in a way that would result in a loss of meaning.

- 2) *Sampling* enables the analyst to reduce the burden of research by focusing on a manageable subset of units that are statistically or conceptually representative of the entire population or universe of interest. The ideal approach is to conduct an analysis of the entire population and a representative sample.
- 3) *Recording/coding* serves to bridge the gap between texts and the act of reading them, between distinct images and how people perceive them, or between separate observations and their situational interpretations. One rationale for this analytical component is the necessity for researchers to establish enduring and analyzable records of phenomena that are otherwise transient, such as spoken words or transitory visual events. Written text is inherently recorded and, as a result, can be reread. The second reason for recording and coding is that content analysts require the ability to transform unedited texts, original images, and/or unstructured sounds into analyzable representations. The coding of text is primarily accomplished through the use of human intelligence.
- 4) The *reduction* of data facilitates the efficient representation of large volumes of data, which is a crucial requirement for analysts. A type/token statistic (i.e., a list of types and the frequencies of tokens associated with each) is a more efficient representation than a tabulation of all occurrences. This process replaces any instances of a given item with the frequency with which it occurs. As a result, no information is lost when one representation is derived from another.

- 5) Abductively *inferring* contextual phenomena from texts on an abductive basis entails a departure from the confines of the data itself. It facilitates the transition between a description of the text and the implications, references, implications, provocation, or causes that it conveys. It indicates the existence of unobserved phenomena within the context of interest to the analyst. In contrast to deductive or inductive inferences, abductive inferences necessitate the provision of warrants, which may themselves be supported by evidence. In the context of content analysis, such warrants are furnished by analytical constructs that are themselves supported by the entirety of the known context. Abductive inferences serve to distinguish content analysis from other, largely inductive modes of inquiry.
- 6) *Narrating* the responses to the queries posed by content analysts serves to facilitate the comprehension of the research outcomes by other parties. In some cases, this entails elucidating the practical implications of the findings or the contributions they make to the extant literature. At other times, it involves justifying the use of content analysis in lieu of direct observational techniques. Additionally, it may involve the formulation of recommendations pertaining to potential courses of action, whether legal, pragmatic, or pertaining to further research. The act of narrating the results of a content analysis is a process that is informed by traditions that analysts believe they share with their audiences or the beneficiaries of their research (clients, for example). It is, of course, the case that the

majority of these traditions are implicit in the manner in which social scientists conduct themselves. Academic journals may publish formal guidelines for researchers to follow in narrating their results and allow peer reviewers to determine whether a given content analysis is sound, interesting, and worthwhile.

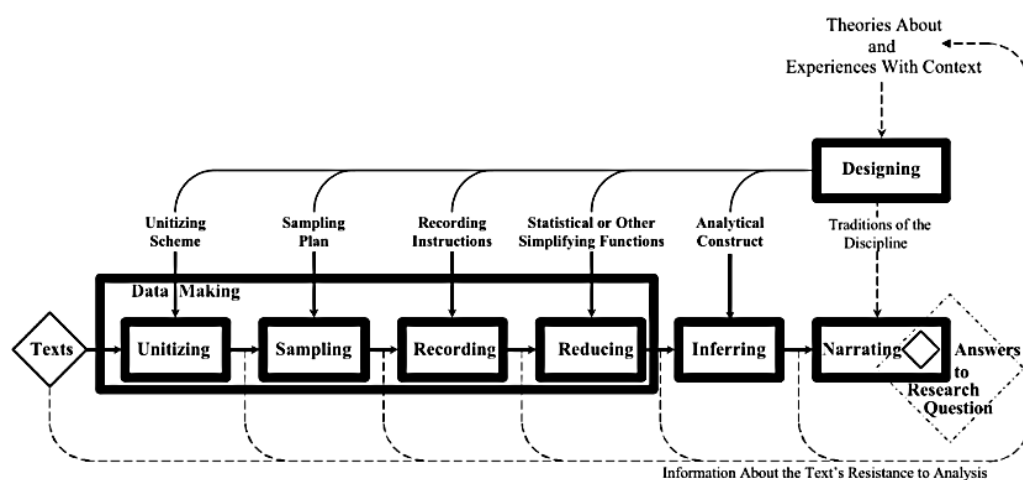


Figure 2.2 Components of Content Analysis by Krippendorff (2019, p. 90)

Figure 2.2 explains the initial four components, which may be collectively referred to as *data-making*, which involves the transformation of raw or unedited texts into computable data. In the field of natural science, these four components are embodied in physical measuring instruments. In the social sciences, the utilization of mechanical devices is less prevalent, and in some instances, it is not feasible. Consequently, *data-making* frequently commences with observations. The fifth component, abductively inferring contextual phenomena, is a distinctive feature of content analysis, extending beyond the representational qualities of data.

In content analysis, there is document analysis. The documents contain documents with written expressions, graphics, and words that are all evaluated. It makes sense for content analysis to be the textbook analysis method. The author draws from a textbook entitled “*Buku Interaktif Active English*.” The textbook's material consists of textual expressions, graphics, and texts. The writer uses a content analysis approach to assess all of the stuff.

2.2. Textbook

Textbooks are one of the most frequently printed materials used in schools or educational institutions as teaching and learning tools. Textbooks and other kinds of specially prepared or selected instructional materials are still an important component of the curriculum in many language programs (Richards, 2017, p. 245). Textbooks are one of the most important media types for instructors and students to use as sources and resource guides during the teaching and learning process. Fuchs & Bock (2018, p. 5) stated that textbooks aid the processes of teaching and learning. In certain circumstances, the form of the foundation for a large portion of the language practice and input that students get in the classroom. It could serve as the foundation for the classes' content, the proportion of skills taught, and the activities the students engage in for language practice. Textbook is the heart of teaching and is also a crucial part of the curriculum (Dharma & Aristo, 2018). In other cases, the textbook could mostly be used to support the teacher's lessons. Aside from the instructor's contribution, the textbook could be the primary source of language exposure for students.

Textbooks may also function as a kind of teacher training for novice educators as they offer models for lesson planning and delivery as well as useful formats. Without the widespread use of commercial textbooks, most of the language instruction that takes place around the globe today would not be possible. As such, mastering the use and adaptation of textbooks is a crucial component of a teacher's professional development. In the teaching and learning process, textbooks are considered important instructional materials for students and teachers, especially when learning a language in general (Bulqiyah & Ambarwati, 2023). According to Richards (2017, p. 245), textbooks and other kinds of specially prepared or selected instructional materials remain an important component of the curriculum in many language programs. Additionally, Radic-Bojanic & Topalov (2016, p. 139) described textbooks as a teacher, a map, a resource, a trainer, and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English-speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured program, and it guides students and teachers to follow the steps taken in previous lessons. Because it offers a selection of materials and activities that teachers can use, a textbook is seen as a resource. It can also serve as a trainer for inexperienced educators who require insightful direction, encouragement, and assistance. A textbook is regarded as authoritative when it is legitimate, trustworthy, authored by professionals, and approved by significant publishers or education ministries.

The role of textbooks in the educational process such educators are required to select appropriate textbooks for their students, given the large number of

publishers producing many English books. It is the responsibility of the teacher to take care in selecting appropriate textbooks. The content should align with the current curriculum and the expected learning outcomes and objectives for the students. In order to evaluate the quality of a textbook, Cunningsworth proposes five criteria of textbook evaluation, as cited in Richards (2017, p. 249). (a) They should correspond to learners' needs; (b) They should match the aims and objectives of the language learning program; (c) They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes; (d) They should take account of students' needs as learners and should facilitate their learning processes without dogmatically imposing a rigid "method"; (e) They should have clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

2.3. Textbook Analysis

Textbook analysis is the process of assessing every chapter of a textbook to determine whether or not it is of high quality and appropriateness for use as a teaching and learning resource. Textbook analysis has become a distinct area of inquiry in applied linguistic research on teaching materials. Weninger (2018, p. 4) stated that textbook analysis is a broad field that builds on various theories to investigate meaning in language learning materials. Textbook analysis is a distinct area of applied linguistics research that employs a range of theoretical frameworks to examine the meaning conveyed in language learning materials, with the aim of developing high-quality textbooks.

A good textbook ought to meet every need for being a good textbook. The reader could select the appropriate textbook to utilize based on their needs by completing a textbook analysis. According to Richards (2017, p. 249), a crucial aspect of textbook evaluation is to contextualize their use. A textbook may be optimal for a specific context because it aligns with the requisite needs. However, the same textbook may not be suitable in a different context. Identifying the goals and objectives of the educational program and then analyzing the learning/teaching context in which the content will be used are two sensible approaches to sourcebook selection. Although no textbook is flawless, and all have strengths and weaknesses, readers should choose the one that best suits their needs and has the greatest chance of achieving true knowledge. In accordance with Cunningsworth's theory as outlined in Richards (2015, p. 618), the evaluation of a textbook can be divided into separate stages: pre-use (Analysis), pre-use (pre-evaluation), and during and after use (or post-use). The following is a description of the textbook evaluation stage, as follows:

2.3.1. Pre-use: Analysis

In the primary stage of the process, it is essential to provide a comprehensive and detailed account of the textbook's contents, encompassing its scope and sequence, organizational structure, and the specific types of texts and exercises it encompasses. As Richards (2015, p. 619) notes, the analysis phase will entail the identification of these kinds of information: (a) Aims and objectives of the textbook, (b) Level of the textbook, (c) Skills addressed, (d) Topics covered, (e) Situations it is

intended for, (f) Target learners, (g) Time required, (h) Components, (i) Number and length of units, and (j) Organization of units.

In order to gain an understanding of the subject matter, it is recommended that the reader consult the textbook introduction, as well as the information provided by the publisher or textbook distributor. Furthermore, it is advised that the scope and sequence (syllabus) be studied in detail, along with several representative units or lessons.

2.3.2. Pre-use: Pre-evaluation

This pre-evaluation stage is more challenging due to the subjective nature of the judgments involved, which often vary between individuals. For this reason, group evaluations are often a useful tool. According to Richards (2015, p. 620), several checklists have been developed to assist at this pre-evaluation stage. One such checklist was compiled by Cunningsworth and is based on the following categories: (a) Aims and Approach, (b) Design and Organization, (c) Language Content, (d) Skill, (e) Topics, (f) Methodology, (g) Teacher's Textbook, and (h) Practical Considerations.

Nevertheless, checklists such as Cunningsworth's encompass somewhat subjective categories and typically necessitate adaptation to align with the specific textbook under examination. In general, textbook evaluation addresses the following issues:

Table 2.1. Cunningsworth's Textbook Evaluation (Richards, 2015, p. 621)

Goals	What does the textbook seek to achieve, and how clearly are its learning outcomes identified?
Syllabus	What syllabus framework is the textbook based on? Is the syllabus adequate, or would it need to be supplemented (e.g., through additional activities for grammar or pronunciation)?
Theoretical framework	What language-learning theory is the textbook based on? Does it present an informed understanding of any underlying theory?
Methodology	What methodology is the textbook based on? Is it pedagogically sound?
Language content	What kind of language does it contain, and how authentic and relevant is the content? Is it an appropriate level of difficulty for the learners?
Other content	What topics and themes are covered, and are they appropriate for the target learners?
Organization	Is the textbook well organized into units and lessons, and within lessons, are the purposes of activities clearly identified? Do units have a coherent, consistent organization, and do they gradually progress in difficulty throughout the textbook?
Teacher appeal	Does the textbook look easy to teach, and is it self-contained, or would the teacher need to develop supplementary materials to use with it? Would it require special training, or could it be used by teachers with limited experience and by both native-speaker and non-native-speaker teachers?
Learner appeal	How engaging would it be for learners? How would they rate the design of the textbook (including the photos and illustrations), the topics, and the kinds of activities included? Is the material clearly relevant to their perceived language-learning needs? Are self-study components included?
Ancillaries	What other components does the textbook include, such as a teacher's textbook, a workbook, tests, and digital and web-based support? Are all of these components published and available?
Price	Is the textbook affordable for the intended buyers?

2.3.3. Evaluating during and after use

In terms of during and after use evaluation, a degree of attention is paid to the global requirements of the institution. In the event that testing is deemed to be of significance, the comprehensive nature of the tests may be subjected to close scrutiny. Similarly, if laboratory work is identified as being of importance, the pedagogical efficacy and comprehensiveness of the online components may be evaluated in depth. However, according to Richards (2015, p. 622), the evaluation used in terms of classroom experience and overall learner satisfaction focuses on how well the textbook functions in the classroom. It relies on monitoring the textbook in use by collecting information from teachers and learners. The information collected can be used to fulfil the following purposes: (a) To provide feedback on how well the textbook works in practice and how effectively it achieves its aims, (b) To document effective ways of using the textbook and assist other teachers in using it, and (c) To keep a record of adaptations that were made to the textbook. The monitoring process may necessitate continuous consultation with educators to address emerging issues when utilizing the textbook and resolve potential complications. These may include an excess or deficiency of material, the optimal level of material, and aspects that are effective or ineffective for students. Additionally, it is essential to ascertain the preferences of both teachers and students regarding the textbook.

The following section outlines textbook evaluation theory based on Richards (2015, p. 623). Therefore, various approaches to monitoring the use of a textbook are possible to conduct as follows:

- a) *Observation*: Classroom visits to see how teachers use the textbook and to find out how the textbook influences the quality of teaching and learning in the lesson.
- b) *Record of use*: Documentation of what parts of the textbook were used or not, what adaptations or supplements were made to the textbook, and why.
- c) *Feedback sessions*: Group meetings in which teachers discuss their experiences with the textbook.
- d) *Written reports*: The use of reflection sheets or other forms of written feedback (e.g., blogs and online forums), in which teachers make brief notes about what worked well and what did not work well or give suggestions on using the textbook.
- e) *Teachers' reviews*: The reviews are written by individual teachers or groups of teachers and describe their experiences using the textbook, including positive and negative aspects.
- f) *Students' reviews*: Comments from students on their experiences of using the textbook.

A post-use evaluation is conducted with the objective of providing information that will inform the decision regarding the continued use of the textbook in future programs.

2.4. Curriculum

The curriculum guides a series of activities that will be carried out in the teaching and learning process to achieve the desired educational goals. According to Martin & Simanjorang (2022), the curriculum is a plan and arrangement regarding the objectives, content, learning materials, and methods used to guide teaching and learning activities to achieve educational goals. In Law Number 20 of 2003, chapter 1 noted that a curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. It can be posited that the curriculum represents a plan and arrangement of learning and teaching materials devised with the intention of achieving a set of predetermined educational goals.

In essence, the curriculum serves as a guiding or reference tool in the teaching and learning process. Teachers utilize the curriculum as a framework to deliver content in a manner that facilitates the attainment of the teaching process's objectives. Additionally, school administrators and supervisors require the curriculum to perform their supervisory duties. According to Tambunan (2019), the curriculum's functions extend beyond the educational domain, as it also serves as a guidance tool for parents in monitoring their children's academic progress and for students themselves, who benefit from the curriculum as a learning guide. The Indonesian government's curriculum is the *Merdeka* curriculum, which is the most recent iteration. However, some schools continue to utilize the *Merdeka* curriculum

due to a number of additional factors, including the continued use of the *Merdeka* curriculum-aligned textbooks.

The *Merdeka* curriculum is based on positive character development. In accordance with the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research and Technology No. 32 of 2024, the curriculum objectives include three elements: (1) listening-speaking, (2) reading-viewing, and (3) writing-presenting. These elements are achieved by implementing learning processes within, alongside, and beyond the traditional curriculum. In the context of teaching and learning activities, many learning resources are used to achieve the results set by the government, and textbooks are one of these learning resources.

The following section outlines the learning outcomes in the English textbooks for Grade 10 senior high school as stated in the government's decision No. 32 of 2024 on the *Merdeka* curriculum on page 179 as follows.

Table 2.2. Learning Outcomes of the 10th English textbooks.

Element	Description of Elements
Listening - Speaking	Students use English to communicate with teachers, peers, and others in various settings and for various purposes. They respond to questions and use strategies to initiate and sustain conversations and discussions. They understand and identify the main ideas and relevant details in oral texts of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give opinions and make comparisons. They begin to use nonverbal elements (gestures, speed, and/or pitch) to strengthen/support the message/information being conveyed.
Reading - Viewing	Students read and respond to a variety of texts. They read to learn or to find information. They locate and evaluate specific details and main ideas of various texts. These texts may be printed or digital, including visual, multimodal, or interactive texts. They are developing an understanding of the main ideas, issues, or plot development in a variety of

Element	Description of Elements
	texts. They identify the author's purposes and develop simple inferential skills to help them understand implied information from the texts.
Writing - Presenting	Students write various fiction and non-fiction texts through guided activities, showing an awareness of purpose and audience. They plan, write, review, and revise texts with some evidence of self-correction strategies in writing conventions. They express ideas and use typical/daily vocabulary and verbs in their writing. They present information using different modes of presentation in print and digital forms to suit different audiences and to achieve different purposes.

As illustrated in Table 2.2, the elements of listening and speaking are closely related. The process that occurs in listening includes listening, identifying, and interpreting language sounds, then understanding meaning. This process enables learners to speak or respond orally, written, or visually. The interconnectedness of listening and speaking skills encourages the evaluation of information received orally to communicate ideas or messages to the interlocutor appropriately. Reading and viewing elements provide language stimulation in a variety of text types. By reading and viewing, learners develop the competence to understand the explicit and implied meaning of different types of texts and use the texts to exercise their critical reasoning skills toward an idea or message. The interconnectedness of reading and viewing skills encourages learners to develop their insights and perspectives on the texts they read or view to interact with the society around them and globally. The writing and presentation element is the ability to produce language to convey and express ideas or messages. The interconnectedness of writing and presentation skills enables learners to produce different types of text and/or translate the unity of images and language to convey and/or reinforce ideas or messages according to context and purpose. Therefore, it can be concluded that

the English language skills and competencies of Grade 10 senior high school students are related to the elements listed (listening-speaking, reading-viewing, and writing-presenting) and stipulated in the the *Merdeka* curriculum.

2.5. Review of Relevant Studies

In reviewing relevant studies, particularly on the English textbook evaluation, there are number of prior studies examined. Previous studies examined different types of English textbooks with different levels and analysis approaches, which are discussed below:

The first previous study was conducted by Chan (2020) entitled “*Towards English as an International Language: The Evolving ELT Curricula and Textbooks in Hong Kong.*” It aimed to analyze the modifications to English language teaching curricula and textbooks in Hong Kong over the past four decades. The study focused on secondary English language teaching (ELT) curricula and textbooks in Hong Kong, specifically targeting junior secondary levels (Secondary 1 to 3). The primary instrument of the study was content analysis, which was applied to four secondary English language teaching (ELT) curricula and corresponding junior secondary textbooks in Hong Kong from 1975 to the present. This analysis involved mixed methods to identify themes related to language standards, norms, models, and strategies for communication, as well as to evaluate the implementation of these themes in the textbooks. The data analyzed involves identifying distinct categories or themes through an inductive process for qualitative analysis and involves numerical data analysis for quantitative analysis. The findings indicate that while WE/ELF research has had some influence on Hong Kong's English language

education, there has been limited engagement with the pluralist view of language varieties and variation.

The second previous study was conducted by Baig et al. (2021) entitled “*A Content Analysis of English Textbook of Punjab Textbook Board of Grade 8 in Pakistan*”. This research aims to identify its shortcomings regarding coverage of key concepts, alignment with the curriculum, incorporation of 21st-century skills and Sustainable Development Goals (SDGs), and recommendations for redesigning the textbook to better meet the curriculum goals. Data collection for this study was conducted through document analysis of the Grade 8 English textbook published by the Punjab Textbook Board in Pakistan. The analysis aimed to evaluate the textbook against the Student Learning Outcomes (SLOs) related to four competencies: reading and thinking skills, writing skills, oral communication skills, and formal and lexical aspects of language, as outlined in the latest English Curriculum 2006. The data were coded for concepts, phrases, and specific words, leading to thematic analysis that interpreted the emergent themes in relation to the study's objectives. The findings of the study revealed that the Grade 8 English textbook in Pakistan had several shortcomings. It primarily focused on reading comprehension, neglecting other competencies such as writing skills, oral communication skills, and formal and lexical aspects of language. The textbook did not align well with the English Curriculum 2006, lacked coverage of key concepts, and did not effectively incorporate 21st-century skills and SDGs. The activities in the textbook were not sequential, and there were gaps in teaching verbs, tenses, and punctuation. Overall, the study identified the need for significant improvements in

the textbook to better meet curriculum goals and enhance English language teaching and learning in Pakistan.

The third previous study was conducted by Tafazoli & Egan (2022) entitled “*Antagonism between Western and Islamic Cultures in Iranian English Textbooks*”. The study provides a qualitative visual content analysis of the English textbooks used in Iranian public junior and senior high schools, specifically the Prospect 1-3 and Vision 1-3 series. It aims to evaluate the cultural representation within these textbooks, focusing on how visual content reflects Iranian culture compared to international and target cultures. The research employs a qualitative visual content analysis method, which is well-suited for interpreting the rich cultural information embedded in visual materials. The data collection process involved extracting all images from the selected textbooks published in the 2020-2021 academic year. The analysis phase involved categorizing the visual content into various dimensions, including aesthetic, sociological, semantic, and sociolinguistic aspects. The findings indicate a significant emphasis on Iranian culture, with a predominant focus on aesthetic elements such as Iranian arts, geography, and Islamic ideology. The study highlights that while there is some representation of international tourist sites, the overall portrayal of international and target cultures is minimal. The study contributes to the ongoing discourse on the intersection of language, culture, and education, making it a significant addition to the field of English Language Teaching (ELT) research.

The fourth previous study was conducted by Yanto & Pravitasari (2022) entitled “*A Social Semiotic of Register Variables in the Indonesian Government-*

Distributed English Textbook.” The purpose of the study is to analyze the social purpose, generic structures, key grammatical features, and register variables in English textbooks distributed by the Indonesian government for 12th-grade senior high school students. The data for the study was collected and sampled from the reading texts found in the English textbooks distributed by the Indonesian government for senior high school students. The study's data analysis employed a social semiotic analysis framework, which focuses on understanding the meanings and functions of language in context rather than quantifying data. The study analyzed aspects such as lexical density, lexical variation, and grammatical intricacy to assess text complexity, which aligns with qualitative research methodologies. The study found a consistent pattern of text complexity progression across grade levels, with lexical density, lexical variation, and grammatical intricacy showing a positive direction of progression from one grade level to another. Additionally, the analysis of register variables in the texts revealed insights into each text's social purpose, generic structures, and key grammatical features.

The fifth previous study was conducted by Handayani & Amelia (2023) entitled “*Critical Discourse Analysis on Local Cultural Content in English Textbooks.*” The purpose of the study is to analyze the representation of local cultural content in English textbooks, focusing on how local culture is depicted and interpreted, with the aim of highlighting the importance of incorporating local cultural content in textbooks to enhance students' understanding of language and culture. The research method employed a qualitative approach through Critical Discourse Analysis (CDA). This method evaluates cultural values and discursive

meanings expressed through verbal and visual texts in the English textbook "Headline English 2" intended for the 8th grade of junior high school in Indonesia. The data was analyzed through critical discourse analysis, focusing on verbal texts and visual representations to interpret how cultural values are depicted and interpreted. The analysis revealed the importance of incorporating local cultural content in textbooks to enhance students' understanding of language and culture.

The sixth/last previous study was conducted by Yanto & Pravitasari (2023) entitled "*The Realization of Interpersonal Meaning of Spoken Texts in an EFL International Textbook: A Systemic Functional Linguistics Perspective.*" The study employed a qualitative approach, focusing on analyzing spoken texts from the New Interchange Series textbook. The study utilized Systemic Functional Linguistics as a framework to examine the interpersonal meaning realized through mood and modality in spoken texts. The analysis involved segmenting interactive discourse into individual messages and describing the selection of features for each message using semantic networks. This design allowed for a detailed exploration of the interpersonal grammar of exchange within the context of language education. The data collection for the research involved analyzing the spoken texts of each unit extracted from the New Interchange Series textbook used by Grade 3 or intermediate students. The data analysis of the study involved identifying and classifying all the lexicogrammar of interpersonal speech functions found in the textbooks, categorizing textbook examples of spoken text types, classifying instances of interpersonal language according to types of moods and modalities, and conducting quantitative and qualitative analysis of the texts to highlight

different types of interpersonal lexicogrammar. The study found that the spoken texts in the analyzed textbook contained interpersonal meaning in the form of interaction patterns that varied depending on the relationships between the interactants. The study highlighted the importance of including various examples of interpersonal meaning in language textbooks.

This current study is comparable to the aforementioned studies in that both seek to evaluate English textbooks utilized as primary educational materials in junior high schools. However, two studies used senior high school textbooks: Yanto & Pravitasari (2022) and Tafazoli & Egan (2022). As seen in this research, three studies employed content analysis as a data analysis method but with differing theoretical frameworks. Chan (2020) utilized Springer's content analysis, Baig et al. (2021) employed Bowen's content analysis, while Tafazoli & Egan (2022) proposed the content analysis was conducted by Adaskou et al. (1990) and Cortazzi & Jin (1999). Furthermore, two previous studies conducted textbook analysis at the 8th-grade junior high school level, as did the current study. In contrast, other previous studies conducted textbook analysis at the junior high and senior high school levels with different grade levels. In terms of research objectives and data analysis, all previous studies are different from this research except Baig et al. (2021) which both have the same objective to see the suitability of textbooks with the applicable curriculum. In addition, this study used one research method, namely the qualitative method. In contrast, Chan (2020) used qualitative and quantitative research (mixed method). The novelty of the current research employs Krippendorff's (2019) content analysis to analyze the English textbook. The data

collection methodology also utilizes Richards' (2015) approach, which incorporates observation, documentation, and reports. This differs from the techniques employed in previous studies.

2.6. Theoretical Framework

The theoretical framework of the study is summarized in a visual illustration below:

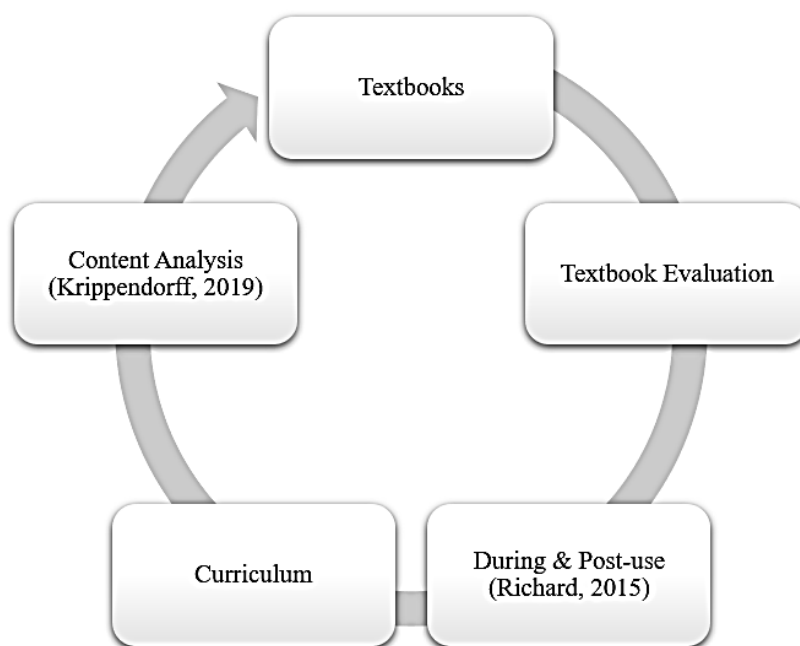


Figure 2.3 Theoretical Framework of the Study

Textbooks aid the processes of teaching and learning. The content should align with the current curriculum and students expected learning outcomes and objectives. Therefore, textbooks need to be evaluated as it is essential to ensure that they fulfill learning needs and can enhance the learning process. Based on Cunningsworth's theory in Richards (2015) identified that textbook evaluation can be divided into separate stages: pre-use (Analysis), before use (pre-evaluation), and during and after use (or post-use). In this study, the researcher only used the third

stage, namely during and after use (or post-use), because the selected textbooks have been selected and used. Hence, it is proposed and aimed to continue the following stages, with the third stage during and after use (or post-use). Content Analysis is used as the main approach to analyze the quality of textbooks, which is done by systematically reviewing the content of textbooks. According to Krippendorff (2019), content analysis is a scientific tool and method that is expected to be reliable. There are six components in Content Analysis: (a) Unitizing, (b) Sampling, (c) Recording/coding, (d) Reducing data to manageable representations, (e) Abductively inferring contextual phenomena, and (f) Narrating the answer to the research questions.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

Research design of this study employed mixed method research. Creswell (2018) noted that the combination of quantitative and qualitative data provided a better understanding of the research problem. To answer the problem, quantitative data was collected through the textbook review and qualitative data was collected through document analysis or content analysis. thus, a mixed methods research design was appropriate for this study because of its ability to obtain both quantitative and qualitative data. The conduct of this study was based on the mixed methods design adopted by Creswell (2018) which consists of collecting quantitative data first and then collecting qualitative data to help explain or elaborate on the results of the quantitative data. The difference between the two research approaches is very clear. Qualitative research focuses more on collecting non-numerical data and analyzing it using specialized techniques, while quantitative research focuses more on collecting numerical data and analyzing it using statistical methods. Creswell (2018) notes that qualitative research involves the study or understanding of social problems. The data obtained in qualitative research is usually in the form of qualitative data, which is then analyzed using techniques that are specific to qualitative data analysis. Quantitative research, as defined by Creswell (2018), is any kind of research that collects numerical data and applies mathematical analysis to understand phenomena (specifically, statistics). By using a quantitative approach, this research can produce more objective and

quantifiable data, thus allowing researchers to make more accurate conclusions about the numerical data in the book. However, the quantitative approach also has limitations, such as not being able to capture the more complex and subjective aspects of the data. Therefore, qualitative research may be a more appropriate approach if the researcher wants to understand the more complex and subjective aspects of the numerical data in the book, such as the meanings and interpretations associated with the data. Furthermore, the qualitative research approach facilitates studying and comprehending social issues. The researcher employed qualitative descriptive methods to gain insight into the data collected.

Descriptive qualitative is a research method that combines descriptive and qualitative research. Qualitative descriptive research is a method of inquiry that employs a descriptive approach to analyzing qualitative data to provide a comprehensive account of the research findings (Furidha & Sidoarjo, 2023). This method examines the condition of natural objects by presenting the data as it is without manipulation or other treatment processes. Descriptive-qualitative research is concerned with the identification of problems based on factual evidence, which is gathered through observation, interviews, and the analysis of documents. In this context, the researcher used a descriptive-qualitative approach to describe the results of the textbook evaluation in terms of the content in accordance with the core and basic competencies set out in the *Merdeka* curriculum. This was conducted more specifically, transparently, and in-depth.

3.2. Setting and Participant

In this study, a textbook entitled “*Buku Interaktif Active English*” for Senior High School Grade 10 by Cicik Kurniawati, Deby S.R. Nurvitasari, and Susiningsih was selected for textbook evaluation based on the following criteria:

1. The textbook is compiled based on the Elements of Learning Outcomes in the *Merdeka* curriculum, which discusses interpersonal text learning materials (oral and written) on teaching four skills: listening, speaking, reading, and writing;
2. The textbook was adopted as the primary textbook in a public senior high school because this textbook was chosen by the person in charge of the curriculum in the public school;
3. The textbook, which is licensed for use in Indonesian schools, is written for senior high school 10th-grade students;
4. The textbook follows the genre-based text (the *Merdeka* curriculum), which combines Genre-Based Assessment (GBA) and Communicative Language Teaching (CLT);
5. The textbook is written by Indonesian authors who understand Indonesia's English Language Teaching (ELT) context.

The textbook was selected for the aforementioned reasons, which provided sufficient justification for the researcher to assess the accuracy and reliability of the content presented.

3.3. Data Collection Techniques

Data collection is the process of gathering data from research subjects. The techniques employed to collect data are an essential aspect of this research. One of the techniques used by researchers is document analysis. The following section outlines four data collection methods from different approaches based on textbook evaluation theory by Richards (2015, p. 623) in which textbook usage can be monitored. These methods to be utilized are as follows:

- a) *Observation*: The classroom visited to see how teachers used the textbook and to find out how the textbook influenced the quality of teaching and learning in the lesson.
- b) *Teachers' reviews*: The reviews are written by individual teachers or groups of teachers and describe their experiences using the textbook, including positive and negative aspects.
- c) *Students' reviews*: Comments from students on their experiences of using the textbook.

The researcher employed various methods to monitor the use of the textbook. As mentioned earlier, the textbook entitled “*Buku Interaktif Active English*” for senior high school 10th grade was evaluated through several stages. The first stage is an observation, which involves a classroom visit to assess how the teacher and the student used the textbook in the classroom. The second stage is teacher reviews, consisting of written feedback about the teacher's experience using the textbook. The last stage is student reviews, which provide student feedback on

using the textbook. All these steps are using the checklist form as provided in the appendix.

3.4. Data Analysis Techniques

This research used content analysis to analyze the English textbook. Content analysis is a research method that enables the valid inference of meaningful text from its contexts (Krippendorff, 2019, p. 24). It is a research technique for making replicable and valid inferences from text (or other meaningful matter) to the contexts of their use. Content analysis is a widely used qualitative research technique. Content analysis includes document analysis. The documents contain written expressions, graphics, and evaluated words. It makes sense for content analysis to be the textbook analysis method. According to Krippendorff (2019, p. 88), there are six components of Content Analysis: (a) Unitizing, (b) Sampling, (c) Recording/coding, (d) Reducing, (e) Inferring, and (f) Narrating. The researcher used the six-steps of Krippendorff's approach in content analysis to investigate the suitability of Indonesian English textbooks to the Indonesian curriculum further explained as follows:

1. *Unitizing*: Data collection was used in this research by collecting data or content in a textbook. The textbook is the 10th grade of senior high school English textbook.
2. *Sampling*: The process of sampling was employed to streamline the research process by limiting the scope of the investigation. The sampling focused on the textbook's content, "*Buku Interaktif Active English*," which is designed for 10th-grade students.

3. *Recording/coding*: The data was obtained through an in-depth reading of the content in the English textbook to analyze and ascertain its suitability concerning learning outcomes set out in the *Merdeka* curriculum. The data collected assisted the researcher in their analysis and conclusions.
4. *Reducing*: In this phase of the process, any data deemed incompatible with the research objectives is excluded from the analysis. The researcher selected the content from the English textbook for senior high school grade 10 that is aligned with the learning outcomes outlined in the *Merdeka* curriculum.
5. *Inferring*: At this stage, conclusions are drawn based on the data that has been analyzed. The researcher determined the data as an analysis material that was described.
6. *Narrating*: The final stage of content analysis is the narration of the findings. The descriptions are based on the preceding conclusions and the research results, accompanied by the theories that support the discussion. This ensures that the research results are not only in the form of the researchers' understanding.

Data on the assessment results from students for product feasibility were obtained using a Guttman scale used to score textbook reviews. According to Sugiyono (2019, p. 171), the Guttman scale is a scale used to obtain unequivocal answers from respondents, namely there are only two intervals such as 'agree-disagree'; 'yes-no'; 'true-false'; 'positive-negative'; 'ever-never' and others.

Respondents' answers can be made the highest score of one and the lowest of zero. For example, the answer Yes is given a score of 1, and the answer No is given a score of 0. The following table is a Guttman scale table (Sugiyono, 2019, p. 172)

Table 3.1 Guttman Scale in Sugiyono (2019)

Scale	Criteria
1	Yes
0	No

After converting the data into a score, the next step is to calculate the average score of all assessment indicators. The formula used to calculate the ideal percentage is as follows:

$$\% = \frac{\text{Score is reached}}{\text{Ideal maximum score}} \times 100\%$$

3.5. Trustworthiness

In order to establish reliability and validity in qualitative research, it is essential to conduct a thorough examination of trustworthiness. Miles et al. (2014, p. 276) stated that trustworthiness in qualitative research is often assessed through criteria such as credibility, transferability, dependability, and confirmability. In this study, the researcher elucidates the concepts of credibility and confirmability to establish trustworthiness.

3.5.1. Credibility

The credibility of a qualitative research study is of significant importance, as it provides the foundation for acquiring reliable and consistent results. Creswell (2023, p. 250) posited that credibility constitutes

a significant strength of qualitative research. This credibility is established through the determination of the accuracy of the findings from the perspectives of the researcher, the participant, or the readers of an account. In addition, Ahmed (2024) suggested that it is necessary to extend participation, make careful observations, use triangulation in data collection, and employ researcher triangulation to achieve credibility. Researchers must ensure that their data interpretation aligns with the data obtained from participants. Consequently, it is incumbent upon researchers to conduct a member-checking process to ascertain the veracity of the data interpretation, ensuring that the original meaning is not altered. The primary concerns regarding trustworthiness were identified during the preparation stage in the textbook evaluation. These pertained to the trust placed in the data collection methods, sampling strategies, and selection of appropriate units of analysis.

3.5.2. Confirmability

The confirmability of qualitative data is ensured through the meticulous checking and rechecking of data during the processes of data collection and analysis. This is done to guarantee that the results can be replicated by other researchers. According to Ahmed (2024), confirmability is the capacity for objectivity or the potential for two or more independent individuals to concur on the veracity, relevance, or import of facts. Meanwhile, these criteria enhanced the research's credibility and ensured robust qualitative rigor (Miles et al., 2014, p. 276). Ultimately, the results

are contingent upon the data obtained from the research participants. In light of the aforementioned description, the researcher was collaborated with the thesis supervisor to ascertain the suitability and objective of the research. Furthermore, it is essential to guarantee that the research has been validated.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, findings and discussions by subject area are discussed. The data is presented in the form of a presentation of the textbook “*Buku Interaktif Active English*,” which is a textbook compiled based on the Learning Outcome Elements in the *Merdeka* curriculum, which addressed learning materials for interpersonal texts (oral and written) on teaching the four skills: listening, speaking, reading, and writing. The aim of this study was investigated whether the textbook materials are appropriate for the 10th grade level or grade level of the students, as well as the learning outcomes that fulfil the content eligibility specified in the *Merdeka* curriculum. The discussion consists of analyses of the collected research data.

The textbook “*Buku Interaktif Active English*” was written by Kurniawati C., Nurvitasari D., and Susiningsih (2022). This textbook was published by Intan Pariwara Publisher. The textbook has 152 pages and consists of 10 chapters, namely: Chapter 1 (Personal Experiences); Chapter 2 (Values from the Past); Chapter 3 (Nice Descriptions); Chapter 4 (Great Destinations!); Chapter 5 (Daily Tips); Chapter 6 (Inspiring Stories); Chapter 7 (Epic Stories); Chapter 8 (Natural Phenomena); Chapter 9 (Popular Culture); and Chapter 10 (Worth to Note). The data for this study was collected from each chapter in this textbook. This study aims to ensure that each content consisting of this English textbook for 10th-grade students is appropriate for the grade level, as well as learning outcomes that fulfil the content eligibility specified in the *Merdeka* curriculum. The discussion in this

study is divided into two main parts, namely findings that present the results of data collection, and discussion interpreting and discussing the implications of these findings in the context of learning theory and practice.

4.1. Research Findings

The study findings provided in this section are based on the emphasis and research question posed by the previous chapter. The results can be presented as follows. The tables below show the conformity of the material in the English textbook entitled “*Buku Interaktif Active English*” with the *Merdeka* curriculum, which is the focus of this research, namely the conformity of the material contained in the textbook.

4.1.1. Calculation Data of Textbook Reviews

In this section, this study described the results of the textbook evaluation review adopted from Cunningsworth in Richards (2015) conducted by teachers and students and provided an overview of the suitability of the textbook to the grade level, as well as learning outcomes that fulfil the content eligibility specified in the *Merdeka* curriculum published by Intan Pariwara Publisher.

The results of the Textbook Review conducted by the teachers shown in Table 4.1 that 62% of the teachers gave a positive assessment of the textbooks used, stating that the books met the teaching needs. Meanwhile, 38% teachers gave a negative response, feeling that the textbooks used did not fully fulfil expectations or needs in the learning process. The findings

provide insight into the effectiveness of the textbooks in supporting teaching and indicate some areas that need to be improved or adjusted.

Table 4.1 Result Teacher Reviews of English Textbook

QUESTION ITEMS	(%) RESPONSES		QUESTION ITEMS	(%) RESPONSES		QUESTION ITEMS	(%) RESPONSES	
	YES	NO		YES	NO		YES	NO
A1	2	0	D1	2	0	F1	0	2
A2	2	0	D2	0	2	F2	2	0
A3	2	0	D3	2	0	F3	1	1
A4	1	1	D4	0	2	F4	2	0
B1	2	0	D5	2	0	F5	1	1
B2	2	0	D6	2	0	F6	1	1
B3	1	1	E1	1	1	F7	0	2
B4	2	0	E2	2	0	G1	1	1
B5	2	0	E3	0	2	G2	2	0
B6	1	1	E4	0	2	G3	1	1
C1	2	0	E5	1	1	G4	1	1
C2	2	0	E6	2	0	H1	1	1
C3	0	2	E7	0	2	H2	1	1
C4	1	1	E8	2	0	H3	0	2
C5	2	0	E9	1	1	H4	1	1
TOTAL							56	34
%							62%	38%

Note: A1-A3 (Aims & Approach), B1-B6 (Design & Organization), C1-C5 (Language Content), D1-D5 (Skills), E1-E9 (Topic), F1-F7 (Methodology), G1-G4 (Content & Instructions), and H1-H4 (Practical Consideration).

The research results from Teachers' Textbook Review by aspect shown in Table 4.2, various findings based on the aspects proposed by Cunningsworth in Richards (2015). In the Aims and Approach aspect, the majority of respondents, 88%, answered 'Yes', indicating that the evaluated textbook was considered to fulfil the desired aims and approach, while only 13% felt that it did not. The Design and Organization aspect also obtained positive results, with 83% of respondents feeling that the textbook was well structured, although there were 17% disagreed. For Language Content, 70% of respondents gave a 'Yes' answer, indicating that most felt the language material in the textbook was appropriate, while 30% felt it was not. On the Skill aspect, the results were quite balanced, with 50% answering 'Yes' and

50% answering 'No', indicating some uncertainty as to whether the textbook was effective in developing the desired skills. The Topics aspect obtained very positive results, with 88% of respondents feeling the topics presented were relevant and appropriate, while 13% felt they were not. For Methodology, 50% of respondents felt the textbook met the criteria of a good methodology, but half of the respondents were dissatisfied. On the Teacher's Textbook aspect, 63% of respondents felt the textbook provided adequate support for teaching, but 38% did not. Finally, on the Practical Considerations aspect, only 38% felt that the textbook was practical to use in teaching, while the majority, 63%, felt otherwise. These results show that although the textbook fulfils some important criteria such as purpose, design, and topic, there are still areas for improvement, especially in terms of practical considerations for classroom teaching.

Table 4.2 Result Teacher Reviews of English Textbooks by Aspect

QUESTION ITEMS	(%)	
	YES	NO
A1	2	0
A2	2	0
A3	2	0
A4	1	1
TOTAL	7	1
%	88%	13%

Note: A1-A4 (Aims & Approach)

QUESTION ITEMS	(%)	
	YES	NO
B1	2	0
B2	2	0
B3	1	1
B4	2	0
B5	2	0
B6	1	1
TOTAL	10	2
%	83%	17%

Note: B1-B6 (Design & Organization)

QUESTION ITEMS	(%)	
	YES	NO
C1	2	0
C2	2	0
C3	0	2
C4	1	1
C5	2	0
TOTAL	7	3
%	70%	30%

Note: C1-C5 (Language Content)

QUESTION ITEMS	(%)	
	YES	NO
D1	2	0
D2	0	2
D3	2	0
D4	0	2
D5	2	0
D6	2	0
TOTAL	8	4
%	67%	33%

Note: D1-D5 (Skills)

QUESTION ITEMS	(%)	
	YES	NO
E1	1	1
E2	2	0
E3	0	2
E4	0	2
E5	1	1
E6	2	0
E7	0	2
E8	2	0
E9	1	1
TOTAL	9	9
%	50%	50%

Note: E1-E9 (Topic)

QUESTION ITEMS	(%)	
	YES	NO
F1	0	2
F2	2	0
F3	1	1
F4	2	0
F5	1	1
F6	1	1
F7	0	2
TOTAL	7	7
%	50%	50%

Note: F1-F7 (Methodology)

QUESTION ITEMS	(%)	
	YES	NO
G1	1	1
G2	2	0
G3	1	1
G4	1	1
TOTAL	5	3
%	63%	38%

Note: G1-G4 (Content & Instructions)

QUESTION ITEMS	(%)	
	YES	NO
H1	1	1
H2	1	1
H3	0	2
H4	1	1
TOTAL	3	5
%	38%	63%

Note: H1-H4 (Practical Consideration).

The results of the textbook review by students, presented in Table 4.3, include an assessment of the understanding of the material, the level of difficulty, and conformity with the *Merdeka* Curriculum. Most students felt that the textbook was quite helpful in understanding the material, although some found some parts difficult to understand. Regarding the suitability of the level of difficulty, the majority of students felt that the material was appropriate for their abilities, although some felt that the material was too difficult. In general, the textbook is considered to be in accordance with the objectives of the *Merdeka* Curriculum, but some students suggested adding more varied case examples or exercises. From the review results, 68% of students felt that the textbook supported learning well, while 32% of students provided input for improvement to make it more suitable for their abilities.

Table 4.3 Result Student Reviews of English Textbook

QUESTION ITEMS	(%) RESPONSES		QUESTION ITEMS	(%) RESPONSES		QUESTION ITEMS	(%) RESPONSES	
	YES	NO		YES	NO		YES	NO
A1	51	19	C3	51	19	E5	38	32
A2	58	12	C4	32	38	E6	31	39
A3	66	4	C5	46	24	E7	44	26
A4	33	37	D1	50	20	E8	48	22
B1	41	29	D2	52	18	E9	42	28
B2	47	23	D3	54	16	F1	59	11
B3	54	16	D4	50	20	F2	49	21
B4	49	21	D5	46	24	F3	37	33
B5	62	8	E1	41	29	F4	40	30
B6	54	16	E2	56	14	F5	58	12
C1	34	36	E3	59	11	F6	51	19
C2	19	51	E4	58	12	F7	46	24
TOTAL							1706	814
%							68%	32%

Note: A1-A3 (Aims & Approach), B1-B6 (Design & Organization), C1-C5 (Language Content), D1-D5 (Skills), E1-E9 (Topic), and F1-F7 (Methodology)

The research results from students' Textbook Reviews by aspect shown in Table 4.4, varied findings based on the aspects proposed by Cunningsworth in Richards (2015). In the Aims and Approach aspect, the majority of students, 74%, answered 'Yes', indicating that they felt the aims and approaches in the textbook were appropriate, while 26% felt otherwise. Likewise, in the Design and Organisation aspect, 73% of students thought the textbook was well structured and easy to follow, while 27% gave a negative answer. For Language Content, the results were quite balanced, with 52% of students feeling that the language material in the textbook was relevant and easy to understand, but 48% were dissatisfied. The Skill aspect showed more positive results, with 72% of students feeling that the textbook could support their skill development, while 28% felt this was not the case. On the Topics aspect, 66% of students felt that the topics covered in the textbook were relevant and interesting, but 34% found them unsuitable. Finally, on Methodology, 69% of students felt that the textbook used a good

methodology and was easy to apply, while 31% were dissatisfied with the approach used. Overall, although most students gave positive ratings on the main aspects of the textbook such as purpose, design, skills, and methodology, some areas were still considered inadequate, particularly on the Language Content and Topics aspects.

Table 4.4 Result Student Reviews of English Textbooks by Aspect

QUESTION ITEMS	(%) RESPONSES	
	YES	NO
A1	51	19
A2	58	12
A3	66	4
A4	33	37
TOTAL	208	72
%	74%	26%

Note: A1-A4 (Aims & Approach)

QUESTION ITEMS	(%) RESPONSES	
	YES	NO
B1	41	29
B2	47	23
B3	54	16
B4	49	21
B5	62	8
B6	54	16
TOTAL	307	113
%	73%	27%

Note: B1-B6 (Design & Organization)

QUESTION ITEMS	(%) RESPONSES	
	YES	NO
C1	34	36
C2	19	51
C3	51	19
C4	32	38
C5	46	24
TOTAL	182	168
%	52%	48%

Note: C1-C5 (Language Content)

QUESTION ITEMS	(%) RESPONSES	
	YES	NO
D1	50	20
D2	52	18
D3	54	16
D4	50	20
D5	46	24
TOTAL	252	98
%	72%	28%

Note: D1-D5 (Skills)

QUESTION ITEMS	(%) RESPONSES	
	YES	NO
E1	41	29
E2	56	14
E3	59	11
E4	58	12
E5	38	32
E6	31	39
E7	44	26
E8	48	22
E9	42	28
TOTAL	417	213
%	66%	34%

Note: E1-E9 (Topic)

QUESTION ITEMS	(%) RESPONSES	
	YES	NO
F1	59	11
F2	49	21
F3	37	33
F4	40	30
F5	58	12
F6	51	19
F7	46	24
TOTAL	340	150
%	69%	31%

Note: F1-F7 (Methodology)

4.1.2. Components Data of Textbook Evaluation

This textbook evaluation is based on the approach proposed by Cunningsworth in Richards (2015), which emphasized the importance of assessing the relevance, completeness, and appropriateness of the textbook materials in relation to the learning needs of the students. In this section, data was collected through observations of the textbook's use in the

classroom, as well as teacher and student reviews. The latter refers to eight aspects, which will be further explained below.

4.1.2.1. Aims and Approach

The first aspect to be discussed is the standard content of the material in the textbook. This aspect is divided into two sub-aspects, namely Aims and Approach, and was also divided into several points/items.

Table 4.5 Result of Feedback Aims and Approach

Result of Feedback in Textbook Evaluation	
1.	Both teachers felt that the objectives of the textbook were in line with the teaching objectives and learners' needs, and the topics and materials were synchronized. Most students felt that the textbook was appropriate for their teaching objectives and needs, while others felt that it was not.
2.	Both teachers stated that the textbook was appropriate for the learning situation and students' needs, as it reflected the current social conditions. Most students felt the textbook was appropriate for their learning situation and needs, while others felt it was not.
3.	Both teachers stated that the textbook is comprehensive because the practical activities are in line with students' needs. Most students felt the book covered most of what they needed, while others did not.
4.	Responses were divided. One teacher felt that the book was not flexible because the explanations did not support various learning styles, while another teacher felt that the textbook was flexible. Several students felt the book was flexible and supported different learning styles, while most students felt otherwise.

As seen in Table 4.5, which contains the results of the textbook reviews conducted with teachers and students, the aims of the textbook seem to be largely in line with the aims of the teaching program and the needs of the students. Two teachers who gave full responses stated that the textbook was in line with the stated teaching objectives, indicating an alignment between the material in the

textbook and the *Merdeka* curriculum as illustrated in Figure 4.1. On the other hand, while most students felt that the textbook met their needs, there was a minority of students who felt that the textbook did not fully meet their needs or expectations. This indicates a difference in perception between the majority of students and the minority of students who felt less satisfied. Therefore, in general, the textbook can be considered suitable for the students' needs. Further evaluation is required to address the unfulfilled needs of students in the textbook, enabling instructional materials to be more effectively tailored to different levels of student needs.

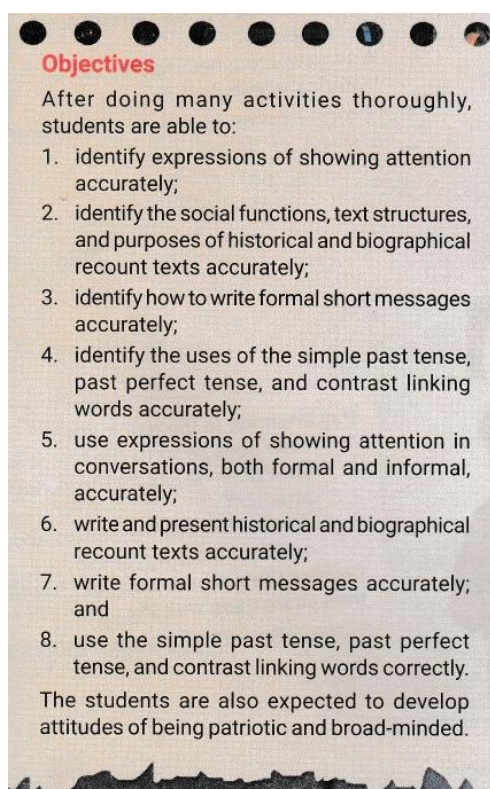


Figure 4.1 Example of Learning Objective in Chapter 2

The next sub-aspect is the suitability of the textbook content. Based on the review results, the textbooks were considered appropriate to the learning situation and students' needs by all teachers and the majority of students. However, several students felt that the textbooks were not appropriate, indicating a difference in perception that needs to be addressed. Overall, however, the textbooks were considered to meet the learning needs, but further evaluation is needed to understand the dissatisfaction of some students.

The textbook can be considered comprehensive and adequate in covering most of the material needed by students and teachers. As can be seen in Table 4.5, all teachers responded that the textbook met their teaching needs, indicating that the textbook covered most of the relevant content to support the learning process. In addition, the majority of students also thought the textbook covered the material they needed, although 4 students felt otherwise. This suggests that in general, the textbook is a good resource for students and teachers, with most student findings the material helpful. Based on data observation results in the classroom, students seemed to digest easily when listening to the explanation from the teacher which was illustrated in the textbook they read, although it a little difficult when the teacher reviewed the past lesson, students immediately remembered when the teacher showed the page on the

previous material. This shows that the textbook is equivalent to the understanding of the teacher and students.

Regarding the flexibility of the textbooks, there was a difference of opinion. One teacher stated that the textbooks were flexible and allowed for various teaching and learning styles, while another teacher felt otherwise. Among students, some felt that the textbooks allowed for a variety of learning styles, while others felt that the textbooks were not flexible enough. This suggests that the flexibility of the textbooks may be limited, and there is still room for improvement to make the textbooks more accommodating to different learning styles and the needs of different students.

Overall, while the textbook fulfils most learning needs, adjustments are needed to increase flexibility and ensure that it can better accommodate different learning styles and meet the needs of all students more thoroughly.

4.1.2.2. Design and Organization

The table below provides information on Design and Organization that will help understand the concepts discussed in this subchapter. The data on Design and Organization was obtained from the review of student and teacher textbooks and processed to provide a better understanding of this subchapter.

Table 4.6 Result of Design and Organization

Result of Feedback in Textbook Evaluation	
1.	Both teachers stated that the course package was complete, with a QR code for the listening feature. several students felt that the course package was complete, while other students felt that it was less interesting and creative due to the content and cover of the textbook which was considered unattractive.
2.	Both teachers stated that the content is neatly organized and well structured. Several students felt that the content was well organized, while other students felt that it was not.
3.	1 teacher felt that the order of the content was appropriate, while 1 teacher felt that the level of difficulty was not suitable for students' abilities. Several students found the content order appropriate and easy to learn, while other students found it inappropriate.
4.	Both teachers felt that the pictures, illustrations, and tables were very appropriate to the material, with sufficient variety and attractive design. Several students felt that the pictures, illustrations, and tables were appropriate and supported the material, while other students felt that they were not.
5.	Both teachers agreed that although the textbook is intended for school learning, it can also be used for individual learning. Several students felt that the material was suitable for individual learning, while other students felt that it was not.
6.	1 teacher felt that the layout was clear due to the use of appropriate colors and visuals, while 1 teacher found it a little difficult to find the order of the materials. Several students found it easy to navigate the textbook and the layout was clear, while other students found it difficult.

The responses provided by teachers and students are shown in Table 4.6. In general, a course package should contain a comprehensive set of teaching resources, including student books and teacher books, workbooks, tapes or audio materials, and QR codes. Although many people thought that the course pack would include a variety of materials (such as teacher's guidebook and tapes), the pack is simpler and consists of only the student's book materials, which also served as the teacher's guidebook, and a QR code that provides access to more speaking and listening resources.

Both teachers and students are affected as (1) Student books that function as teacher textbooks but do not include in-depth instruction or learning strategies. (2) Students may struggle without a workbook that provides in-depth exercises and evaluation of the material learned.

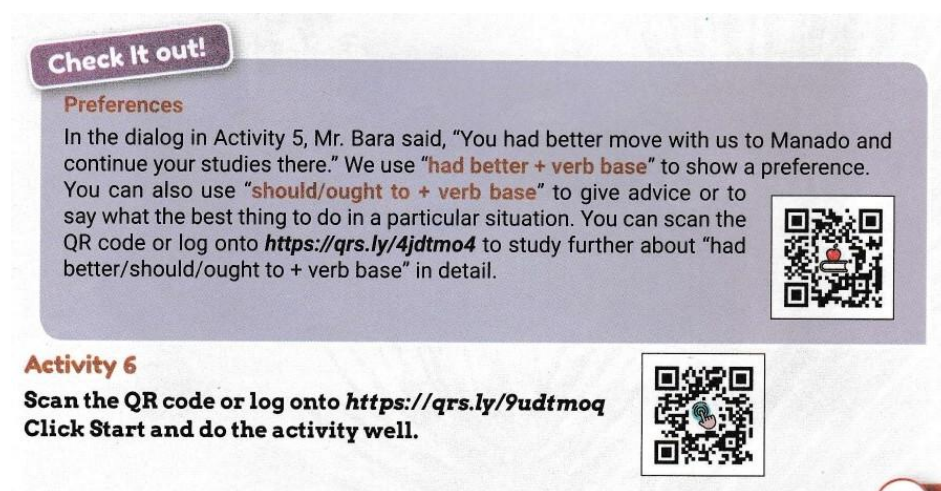


Figure 4.2 Example of QR Code in Textbook

One of the nice features of this textbook is the ability to use QR codes for speaking and listening sessions as illustrated in Figure 4.2. The figure depicts the QR code that can be accessed to listen to the dialogue written on page 33. However, based on the observation results in the classroom, the learning took place without using the QR code even though the code was available on the page which contained links to the material described. Afterwards, it was found that the teacher did not use the QR code because it did not match the learning that day, namely Project Based Learning.

Regarding the arrangement and sequencing of learning content in the second and third sub-chapters in Table 4.7 above, the majority of respondents, both teachers and students, agreed that the learning materials are structured and well organized. Teachers confirmed that the materials are organized to support students' understanding of the topics and skills taught. Meanwhile, most students felt that the materials were organized systematically, according to the structure and function of the expected learning. In this case, the order of the materials was also considered adequate by the majority of students, both in terms of complexity, ease of understanding, and usefulness in learning. Although some students were dissatisfied with the sequencing of the materials, overall, it was considered quite effective. Thus, it can be concluded that the majority of teachers and students agree that the arrangement and sequencing of learning materials are well organized to support optimal learning.

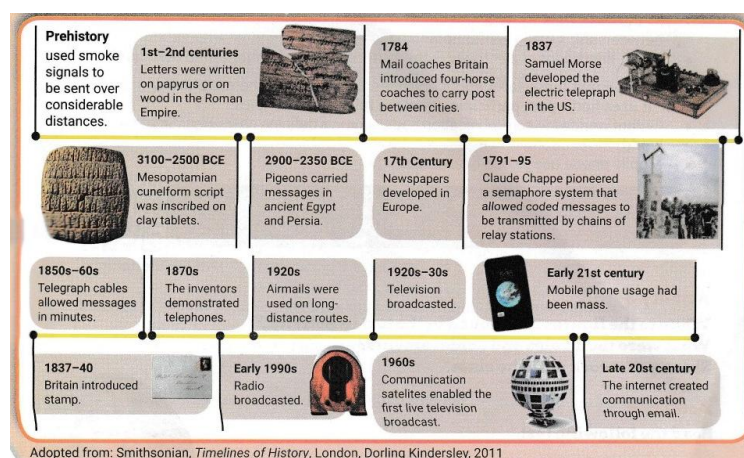


Figure 4.3 Example of Picture in the Textbook

Continuing to the next aspect, based on Figure 4.3 and the results of responses from teachers and students, the majority felt that the images, illustrations, and tables used in the learning materials were appropriate. All teachers who responded stated that the visual elements are relevant. On the other hand, most students felt that the elements were appropriate to the material, but there were a small number who felt that they were not. This shows that although the majority felt the visual elements supported the material, the difference in opinion among students could be due to differences in their level of understanding or the way they perceive the images, illustrations and tables used. Although positive responses were more dominant, the diversity of opinions from students still needs to be considered to better understand whether the visual elements presented have maximally supported the understanding of the material.

The majority of participants in the review, comprising teachers and students, expressed the view that the grammar materials facilitated independent learning. Nevertheless, a minority of students indicated that the textbook did not meet their expectations, suggesting the necessity for supplementary guidance from teachers to enhance comprehension. The majority of students rated the textbook as user-friendly with a coherent layout, although a few students held divergent views. Conversely, teacher opinions were

evenly distributed, with half affirming the clarity of the textbook's layout, while the other half expressed reservations.

Overall, while the textbook was generally considered to support independent learning, the discrepancies in opinion between students and teachers indicate a necessity for further evaluation and potential improvements to ensure optimal comprehension for all learners.

4.1.2.3. Language Content

In order to analyze the language content, the following table provides the results of the data to be used as a reference. This data was obtained from teachers' and students' textbook reviews and processed to provide a clearer picture of the language content.

Table 4.7 Result of Language Content

Result of Feedback in Textbook Evaluation	
1.	Both teachers stated that an example box of textbook can be used as a daily. Some students felt that the grammar in the textbook was appropriate and easy to understand, while others found it difficult and needed additional explanation from the teacher.
2.	All teachers agreed that the book covers grammar in every activity. However, most students felt that the book only covered grammar without any material related to vocabulary, spelling or pronunciation.
3.	Both teachers thought that the book did not provide clear guidelines for intonation or accent practice. Some students feel that this book only covers listening material without any more in-depth pronunciation exercises.
4.	There were differences of opinion among teachers regarding the suitability of this book for the student level. One teacher felt the book was already simple enough and easy to learn, while another felt the structure and language used in the textbook were too complex.

Based on the results of the answers from teachers and students in Table 4.7 related to whether the textbook uses grammar that is appropriate for students' abilities and needs, it can be

concluded that there is a discrepancy between the perceptions of teachers and students. All teachers felt that the textbooks used were appropriate for students' abilities and sufficient to explain the material clearly. However, some students felt that the language used in the textbooks was difficult to understand, while others felt otherwise. This suggests a gap between teachers' views and students' learning experiences. This discrepancy may be due to different perspectives between teachers and students, where teachers tend to judge textbooks in terms of objectivity and conformity to the curriculum, while students experience the direct challenge of understanding the language used, which may feel complicated or incompatible with the way they learn.

Check It out!

The Simple Past Tense vs. Past Continuous Tense

We use both the simple past tense and past continuous tense to tell others about past events. However, we should know the difference.

We use **the simple past tense** to talk about an event, a state, or a habit at a definite time in the past. It means that the event, state, or habit was completed at a time.

We use **the past continuous tense** to talk about an event or a temporary state that was in progress around a certain time in the past. It means that the event or state was completed at a time.

Examples:

- At 4 PM yesterday my friends and I **were having** a study club.
- At 4 PM yesterday my friends and I **finished** our study club.

Scan the QR code or log onto <https://qrs.ly/qdmtmf4> to learn more about the simple past tense and past continuous tense.




Figure 4.4 Example of Grammar in Textbook

The analysis revealed a difference between teachers' and students' opinions regarding the suitability of the grammar in the textbooks to students' abilities. Although the teachers considered the textbooks appropriate, the majority of students found the language

used in the textbooks difficult to understand. In addition, the textbooks also contained grammar material, but a large number of students felt that the grammar material was too little and no new vocabulary was introduced in each chapter as illustrated in Figure 4.4 on page 79. This limits students' ability to develop comprehensive linguistic skills, as the introduction of new vocabulary is an essential element for effective communication. To improve the effectiveness of the teaching process, it is necessary to simplify the language used in textbooks, introduce new vocabulary regularly, and integrate grammar concepts with relevant vocabulary, making it easier for students to apply the material in various contexts. Based on the observation results, it was found that the textbook did not have additional vocabulary in each chapter and there was no teacher initiative in providing new vocabulary because the teacher also used full local language during the lesson which unknowingly hindered students' understanding in communicating using English as a means of communication in the classroom.

Meanwhile, there were differences between teachers' and students' views on the inclusion of pronunciation practice materials in the textbooks. All teachers gave negative responses, indicating that they felt there was a lack of adequate provision of pronunciation exercises, including on individual sounds, word stress, sentence stress and intonation. In contrast, the majority of students stated that

the textbooks included pronunciation exercises, while some disagreed. This difference may be due to the difference in perception between teachers and students. While teachers may feel that pronunciation instructions are not delivered explicitly, students may feel that they have acquired pronunciation skills through reading or other exercises. To improve the effectiveness of the teaching process, it is recommended that the textbooks include more explicit and structured pronunciation material, supplemented with additional media such as audio or video, as well as include more interactive speaking exercises.

Based on the review conducted, there was a difference of opinion between teachers and students on whether the textbook covered language structures and conventions above the sentence level. While one teacher and several students felt that the textbook covered the material, more students felt otherwise. They thought the textbook did not cover topics such as participating in conversations, creating extended writing, or findings key points in reading passages. This suggests that the textbooks do not pay enough attention to the development of advanced communication skills. In addition, regarding the adjustment of language style in the textbooks, both teachers and most students agreed that the textbooks allow for the adjustment of language style to social situations. However, few students felt otherwise. In addition, it was found that several students

felt the textbook covered material on advanced language structures, while the other students disagreed. Therefore, the textbook needs to be improved by including more in-depth materials on communication skills and language style adjustment according to the social context.

4.1.2.4. Skills

In order to gain a deeper understanding of the concept of skills, the following table presents the findings of a data analysis related to skills, which will be discussed in greater detail in this subchapter. This data was obtained from teachers' and students' textbook reviews and processed to provide a more nuanced view of the skills in question.

Table 4.8 Result of Skills

Result of Feedback in Textbook Evaluation	
1.	All teachers felt that the textbooks provided complete activities for each skill in each theme. Most students agreed that the textbooks provided complete activities, although there were a small number who felt this was not the case.
2.	All teachers felt that the textbooks were not fully appropriate to the student's ability levels due to differences in ability levels and the uncertainty of the books in anticipating students' needs. Most students felt that the material was appropriate for their level, although there were some who felt it was not.
3.	All teachers felt the textbooks provided adequate material for each skill, with good examples and listening activities. Most students felt the materials were adequate, although some had doubts about their usefulness.
4.	All teachers felt the listening materials were not entirely appropriate, as some students felt the materials did not match the skills they needed. Most students felt the listening materials were good enough, although some felt they were not suitable.
5.	All teachers felt that the materials for speaking skills were well-designed and properly organized for real-life interactions. Most students agreed that the speaking materials were good, although some found them less effective.

Result of Feedback in Textbook Evaluation	
6.	All teachers felt the writing activities were appropriate in terms of guidance, control, level of accuracy, organization of writing, and use of appropriate style.

From the teachers' and students' responses in Table 4.8, it can be seen that the textbooks are generally considered complete learning activities for each language skill, such as listening, speaking, reading, and writing. All teachers agree that textbooks cover all four skills well, and most students also share the same opinion. However, some students felt that the textbooks did not fully fulfil their needs. While the majority of teachers felt that the textbooks did not provide materials for different levels of students' abilities, some students felt that the materials provided were appropriate for their ability levels. A findings that occurred during the class observation was the lack of examples of writing or text material that was in accordance with the material studied that day. This makes students and teachers have to look for examples outside the book (in the sense of searching on the internet) to get additional text examples. This is also what the teacher complained about during the initial interview of the textbook, the teacher said that the textbook was very lacking in terms of text examples.

This shows that although the textbooks are considered to be quite complete, there is still a gap between the material provided and the different ability levels of the students, which leads to challenges in the learning process. Therefore, teachers need to make

adjustments to make the curriculum more relevant and effective for each student.

Similarly, the materials in the textbooks were generally considered adequate for each language skill: listening, speaking, reading, and writing. All teachers agreed that the materials adequately covered all skills, and many of the pupils felt the same way, although some pupils felt that the materials did not adequately meet their needs. However, when it came to the listening materials, all teachers felt that the materials were not recorded as correctly as possible and lacked background information, questions, and activities to facilitate understanding. Although most pupils felt that the listening materials were adequate, some were not satisfied with their quality, suggesting that there was still room for improvement. Overall, the textbooks were considered adequate in all skills, but the quality of the listening materials, particularly in terms of authenticity and support for comprehension activities, still needs improvement.

Activity 4

Scan the QR code or log onto <https://qrs.ly/cedtmpv>.
Listen to and answer the question, orally.
Practice the dialog with your friend.



Dahlia : I'd like to make a cup of espresso, but I don't know how to use an espresso machine. Will you tell me how to make it?
 Danny : Sure. You need some water, a cup, and a coffee pod.
 Dahlia : O.K. What's next?
 Danny : First, **fill up** the water tank and **switch on** the machine. Give the machine time for 25 seconds to preheat itself. Then, open the capsule container and insert the coffee pod. After that, close the container and place your cup under the coffee outlet. Next, press the espresso button to start processing. You have to press the button again to stop the flow.
 Dahlia : Got it!
 Danny : Don't forget to **check out** the machine and descale it regularly. Descaling the machine will remove calcium and lime deposit, and improve the taste of your coffee. It also keeps your machine in great shape.
 Dahlia : O.K., thanks. I've noted everything.
 Danny : No big deal.

Figure 4.5 Example of Dialog for Real-Life in the Textbook

As can be seen in Figure 4.5, the figure answered the question about the spoken English materials being well designed to equip students for real-life interactions, it is also agreed by all teachers that the spoken English materials have been well designed to help students speak in real-life situations, as shown in the picture above. However, although all teachers agree that the materials help students speak in real-life situations, they believe that the materials provided are not effective enough or do not sufficiently reflect real-world circumstances. This difference in perception suggests that there is a mismatch between students' experiences and teachers' expectations. This suggests that the materials should be evaluated and improved to better suit students' needs and expectations.

In conclusion, the last section of this subchapter is dedicated to teachers. All teachers agreed that the writing activities in the textbooks were appropriate in terms of the amount of guidance or control, accuracy, appropriate use of style, and organization of longer pieces of writing such as paragraphs. They argued that the shortcoming lies in the fact that the text examples in the textbooks are not varied and not numerous. This suggests that, although the writing materials are well structured, more diverse text examples are still needed to provide more varied references for students as they learn to write.

4.1.2.5. Topic

In order to reinforce the argument presented in this subchapter, the following table displays topic data. This data has been collected from teachers' and students' textbook reviews and has been carefully researched to ensure that the results are accurate and relevant to the discussion in this subchapter.

Table 4.9 Result of Topic

Result of Feedback in Textbook Evaluation	
1.	Teachers' responses were divided: one teacher felt that the explanations were quite interesting and clear, while another teacher felt that the book did not provide adequate explanations. Most students felt that the material was clear enough, although some felt it was not.
2.	Both teachers agreed that the textbooks provided varied content and were fit for purpose. Most students felt that the topics in the textbooks were varied and appropriate to the learning objectives.
3.	Both teachers felt that the topics were not fully relevant to the student's situation. Most students felt that the topics could broaden their horizons and experiences.

Result of Feedback in Textbook Evaluation	
4.	Both teachers felt that the topics in the textbooks were not familiar to the students and therefore not appropriate for their ability level. Most students felt the topics were appropriate for their language level, although some felt the topics were too sophisticated.
5.	One teacher felt that the examples were appropriate to the topic, while the other teacher felt otherwise. Some students found the topic easy to understand through the examples, but others found the examples unhelpful.
6.	Both teachers agree that the instructions in the textbook are clear and easy to understand as they are always emphasized with highlights. Most students found the instructions quite clear, although some found some things difficult to understand.
7.	Both teachers felt that students could not understand the social and cultural context in the textbooks due to the lack of relevance to students' situations. Most students felt they could understand the social and cultural context, but some found it difficult.
8.	Both teachers agreed that women were portrayed equally to men in the textbooks. Most students also felt that women and men were portrayed equally.
9.	One teacher felt that the representation of ethnic and other groups was good because of the universal visualization, while another teacher felt that the textbook lacked this. Most students felt that the textbooks included a variety of groups, although some felt underrepresented.

The responses of students and teachers to the quality of the textbooks, as presented in Table 4.9, indicate that while the majority of students found the materials in the textbooks to be engaging, clear, and accurate, a subset of students reported less interest or difficulty in understanding the material. Additionally, there were discrepancies in opinion among the teaching staff. Some members of the teaching body held the view that the textbook materials were adequate for students to gain an understanding of the subject matter. The textbooks were found to align with the learning objectives of the majority of teachers and students. However, a subset of students perceived a discrepancy between the presented topics and the stated

objectives. This indicates that while the textbook has already fulfilled many of the anticipated requirements, there is still scope for enhancement. In particular, the material should be more transparent and the topics should be more diverse to better align with the needs and interests of all students.

After the discrepancy between teachers' and students' opinions on the mother quality of the textbooks, there is now a discrepancy in views on the textbook materials. All teachers felt that the topics in the textbooks were not useful for students in enriching their experiences, although the majority of students felt otherwise. Similarly, all teachers felt the material was too difficult for students, while most students felt the material was appropriate for their abilities. This difference indicates a mismatch between teachers' views and students' experiences regarding the relevance and difficulty of the material.

The difference in views between teachers and students also occurs in the difference in opinions between teachers and students regarding what is considered clear and simple instructions. Most students found the learning materials easy to understand through the examples provided, although some struggled. Teachers considered the instructions to be clear, but many students felt otherwise, showing the difference in perception between the two. Regarding the social and cultural context in the textbook, most students felt they

understood it, while all teachers thought otherwise. Overall, although some aspects of the material were well understood, challenges remain in terms of instruction and understanding the socio-cultural context, which needs to be improved to enhance learning effectiveness. In classroom observations, teachers find that textbooks do not provide adequate explanations of the topics taught, which makes students and teachers have to look for more information outside the textbook, as was done at that time, the teacher asked students to open other textbooks to find additional explanations and examples of material. This shows that the textbooks used are inadequate for explaining the material it can affect the results of student understanding.

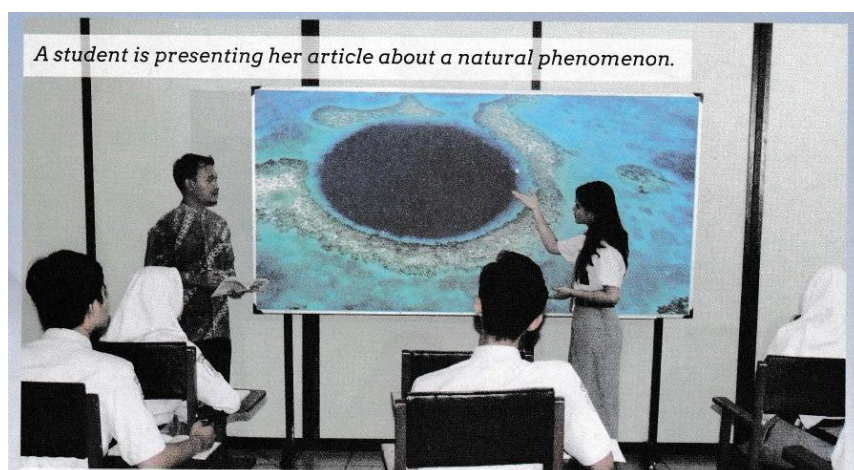


Figure 4.6 Example of Gender Equality

Based on the findings listed in Figure 4.6, two main points can be concluded. Firstly, regarding the portrayal of gender equality, all teachers and most students felt that women were portrayed as

equal to men in the textbooks, although there were a small number of students who felt that this was not the case. This suggests that the majority of readers felt that the textbooks had successfully portrayed gender equality. Secondly, regarding the representation of other groups based on ethnic origin, occupation, disability, and other factors, the survey results show a difference in views between teachers and students. Only one teacher felt that these groups were well represented, while the others did not. On the student side, the majority felt that other groups were represented, although there were still some who felt underrepresented. These findings suggest that despite awareness of diversity, textbooks can still be improved in terms of representation of certain social and cultural groups.

4.1.2.6. Methodology

The following table displays the data results from the Teachers' and Students' Textbook Review on Methodology that will be further reviewed in this subchapter. This data has been carefully selected to ensure that the analysis results obtained are accurate and relevant to the discussion in this subchapter.

Table 4.10 Result of Methodology

Result of Feedback in Textbook Evaluation	
1.	All teachers felt that the learning approach in the textbook was not appropriate because there were too many unfamiliar statements. Most students felt that the learning approach was appropriate, although a small number did not.
2.	Both teachers agreed that the textbook encourages active student engagement with the various activities provided.

Result of Feedback in Textbook Evaluation	
	The majority of students felt that their engagement was quite active and in line with their learning style, although there were some who felt that it was not.
3.	One teacher felt that the techniques used were effective, such as the use of props that made students feel satisfied, while another teacher felt that the techniques were not suitable. Most students felt that the techniques used were effective, but some felt that the techniques were not suitable for them.
4.	Both teachers agreed that the textbooks teach a variety of skills, with diverse topics. Most students felt the textbooks taught different skills, although there were some who felt they did not.
5.	One teacher felt the book helped develop communication skills through group activities and conversations, while the other teacher was unsure. Most students felt their communicative skills could be developed with this book, although there were a few who did not.
6.	One teacher felt that the book provided advice and help with study skills, while another felt that the book only focused on one instruction. The majority of students felt that the book provided help with study skills and strategies, although some found it lacking.
7.	Both teachers felt that the textbooks did not encourage students to take responsibility for their own learning, as the instructions in the books did not include activities that lead to individual learning planning.

The findings of the review, as presented in Table 4.10, indicate that the language learning approach employed in the textbook is not aligned with the desired learning outcomes. While the majority of teachers concurred with this assessment, a notable minority expressed reservations. Conversely, the majority of students surveyed perceived the approach as suitable. This difference in perception indicates a mismatch between what teachers and students perceive regarding the effectiveness of the approach in the teaching context. In addition, regarding the level of student engagement, all teachers believed that students could be actively involved in learning. Most students also felt that the approach could encourage their engagement, although some students felt less

engaged. This suggests that although the approach supports active engagement for most students, there are still those who feel it is not suitable for their learning style or expectations. However, although there are students who think that learning is not in accordance with the teaching style carried out by the teacher, it can be ascertained if each student understands the material presented because, during the observation, students were asked for their respective parts obtained during the division of group assignments by the teacher. This indicates that the teacher's teaching model can be understood by students.

Regarding the techniques employed for the presentation of new language materials and the teaching of skills within the context of textbooks, two principal findings emerged. First, about the techniques employed to present or practice the new language materials, one teacher expressed satisfaction with the chosen approach, citing the use of props that elicited positive student responses. However, the other teacher expressed reservations about the methodology. Among the student population, the majority expressed satisfaction with the technique, although a minority reported reservations. This illustrates that there are disparate perspectives between educators and learners regarding the efficacy of the pedagogical techniques employed. Secondly, both teachers and the majority of students perceived the textbook to impart a

diverse array of competencies, although some students felt that the material did not encompass a sufficient range of skills. This findings suggests that although there was consensus on the importance of imparting a multifaceted skillset, some students felt that the materials did not fully align with their learning needs.

Expressing Gratitude

When Saka agrees to be in Rena's podcast, she thanks him by saying, **"You've been a great help! Thanks a lot."** Then, Saka responds to the gratitude by saying, **"That's nothing."** Here are several expressions to show gratitude or to thank others from more formal to informal uses.

- I'd like to express my appreciation/gratitude for your help.
- I really appreciate it/that/your advice.
- I'd like to thank you for the good advice/your assistance.
- Thank you very much for your assistance/for assisting me.
- That's very kind/helpful/considerate/good of you.
- Your help means a lot to me.
- I'm most grateful.
- Thanks a lot!
- You've been a big/great help!
- Much appreciated!
- I owe you one!
- You're a lifesaver.

If you want to learn more about expressions of gratitude and the responses, scan the QR code or log onto <https://qrs.ly/2pdtmie>. Study those expressions and try to use them in daily conversations.




Figure 4.7 Example of Expressing Dialog in Textbook

As illustrated in Figure 4.7, the textbook presents a comprehensive approach to communicative skills development, offering students a valuable resource for enhancing their speaking abilities. One teacher expressed the opinion that the textbook could facilitate the development of students' communicative skills, while another teacher held a contrasting view. Among the student population, the majority indicated that the textbook could assist in the advancement of their communicative abilities. However, a

minority of students perceived the textbook as less effective in this regard. This discrepancy highlights that, while the majority of students found the textbook beneficial, a minority felt it was less conducive to the growth of their communicative skills.

In terms of students' abilities, findings were presented regarding the extent to which the textbook supported students in developing their study skills and taking responsibility for their learning. In terms of whether the material in the textbooks included guidance or assistance on study skills and strategies, one teacher indicated that the textbooks lacked such support, whereas another teacher asserted that the textbooks did provide it. The majority of students indicated that the textbooks provided useful information on study skills and strategies. However, a minority of students did not concur with this assessment. Concerning the extent to which students were expected to assume responsibility for their learning, all teachers indicated that the textbooks did not provide sufficient encouragement for students to set their learning targets. In contrast, the majority of students indicated that they were expected to assume responsibility for their learning, although a minority did not. Overall, despite the differences in perspectives between teachers and students, the textbook demonstrates the potential to facilitate the growth of students' learning abilities and responsibility. However,

there are still some areas that require enhancement to enhance its efficacy.

4.1.2.7. Content and Instructions

The table below displays data on content and instruction to clarify the concepts in this subchapter. This data has been collected from the review of teacher and student textbooks and has been thoroughly evaluated to ensure that the results are relevant and accurate to the topics covered in this subchapter.

Table 4.11 Result of Content and Instructions

Result of Feedback in Textbook Evaluation	
1.	One teacher felt that the textbooks were appropriate for the <i>Merdeka</i> curriculum because the level of difficulty and material provided were suitable, while the other teacher did not provide a clear assessment.
2.	Both teachers agreed that the elaboration of the material in the textbook supports students to achieve the core competencies, by providing rewards or recognition after students complete the task.
3.	One teacher felt that the book helped students achieve the basic competencies, while another teacher felt that the material in the book was not enough to achieve them.
4.	One teacher felt that the instructions in the textbook were clear, gradual and easy to understand, while another teacher felt that the instructions were too simple and not in-depth enough.

This section was focused only on the teacher because it was concerned with the teacher's understanding of textbooks based on the *Merdeka* curriculum. According to the results of the textbook review conducted by the teacher in Table 4.11, the difference in opinion between the two teachers regarding whether the grade 10 “*Buku Interaktif Active English*” published by Intan Pariwara Publisher has covered the material the *Merdeka* curriculum can be

explained with more concrete reasons based on each teacher's perspective. A teacher who said “yes” argued that this textbook is appropriate because it covers material that is relevant to learning outcomes specified in the *Merdeka* curriculum, with interactive exercises as illustrated in Figure 4.8 that support students’ language skills in listening, speaking, reading, and writing on page 47.

Activity 2

Scan the QR code or log onto <https://qrs.ly/ybdtmei>.
Listen and complete.



Travel agent : Good afternoon. Ezza Tour and Travel speaking. What can I do for you?
Bob : Good afternoon. I am Bob, secretary of Diantara Company. Our company will hold a vacation and gathering trip, so we need you to help (1) _____.

Travel agent : With pleasure. Where would you like to go?
Bob : We'd like to have a vacation in (2) _____. Perhaps you have any recommendations.

Travel agent : Sure. We provide several tour packages that you can choose. We always guarantee that our clients will have (3) _____ ever and receive the best service.

Bob : That's great!
Travel agent : So, when will you have the trip?
Bob : (4) _____.

Travel agent : O.K. Would you prefer a two-day-trip or three-day-trip package?
Bob : (5) _____. How much does it cost?

Travel agent : You can see more detail information in our website. If you have decided which package you'll take, please call us for confirmation.
Bob : I will, thanks. I'll check your website soon and discuss it with my boss. Bye.
Travel agent : My pleasure. Bye.

Figure 4.8 Example of 4 Language Skills

This textbook is also easy to teach, with an attractive design and clear organization, making it easier for teachers to deliver the material following the learning objectives that have been set. On the other hand, a teacher who said "no" argued that although this textbook presents material following learning outcomes, it is less flexible in accommodating a project-based approach or more

contextual learning Figure 4.9 on page 23 that characterizes the *Merdeka* curriculum.

Activity 5

**Complete the following data based on the text in Activity 4.
Share your work with the class.**

Name	:	
Place of Birth	:	
Date of Birth	:	
Parents	:	
Education	:	
Career	:	
Award	:	
Family	:	

Figure 4.9 Example of Project-Based Approach

This teacher believes that the *Merdeka* curriculum places more emphasis on developing students' critical and creative skills through problem-based or project-based learning that is more connected to everyday life, which is not fully reflected in this textbook. Thus, the reason behind the opinion of the teachers who say "yes" is that this textbook adequately supports learning with the existing learning outcomes, while the reason for the teachers who say "no" is due to the limitations of the textbook in supporting a more flexible learning approach and based on developing 21st-century skills.

The elaboration of textbook material can help students achieve general learning outcomes because this textbook presents basic competencies that include listening, speaking, reading, and writing skills. Agreeing teachers argue that this textbook is adequate

to achieve general learning objectives according to the *Merdeka* curriculum. However, regarding the learning outcomes of specific elements, there are differences of opinion. Teachers who agree feel that the material in the textbook supports the achievement of specific skills, while teachers who disagree think this textbook lacks depth, mainly due to the lack of varied reading texts, so it does not support the development of students' reading skills in more detail. Therefore, to achieve more specific learning outcomes, this textbook may need to be supported with additional learning resources or methods. As discussed in the skills aspect, additional material outside the textbook is needed because the textbook lacks examples for a project, one of which is reading examples because students have to look for examples on the website when they want to do a class project.

Continuing to the last aspect point, namely about the instructions available in the textbook. As seen from Table 4.11, there is a difference of opinion between the two teachers regarding the instructions in the textbook. Teachers who agree rate the instructions in the textbook as simple and structured, making it easier for students to follow the learning. In contrast, the teacher who disagreed felt that the instructions were not specific enough and the examples were too simple, not challenging students with higher understanding.

Although effective in general, this textbook still needs improvement in presenting more in-depth and varied material.

4.1.2.8. Practical Considerations

The following table displays data relating to practical considerations collected from teacher and student textbook evaluations. This data will be used as a reference for further analysis and discussion on this subchapter.

Table 4.12 Result of Practical Considerations

Result of Feedback in Textbook Evaluation	
1.	One teacher felt that the cost of the textbook package was worth the value, while another felt that the price was not worth the quality and benefits.
2.	One teacher felt that the books were quite strong and attractive, while another teacher felt that the books were not durable enough, with covers and contents that were easily damaged and books that felt thin.
3.	Both teachers agreed that the book is difficult to obtain quickly, and supplies are not easily available.
4.	One teacher felt that the book package required special equipment, such as a language lab or listening center, while another teacher felt that no special equipment was needed, just books and a classroom for learning.

Regarding the cost of the whole package and whether the price of the textbook was good value for money, there were two different views among teachers that can be seen in Table 4.12. One teacher agreed that the price of the textbooks provided good value, given the quality of the material and its relevance to the *Merdeka* curriculum, as well as the strength and durability of the textbooks, which were durable and attractive. In contrast, the teacher who disagreed felt that the price of the textbooks was not commensurate with the lack of variety and depth of material needed to achieve higher learning attainment and expressed concerns about the

durability and strength of the textbooks about the breakable print covers due to thinness and the number of paper tears, which reduced the physical durability of the textbooks despite the affordable price. From the results of classroom observations, the findings were present when holding the textbook, the textbook arrived in a damaged condition and split in half and almost all student textbooks were missing pages because of the lack of strength in the book's adhesive, this is the findings found that is about the fragility of the textbook and the absence of the teacher's guidebook which does not perfect the integrity of the course package.

In terms of the ease of obtaining the textbook and the availability of further supplies, all teachers agreed that the textbook was not easy to obtain. Although the textbook was noted to be available in bookstores across Indonesia, supplies were only available in a few places. The author himself had difficulty in obtaining the textbook, suggesting distribution limitations that hinder accessibility for users who need it.

Regarding the need for additional equipment for this package, there was a difference of opinion among the teachers. One teacher said yes because she felt that some parts of the package required additional equipment such as a language lab or a video player, which could be substituted with a cell phone as a learning support tool. Meanwhile, another teacher said no, as she felt that only

the classroom and textbooks were needed, with no specific additional equipment required. Overall, despite the differences of opinion regarding some aspects, the textbook “*Buku Interaktif Active English*” is still considered useful in supporting the learning process.

4.1.2.9. The Analysis Relates to The Characteristics of The *Merdeka* Curriculum

Based on the examination of “*Buku Interaktif Active English*”, it can be categorised as a good textbook from 8 categories examined, in accordance with the *Merdeka* curriculum. The textbook can be used with the *Merdeka* curriculum as a result. This is in accordance with the characteristics of the *Merdeka* curriculum, in particular, the *Merdeka* curriculum means independence that offers flexibility for teachers and students.

Project-based learning for soft skills and character development according to the Pancasila student profile is a key feature of the *Merdeka* curriculum. There are few project-based activities that support project-based learning and are in line with the *Merdeka* curriculum in the textbook. There are exercises to improve student’s communication skills in the textbooks that relate to soft skills development but do not fully address students’ character according to the Pancasila student profile. There are 6 criteria: having a noble character, diversity from around the world,

independence, cooperation, critical thinking, and creativity. The textbook only covers independence, critical thinking, cooperation or collaboration, and creativity. The exercises in the textbook include role plays, project exercises, and other exercises.

The next characteristic is the focus on essential materials in which basic competencies are studied in depth. In addition, it is about developing students' literacy levels. In this case, this textbook is a textbook that lacks reading texts such as magazine articles, dialogues, and other reading texts. This is not in accordance with the characteristics of the *Merdeka* curriculum, which is to improve students' literacy skills. Even so, in each unit in the textbook, there are always 4 sections of skills including reading skills, albeit slightly.

The last quality is the adaptability of teachers and students to carry out various forms of learning according to their needs, students' abilities, and modifications to local contexts and materials. “*Buku Interaktif Active English*” is very adaptable in this regard. This can be seen from the various activities included in the textbook, each of which is tailored to the needs and abilities of students, and features a variety of situations and activities. From the above review, it can be determined that the *Buku Interaktif Active English* textbook can still be used or is suitable for use in the *Merdeka* curriculum.

4.2. Discussion

This study aimed to determine the suitability of the content of English textbooks for 10th-grade students, whether it is appropriate for the grade level, as well as learning outcomes that meet the content eligibility specified in the Merdeka curriculum. Based on the evaluation results, it can be concluded that this textbook has several advantages and various aspects that need to be considered in developing this textbook. This textbook has some advantages such as the variety of materials that can attract students to learn, but it also has some disadvantages such as the lack of in-depth explanations of some topics. Therefore, revisions and adjustments are needed to make this textbook more effective in helping students learn and achieve the expected educational goals.

The textbook entitled, “*Buku Interaktif Active English*” has objectives that are largely in line with the objectives of the learning objective as well as students' needs for the material contained in the textbook and the *Merdeka* curriculum. However, most students feel that the textbook emphasizes theory rather than direct practice, especially in daily conversation contexts. This is contrary to the principles of the *Merdeka* curriculum, which prioritizes project-based and contextualized learning. Damiati et al. (2024) also argued that the most effective learning is that which involves hands-on experience. Therefore, although the objectives of this textbook are aligned with the *Merdeka* curriculum, it is necessary to add more practice-based projects for practical learning.

The next findings has the design and organization of this textbook are well structured, and the material is arranged systematically, in accordance with the

structure and function of the learning objective. In line with Richards (2015, p. 607), effective design makes materials easier to navigate, highlights important features of the course, and increases learner engagement. In this case, the sequence of materials is also considered adequate, in terms of complexity, ease of understanding, and usefulness in learning. In addition, among the advantages, some disadvantages need to be considered, namely the absence of teacher textbooks and the use of student textbooks for all classroom learning. Generally, classroom learning is provided with student textbooks and teacher's guidebooks. Also, the availability of teacher's textbook is very important because it serves as a guide for teaching and planning lessons with more in-depth content while students' textbooks are only a source of lesson material with simpler content to adjust to the level of students' understanding. This is also emphasized by Buch et al. (2023) in their research on the importance of textbooks, teacher guides are a special type of user text, which can serve as user instructions, professional development texts, or as a source of reflection and inspiration for teachers. Therefore, the teacher's guidebook is very important because it serves as a guide in delivering the subject matter effectively, helping teachers design appropriate learning strategies, as well as ensuring that students gain a deep understanding of the topics taught.

Moreover, the findings is about the language content of the textbooks. In analysing the textbooks, some challenges were found that need to be addressed to improve learning effectiveness. Many students struggled to understand the language used, which felt complicated and incompatible with their way of learning. The textbooks also did not introduce new vocabulary in every chapter, which could

hinder students' communication skills. Priastuti (2023) stated that vocabulary makes it easier for learners to understand what others are saying. Students can understand the topic of what the teacher is saying. Vocabulary makes it easy to understand reading or text explicitly and implicitly. In addition, there is a lack of adequate pronunciation practice and discussion of important topics such as conversation and long writing. Although the textbook allows the adjustment of language style according to social situations, there is still room for improvement. Therefore, it is hoped that the textbook can be improved by simplifying language, introducing new vocabulary, and adding material on communication skills.

The findings discussed the comprehensiveness of textbooks regarding the four language skills. While there is agreement that textbooks cover all skills well, however the materials provided do not fully meet the needs of students, certainly there is a gap between the materials provided and the ability levels present, which poses challenges in the learning process. The quality of listening materials is considered lacking, especially in terms of authenticity and support for comprehension activities. Whereas, according to Arifin (2021), listening is a process of oral listening activities with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language. In terms of writing activities, there was agreement that the guidelines and structures provided were appropriate, but it was noted that the sample texts lacked variety. Therefore, it is suggested that the materials be evaluated and improved to better suit the needs and expectations.

One of the significant findings in this study is when discussing the content aspect of the textbook content, which explains that it is less flexible in accommodating project-based approaches or more contextualised learning that characterises the *Merdeka* curriculum. This is elaborated by Septina et al. (2023) who examined the Implementation of Project-Based Learning in Teaching English in Senior High School. The project-based learning method is one of the student-centred learning methods. Project-based learning is a curriculum design that identifies students not as passive recipients of knowledge, but as procedures that can develop disciplines. Therefore, the lack of flexibility in the textbook, it can be emphasised that the textbook is not in accordance with the content eligibility determined by the *Merdeka* curriculum.

The last aspect is about practical considerations that contain the suitability of the price of the textbook to the quality of the textbook. As discussed earlier, the quality of the textbooks did not fulfil the content requirements of textbooks in the *Merdeka* curriculum and upon inspection, the strength of the textbooks was also very breakable because the textbooks were too thin and breakable to be easily damaged and could not be used for a long period. The textbook also cannot be easily obtained even though it is available in bookstores throughout Indonesia.

The findings of this study indicated that the English textbook entitled “*Buku Interaktif Active English*” is a suitable learning resource for 10th grade senior high school students based on the *Merdeka* curriculum. This has further justified the research question posed in the previous chapter, namely whether the content of English textbooks for grade 10 students is suitable for the grade level in question,

as well as whether the learning outcomes are feasible in light of the content determined in the *Merdeka* curriculum. The analysis demonstrated that the English textbook for senior high school grade 10, “*Buku Interaktif Active English*”, published by Intan Pariwara Publisher, did not fully align with the criteria set by Cunningsworth in Richards (2015). Based on the eight aspects proposed, only five were fulfilled, indicated the rest shortcomings in terms of relevance, alignment with the curriculum, and effectiveness in supporting the learning process. This has the potential to impact the quality of student learning. Therefore, it is necessary to evaluate and improve the material presented in the textbook to align it more closely with the teacher’s and students’ expected needs and educational standards. The “*Buku Interaktif Active English*” textbook was found to be compliant with the *Merdeka* Curriculum as the three learning outcomes contained in the curriculum fulfilled the specified categories in terms of quality. However, there is a shortcoming in quantity, where the number of outcomes available in this textbook is considered insufficient. Nonetheless, it can be concluded that the textbook still meets the suitability of the *Merdeka* Curriculum based on the matters previously discussed.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

This research emphasized the importance of analyzing textbooks, as they are the main source of information in the learning process. In addition, this research also highlighted the significant advantages of evaluated English Textbook. In addition, this research also includes a comprehensive evaluation of textbooks aligned with the *Merdeka* curriculum. A systematic assessment not only guarantees the relevance and quality of the material presented but also facilitates the identification of potential flaws that may hinder the effectiveness of student learning. Therefore, this study underscores the need for a more rigorous approach to textbook evaluation as an important strategy to improve the quality of education. Based on the analyses conducted on the textbooks, some important conclusions can be drawn.

The “*Buku Interaktif Active English*” textbook demonstrated a commendable alignment between the learning objectives and the established teaching program. The effective design and organization of the materials facilitate navigation and enhance student engagement, which are essential elements in the learning process. The textbook also covers all the necessary language skills, although there are some challenges in its implementation. Nevertheless, the study also revealed several significant shortcomings. The textbook places greater emphasis on theoretical knowledge than on practical application, particularly in the context of everyday communication. This is at odds with the principles of the

Merdeka curriculum, which places greater emphasis on project-based learning. Furthermore, the lack of a teacher's guidebook may impede the planning and implementation of more in-depth learning. A significant proportion of students encounter difficulties in comprehending the language employed, which is perceived as overly complex and incompatible with their learning style. The absence of new vocabulary in each chapter may impede students' communication abilities, and the quality of the listening materials is deemed inadequate, particularly in terms of authenticity and support for comprehension activities. Furthermore, the textbook lacks flexibility in accommodating project-based learning approaches, and its thin and breakable physical composition renders it susceptible to damage. Despite its availability in bookstores, accessibility to this textbook for all students remains a concern.

In light of these findings, it is recommended that several improvements be made to enhance the effectiveness of the learning process. These include the emphasis placed on exercises, the simplification of language, the improvement of the physical quality of the textbook, and the provision of a teacher's guidebook. It is hoped that these improvements will optimize the “*Buku Interaktif Active English*” textbook and make it a more effective tool for supporting the English learning process in senior high schools and meeting the needs of students. In conclusion, while this textbook has notable advantages, there are numerous areas that require improvement to enhance learning effectiveness. Furthermore, additional research is necessary to investigate the long-term impact of utilizing this textbook in the context of English language learning in Indonesia.

5.2. Recommendation

In light of the findings, the researcher puts forth a series of suggestions. It is hoped that researchers will be able to achieve notable results in this study:

5.2.1. For Publisher

It is recommended that publishers provide comprehensive teacher guides comprising practical teaching strategies and examples of classroom activities. Furthermore, existing materials should be revised to ensure greater relevance to students' daily lives. The textbook should be sufficiently flexible to support project-based learning, thereby enabling students to apply language skills practically. Finally, further research is required to explore the long-term impact of using this textbook in English language learning in Indonesia, including the effectiveness of teaching methods and students' responses to the materials.

5.2.2. For Other Researcher

The researcher realized that this research still has limitations, but it is expected to make a meaningful contribution to the development of science. This research is expected to be a reference for other researchers studying similar issues in local and global contexts. We encourage further research to deepen the understanding of the issues raised and hope that the findings can trigger discussion and collaboration between academics, practitioners and other stakeholders to produce more effective solutions.

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APPENDICES

Appendix 1. Blueprint of Textbook Observation

Instrument of Textbook Observation

Adapted from Richards (2017)

Title : Checklist of textbook observation
Purpose : To analyze the implementation of the existing textbook entitled “*Buku Interaktif Active English.*”

Blueprint of Observation

ASPECTS	INDICATORS
Lesson Structure	<ul style="list-style-type: none"> - The way the lesson opens, develops, and closes. - The number of activities that constitute the lesson - The links and transitions between activities
Teaching Strategies	<ul style="list-style-type: none"> - Presenting tasks - Organizing practice - Teaching techniques
Learning Strategies	<ul style="list-style-type: none"> - Learning techniques - Active Learning - Critical Thinking
Teacher’s Use of Language	<ul style="list-style-type: none"> - Use of instructional language and questions - Feedback techniques - Explanation of vocabulary and grammar
Student’s Use of Language	<ul style="list-style-type: none"> - Use of language in group work - Use of the mother tongue during class - Problems with pronunciation
Student Interaction	<ul style="list-style-type: none"> - Time on task - Questioning behaviors - Student-to-student talk

Appendix 2. Field Note of Textbook Observation

Field Note of Observation

Class : Xe 4
 Date : Wednesday, 30 October 2024
 Time : 08.30 – 10.30 WIB
 Observer : Farhah Millatie Kamalia
 Total Students : 37 students

Note:

R: Researcher

T: English Teacher who teaches 10th class (Teacher 1)

(R first made an appointment with the English teacher (T) who taught in class X. R explained that she wanted to observe the class for her research to gather information about using English textbooks in the classroom. Mrs. Nenda agreed that the observation would occur on Wednesday during the second and third lesson hours).

At 07.30, R came to school and met T. R went to the principal's room with T and waited for the principal there. At 07.45, the principal went to the principal's room. R and T discussed today's plan to conduct classroom observation and complete the questionnaire with the principal's permission. At 08.00-09.45 R and T filled in the questionnaires in classes Xe 7 and Xe 4. After that, R and T prepared themselves for observation before entering the classroom.

At 09.50, R and T walked to the class. Before entering the classroom, R asked T to take pictures during the teaching and learning process. Then, R and T entered the classroom. T greeted the students and asked how they were doing. Next, T asked R to introduce herself to the students before starting her observation. After that, T sat at the front of the class, and R sat on a chair at the back of the class. T greeted the class and asked the leader to lead the prayer before learning. After that, T took the class attendance by mentioning one by one name; 3 students were absent, 1 without information, and 2 others were sick.

T asked the students to open the textbook on page 23. It was chapter 2, which had a topic on biographical recount text. Since not all students got the textbook, she asked the class representative to take a photo of the page that would be studied that day and send it to the class group. After that, she explained the biographical recount text by connecting it with the previous material that had also discussed the recount text. Then, they had a discussion together. She asked the students about the meaning of biographical recount text and some questions about the previous material (recount text), such as what recount text is, what

tenses are used, the uses of recount text, *etc.* Some students could answer smoothly, but not a few students did not answer. After that, T explained in detail about today's material, and she explained using a mixture of Indonesian and Sundanese. In between learning, T also made jokes for students using Sundanese English. Then, after the explanation of the material was finished, T gave the students a task to create a biographical recount text of the person who inspired them. T divided them into 9 groups. Each group is chosen using the number designation of their seats, and each group contains 4 people so that each student gets an equal distribution of tasks. After the groups are divided, T asks students to sit together according to the group, and students choose to sit on the classroom floor because it is easier to discuss. After that, T asks students to discuss the character that the students will choose because she does not want the same character. She asks each group to write the character they choose on the board. Immediately, the class is crowded because students scramble to write the character of their choice. The atmosphere of the class is full of laughter but remains under control. After all the characters were chosen, T assigned students to make a recount text on a folio sheet and asked them to make a PPT because it would be presented in the class next week. Because this assignment ended up being a speaking class, T appealed to students who were not present next week to present themselves in the next class.

T slightly re-explained the task that needed to be done because some groups were still mistaken in work. After all was under control and each group started working, T went around each group to check their progress, and 10 minutes later, the bell rang at 10.30 to signal that the class was over. T closed the class and reminded students about the group work that would be presented next week, after which students prepared for a break. R and T left the classroom. R said goodbye to T and went home.

REFLECTION

The teaching and learning process in the classroom is well managed. The teacher uses language appropriate to the student's abilities so that the class is fun for the students. The teacher uses a mixture of English and Sundanese to teach the students of class Xe 4. Although the content is based on the learning outcomes, which aim for students to identify the social function, text structure, and purposes of historical and biographical recount text, the explanation of the material is incomplete for grade X students. For example, in chapter 2, which has a topic about recount text, the tenses used in recount text are not explained entirely and clearly, and there is an unbalanced explanation of the material. The listening-speaking sub-chapter only discusses the Historical Recount text, while the reading-viewing sub-chapter discusses Historical and Biographical recount text. This shows an imbalance between the two materials available. In addition, there

is no complete explanation of the tenses related to the material, and there is no vocabulary available in the chapter. In addition, the teacher uses more Sundanese than English when explaining so that the class feels like a regional language class. In explaining the material, the teacher connects today's material with the previous one to improve students' memory of the previous material. Sometimes, the teacher makes jokes in Sundanese that make students laugh. This keeps the students focused on the teaching and learning process. The teacher also divided the groups without favoritism because she used a seating system that did not get protests from students. The teacher also paid close attention to the students during group work sessions. This helps students understand the concepts and objectives of the assignment. The teaching techniques used by the teacher are powerful and effective. It can be concluded that the teaching techniques used by the teacher are very supportive of the learning process. Still, the material in the textbook is not complete and detailed enough to meet the needs of students' abilities.

Appendix 3. Blueprint Instrument of Teachers' Textbook Review

Instrument of Teacher's Textbook Review

Adapted from Cunningsworth in Richards (2015)

Instructions:

The researcher expects the English teacher to comment on the following statements by ticking Yes (Y) and No (N) on the aspects of the learning guidelines below.

NO	ITEMS	Y	N	DESCRIPTION
A. Objectives and Approach				
1.	Does the purpose of the textbook match the objectives of the teaching program and the needs of the learners? (A1)			
2.	Is the textbook appropriate for the learning situation and students' needs?			
3.	How comprehensive is the textbook? Does it cover most of what is needed? Is it a good resource for students and teachers?			
4.	Is the textbook flexible? Does it allow for different teaching and learning styles?			
B. Design and organization				
5.	What components comprise the total course package (e.g., student books, teacher books, workbooks, tapes)?			
6.	How is the content organized (e.g., by structure, function, topic, skills, etc.)?			
7.	How is the content sorted (e.g., by complexity, "easy to learn," usability, etc.)?			
8.	Are the pictures, illustrations, and tables appropriate for the material?			
9.	Is the reference section for grammar, etc.? Are some materials suitable for individual learning?			
10.	Is it easy to find your way around the textbook? Is the layout clear?			
C. Language Content				
11.	Does the textbook use primary grammar appropriate for student's abilities and needs (using clear and understandable language)?			
12.	Does the textbook provide materials for teaching grammatical vocabulary, spelling, and pronunciation?			
13.	Does the textbook include materials for pronunciation practice? If yes, what does it cover: individual sounds, word stress, sentence stress, intonation?			
14.	Does the textbook address the structures and conventions of language use above the sentence			

NO	ITEMS	Y	N	DESCRIPTION
	level, e.g., how to take part in a conversation, construct extended writing, and identify key points in a passage? (More relevant at intermediate and advanced levels)			
15.	With textbooks, can language style and appropriateness be adapted to social situations?			
<i>D. Skills</i>				
16.	Does the textbook provide complete learning activities for each skill (listening, speaking, reading, and writing)?			
17.	Does the textbook provide materials for each level-appropriate skill to the student's abilities and needs?			
18.	Are there sufficient materials for each skill (listening, speaking, reading, and writing)?			
19.	Is the listening material well recorded and authentic, with background information, questions, and activities that aid comprehension?			
20.	Are the spoken English materials (dialogs, role plays, etc.) well designed to equip students for real-life interactions?			
21.	Is the writing activity appropriate regarding the amount of guidance/control, level of accuracy, organization of longer pieces of writing (e.g., paragraphs), and use of appropriate style?			
<i>E. Topic</i>				
22.	Does the textbook contain enough explanations of engaging, clear, and accurate material?			
23.	Is the textbook's variety and range of learning content topics appropriate to the objectives?			
24.	Will these topics help broaden students' awareness and enrich their experience?			
25.	Is the topic sophisticated enough in terms of content yet appropriate for the learners' language level?			
26.	Are the topics easily understood through the examples provided?			
27.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?			
28.	Will your students be able to understand the social and cultural context presented in the textbook?			
29.	Are women portrayed and represented equally to men?			
30.	Are other groups represented regarding ethnic origin, occupation, disability, etc.?			
<i>F. Methodology</i>				
31.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?			

NO	ITEMS	Y	N	DESCRIPTION
32.	What level of active student engagement can be expected? Does this match your students' learning styles and expectations?			
33.	What techniques are used to present/practice new language materials? Are they suitable for your students?			
34.	Are different skills taught in the textbook?			
35.	Can communicative skills be developed with textbook learning?			
36.	Does the material include advice/help to students on study skills and learning strategies?			
37.	Are students expected to take responsibility for their own learning (for example, by setting their own learning targets)?			
<i>G. Content and instructions</i>				
38.	Does the content of the textbook cover the material in the independent curriculum?			
39.	Does the description of the material in the textbook help students to achieve the core competencies?			
40.	Does the description of the material in the textbook help students to achieve the basic competencies?			
41.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?			
<i>H. Practical Considerations</i>				
42.	How much does the whole package cost? Does it represent good value for money?			
43.	Are the books strong and durable? Are they attractive enough to be priced appropriately?			
44.	Are they easy to obtain? Can further supplies be obtained at short notice?			
45.	Are parts of the package requiring specific equipment, such as a language lab, listening center, or video player? If yes, do you have the equipment available for use and reliable?			

Appendix 4. Results of Teachers' Textbook Review

Instrument of Teacher's Textbook Review

Adapted from Richards (2015)

Instructions:

The researcher expects the English teacher to comment on the following statements by ticking Yes (Y) and No (N) on the aspects of the learning guidelines below.

NO	ITEMS	Y	N	DESCRIPTION
A. Objectives and Approach				
1.	Does the purpose of the textbook match the objectives of the teaching program and the needs of the learners?	✓		Its matched because the topic and material are synchronized
2.	Is the textbook appropriate for the learning situation and students' needs?	✓		matched because this book follow the social condition that happen
3.	How comprehensive is the textbook? Does it cover most of what is needed? Is it a good resource for students and teachers?	✓		The practice activity already matched for students needs.
4.	Is the textbook flexible? Does it allow for different teaching and learning styles?		✓	the explanation of intonation enough to guide the learning style
B. Design and organization				
5.	What components comprise the total course package (e.g., student books, teacher books, workbooks, tapes)?	✓		There are QR scan listening feature which is helps the most
6.	How is the content organized (e.g., by structure, function, topic, skills, etc.)?	✓		it organized well.
7.	How is the content sorted (e.g., by complexity, "easy to learn," usability, etc.)?		✓	the level of hardness is not matched with students'
8.	Are the pictures, illustrations, and tables appropriate for the material?	✓		the combination of color and variation are perfect.
9.	Is the reference section for grammar, etc.? Are some materials suitable for individual learning?	✓		even this book published in section but it also could used for individual
10.	Is it easy to find your way around the textbook? Is the layout clear?	✓		easy because the color and the match visual
C. Language Content				
11.	Does the textbook use primary grammar appropriate for student's abilities and needs (using clear and understandable language)?	✓		words on this book example box of book can be used as bailey.
12.	Does the textbook provide materials for teaching grammatical vocabulary, spelling, and pronunciation?	✓		yes, it has on every page of activity
13.	Does the textbook include materials for pronunciation practice? If yes, what does it cover: individual sounds, word stress, sentence stress, intonation?		✓	there are no specific guide to learn the intonation or accent
14.	Does the textbook address the structures and conventions of language use above the sentence level, e.g., how to take part in a conversation, construct extended writing, and identify key	✓		the vocabularies are very simple and easy to learn.

NO	ITEMS	Y	N	DESCRIPTION
	points in a passage? (More relevant at intermediate and advanced levels)	✓		the
15.	With textbooks, can language style and appropriateness be adapted to social situations?	✓		this book is follow the social situation
D. Skills				
16.	Does the textbook provide complete learning activities for each skill (listening, speaking, reading, and writing)?	✓		It's complete in every theme's cover
17.	Does the textbook provide materials for each level-appropriate skill to the student's abilities and needs?		✓	because the level of students are different so the book couldn't provide it.
18.	Are there sufficient materials for each skill (listening, speaking, reading, and writing)?	✓		there are an example and a listening activity
19.	Is the listening material well recorded and authentic, with background information, questions, and activities that aid comprehension?		✓	It's only half of students that have mastered skill with the book (not every student)
20.	Are the spoken English materials (dialogs, role plays, etc.) well designed to equip students for real-life interactions?	✓		the situation on this book is organized well
21.	Is the writing activity appropriate regarding the amount of guidance/control, level of accuracy, organization of longer pieces of writing (e.g., paragraphs), and use of appropriate style?	✓		this book already used the perfect combination of vocabularies
E. Topic				
22.	Does the textbook contain enough explanations of engaging, clear, and accurate material?	✓		Title and theme on this book are very unique and interesting
23.	Is the textbook's variety and range of learning content topics appropriate to the objectives?	✓		the content is had variation.
24.	Will these topics help broaden students' awareness and enrich their experience?		✓	the title is still not relate with students situation
25.	Is the topic sophisticated enough in terms of content yet appropriate for the learners' language level?		✓	students are not familiar with that. (depends they like)
26.	Are the topics easily understood through the examples provided?	✓		The visualization is matched the topic well
27.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?	✓		the instruction is always put on the highlight position.
28.	Will your students be able to understand the social and cultural context presented in the textbook?		✓	not that familiar with the recent topic.
29.	Are women portrayed and represented equally to men?	✓		there are equal.
30.	Are other groups represented regarding ethnic origin, occupation, disability, etc.?	✓		the visualization is universal.
F. Methodology				
31.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?		✓	there are so many unfamiliar social state.
32.	What level of active student engagement can be expected? Does this match your students' learning styles and expectations?	✓		students got the group activity as the instruction

NO	ITEMS	Y	N	DESCRIPTION
33.	What techniques are used to present/practice new language materials? Are they suitable for your students?	✓		There using the property that student could satisfied with.
34.	Are different skills taught in the textbook?	✓		different in each topic
35.	Can communicative skills be developed with textbook learning?	✓		there are so many group and conversation activity
36.	Does the material include advice/help to students on study skills and learning strategies?		✓	this book only focused for the first guidance
37.	Are students expected to take responsibility for their own learning (for example, by setting their own learning targets)?		✓	the instruction in this book is not like a plan activity
G. Content and instructions				
38.	Does the content of the textbook cover the material in the independent curriculum?	✓		matched since the level of hardness are equals.
39.	Does the description of the material in the textbook help students to achieve the core competencies?	✓		student will get to achieve if they have passed every activity
40.	Does the description of the material in the textbook help students to achieve the basic competencies?	✓		yes, students will grow their English skill
41.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?	✓		students should be understand the guidance since its easy to learn.
H. Practical Considerations				
42.	How much does the whole package cost? Does it represent good value for money?	✓		its for 20.000 and worthy for this kind of book.
43.	Are the books strong and durable? Are they attractive enough to be priced appropriately?		✓	the printing cover book are fragile since its thin
44.	Are they easy to obtain? Can further supplies be obtained at short notice?		✓	its very hard to get this book.
45.	Are parts of the package requiring specific equipment, such as a language lab, listening center, or video player? If yes, do you have the equipment available for use and reliable?		✓	its only needs the OAS and the book will delivered well.

Instrument of Teacher's Textbook Review

Adapted from Richards (2015)

Instructions:

The researcher expects the English teacher to comment on the following statements by ticking Yes (Y) and No (N) on the aspects of the learning guidelines below.

NO	ITEMS	Y	N	DESCRIPTION
A. Objectives and Approach				
1.	Does the purpose of the textbook match the objectives of the teaching program and the needs of the learners?	✓		The book match with the objectives of the teaching program & the needs of learners.
2.	Is the textbook appropriate for the learning situation and students' needs?	✓		The textbook match for learning situation & student.
3.	How comprehensive is the textbook? Does it cover most of what is needed? Is it a good resource for students and teachers?	✓		This book a good resource for student & teacher.
4.	Is the textbook flexible? Does it allow for different teaching and learning styles?	✓		The textbook flexible.
B. Design and organization				
5.	What components comprise the total course package (e.g., student books, teacher books, workbooks, tapes)?	✓		Excellent.
6.	How is the content organized (e.g., by structure, function, topic, skills, etc.)?	✓		Well arranged.
7.	How is the content sorted (e.g., by complexity, "easy to learn," usability, etc.)?	✓		Content levels are well sorted.
8.	Are the pictures, illustrations, and tables appropriate for the material?	✓		The pictures, illustrations, and tables appropriate for material.
9.	Is the reference section for grammar, etc.? Are some materials suitable for individual learning?	✓		Match for individual learning.
10.	Is it easy to find your way around the textbook? Is the layout clear?		✓	Quite difficult to find your way around the book.
C. Language Content				
11.	Does the textbook use primary grammar appropriate for student's abilities and needs (using clear and understandable language)?	✓		Yes, the book use clear & understandable language.
12.	Does the textbook provide materials for teaching grammatical vocabulary, spelling, and pronunciation?	✓		Yes, the book provide materials for teaching.
13.	Does the textbook include materials for pronunciation practice? If yes, what does it cover: individual sounds, word stress, sentence stress, intonation?	✓		no . There is a way include materials pronunciation practice.
14.	Does the textbook address the structures and conventions of language use above the sentence level, e.g., how to take part in a conversation, construct extended writing, and identify key	✓		no. The book not address the structures conventions of language use above the sentence level. e.g. how to take part in a conversation, construct extended writing, and identify key.

NO	ITEMS	Y	N	DESCRIPTION
	points in a passage? (More relevant at intermediate and advanced levels)	✓		
15.	With textbooks, can language style and appropriateness be adapted to social situations?	✓		yes. The textbook can language style & appropriateness be adapted to social situations.
D. Skills				
16.	Does the textbook provide complete learning activities for each skill (listening, speaking, reading, and writing)?	✓		yes. The textbook provides complete learning activities for each skill.
17.	Does the textbook provide materials for each level-appropriate skill to the student's abilities and needs?		✓	no. The textbook not provide material for each level.
18.	Are there sufficient materials for each skill (listening, speaking, reading, and writing)?	✓		there is sufficient material for each skill.
19.	Is the listening material well recorded and authentic, with background information, questions, and activities that aid comprehension?		✓	no. listen material is not recorded & authentic with background.
20.	Are the spoken English materials (dialogs, role plays, etc.) well designed to equip students for real-life interactions?	✓		yes. the spoken English material is designed for real-life interactions.
21.	Is the writing activity appropriate regarding the amount of guidance/control, level of accuracy, organization of longer pieces of writing (e.g., paragraphs), and use of appropriate style?	✓		according to what is intended.
E. Topic				
22.	Does the textbook contain enough explanations of engaging, clear, and accurate material?		✓	does not match what is intended.
23.	Is the textbook's variety and range of learning content topics appropriate to the objectives?	✓		according to what is intended.
24.	Will these topics help broaden students' awareness and enrich their experience?		✓	does not match what is intended.
25.	Is the topic sophisticated enough in terms of content yet appropriate for the learners' language level?		✓	does not match what is intended.
26.	Are the topics easily understood through the examples provided?		✓	does not match what is intended.
27.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?	✓		according to what is intended.
28.	Will your students be able to understand the social and cultural context presented in the textbook?		✓	does not match what is intended.
29.	Are women portrayed and represented equally to men?	✓		according to what is intended.
30.	Are other groups represented regarding ethnic origin, occupation, disability, etc.?		✓	does not match what is intended.
F. Methodology				
31.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?		✓	does not match what is intended.
32.	What level of active student engagement can be expected? Does this match your students' learning styles and expectations?	✓		according to what is intended.

NO	ITEMS	Y	N	DESCRIPTION
33.	What techniques are used to present/practice new language materials? Are they suitable for your students?			✓ does not match what is intended.
34.	Are different skills taught in the textbook?	✓		✓ necessary is what is intended.
35.	Can communicative skills be developed with textbook learning?			✓ does not match what is intended.
36.	Does the material include advice/help to students on study skills and learning strategies?	✓		✓ necessary which is intended.
37.	Are students expected to take responsibility for their own learning (for example, by setting their own learning targets)?			✓ does not match what is intended.
G. Content and instructions				
38.	Does the content of the textbook cover the material in the independent curriculum?			✓ does not match what is intended.
39.	Does the description of the material in the textbook help students to achieve the core competencies?	✓		✓ necessary which is intended.
40.	Does the description of the material in the textbook help students to achieve the basic competencies?			✓ does not match what is intended.
41.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?			✓ does not match what is intended.
H. Practical Considerations				
42.	How much does the whole package cost? Does it represent good value for money?			✓ does not match what is intended.
43.	Are the books strong and durable? Are they attractive enough to be priced appropriately?	✓		✓ necessary which is intended.
44.	Are they easy to obtain? Can further supplies be obtained at short notice?			✓ does not match what is intended.
45.	Are parts of the package requiring specific equipment, such as a language lab, listening center, or video player? If yes, do you have the equipment available for use and reliable?	✓		✓ necessary is what is intended.

Appendix 5. Blueprint Instrument of Students' Textbook Review

Instrument of Student's Textbook Review

Adapted from Richard (2015)

Student's Name : _____

Day/date : _____

Instructions:

The researcher expects the English teacher to comment on the following statements by ticking Yes (Y) and No (N) on the aspects of the learning guidelines below.

NO	ITEMS	Y	N	DESCRIPTION
A. Objectives and Approach				
1.	Are the objectives of the textbook clear and complete?			
2.	Is the textbook's content appropriate to the learning objectives and needs of the students?			
3.	Is the textbook a good resource and material for students?			
4.	Is the textbook flexible enough to allow it to be used with various learning techniques?			
B. Design and organization				
5.	Does the textbook have an attractive cover and layout?			
6.	Does the textbook have clearly organized content?			
7.	Are the pictures, illustrations, and tables appropriate for the material?			
8.	Do the illustrations and tables look attractive?			
9.	Are the text, figures, illustrations, and tables clearly legible?			
10.	Is it easy to find your way around the textbook? Is the layout clear?			
C. Language Content				
11.	Does the textbook use primary grammar appropriate for student's abilities and needs (using clear and understandable language)?			
12.	Does the textbook provide materials for teaching grammatical vocabulary, spelling, and pronunciation?			
13.	Does the textbook include materials for pronunciation practice?			
14.	Does the textbook provide the vocabulary for independent learning strategies?			
15.	With textbooks, can language style and appropriateness be adapted to social situations?			

NO	ITEMS	Y	N	DESCRIPTION
<i>D. Skills</i>				
16.	Does the textbook provide complete learning activities for each skill (listening, speaking, reading, and writing)?			
17.	Does the textbook provide materials for each level-appropriate skill to the student's abilities and needs?			
18.	Are there sufficient materials for each skill (listening, speaking, reading, and writing)?			
19.	Are the spoken English materials (dialogs, role plays, etc.) well designed to apply to real life?			
20.	Is the material in the textbook appropriate for use in every skill in daily life and social situations?			
<i>E. Topic</i>				
21.	Does the textbook contain enough explanations of engaging, clear, and accurate material?			
22.	Is the textbook's variety and range of learning content topics appropriate to the objectives?			
23.	Are the topics useful for students in awareness and enriching experiences?			
24.	Are the topics and subject matter appropriate for the student's language level?			
25.	Are the topics easy to understand through the examples provided?			
26.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?			
27.	Can students understand the social and cultural context presented in the textbook?			
28.	Are women portrayed equally with men in textbooks?			
29.	Are other groups represented regarding ethnic origin, occupation, disability, etc.?			
<i>F. Methodology</i>				
30.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?			
31.	Does the textbook improve students' engagement attitude in active learning?			
32.	Are the learning techniques used in the textbook easy to understand?			
33.	Are different skills taught in the textbook?			
34.	Can communicative skills be developed with textbook learning?			
35.	Does the textbook include advice/help for students on study skills and learning strategies?			
36.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?			

Appendix 6. Results of Students' Textbook Review

Instrument of Student's Textbook Review

Adapted from Richard (2015)

Student's Name :

Day/date : Rabu, 30.10.2024

Instructions:

The researcher expects the English teacher to comment on the following statements by ticking Yes (Y) and No (N) on the aspects of the learning guidelines below.

NO	ITEMS	Y	N	DESCRIPTION
A. Objectives and Approach				
1.	Are the objectives of the textbook clear and complete?		✓	
2.	Is the textbook's content appropriate to the learning objectives and needs of the students?	✓		
3.	Is the textbook a good resource and material for students?	✓		
4.	Is the textbook flexible enough to allow it to be used with various learning techniques?		✓	
B. Design and organization				
5.	Does the textbook have an attractive cover and layout?		✓	Tidak menarik
6.	Does the textbook have clearly organized content?		✓	tidak tersusun
7.	Are the pictures, illustrations, and tables appropriate for the material?	✓		
8.	Do the illustrations and tables look attractive?		✓	terlalu polos
9.	Are the text, figures, illustrations, and tables clearly legible?	✓		
10.	Is it easy to find your way around the textbook? Is the layout clear?		✓	tidak terlalu jelas
C. Language Content				
11.	Does the textbook use primary grammar appropriate for student's abilities and needs (using clear and understandable language)?		✓	Sulit dipahami hingga harus dijelaskan guru
12.	Does the textbook provide materials for teaching grammatical vocabulary, spelling, and pronunciation?		✓	Hanya Grammar
13.	Does the textbook include materials for pronunciation practice?		✓	hanya materi speaking
14.	Does the textbook provide the vocabulary for independent learning strategies?		✓	tidak ada
15.	With textbooks, can language style and appropriateness be adapted to social situations?		✓	agak seswar namun sulit dipahami
D. Skills				
16.	Does the textbook provide complete learning activities for each skill (listening, speaking, reading, and writing)?		✓	

NO	ITEMS	Y	N	DESCRIPTION
17.	Does the textbook provide materials for each level-appropriate skill to the student's abilities and needs?	✓		
18.	Are there sufficient materials for each skill (listening, speaking, reading, and writing)?		✓	tidak tersedia banyak
19.	Are the spoken English materials (dialogs, role plays, etc.) well designed to apply to real life?	✓		
20.	Is the material in the textbook appropriate for use in every skill in daily life and social situations?		✓	
E. Topic				
21.	Does the textbook contain enough explanations of engaging, clear, and accurate material?	✓		
22.	Is the textbook's variety and range of learning content topics appropriate to the objectives?	✓		
23.	Are the topics useful for students in awareness and enriching experiences?		✓	
24.	Are the topics and subject matter appropriate for the student's language level?		✓	
25.	Are the topics easy to understand through the examples provided?	✓		
26.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?		✓	
27.	Can students understand the social and cultural context presented in the textbook?	✓		
28.	Are women portrayed equally with men in textbooks?	✓		
29.	Are other groups represented regarding ethnic origin, occupation, disability, etc.?	✓		
F. Methodology				
30.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?		✓	
31.	Does the textbook improve students' engagement attitude in active learning?		✓	
32.	Are the learning techniques used in the textbook easy to understand?	✓		
33.	Are different skills taught in the textbook?	✓		
34.	Can communicative skills be developed with textbook learning?		✓	
35.	Does the textbook include advice/help for students on study skills and learning strategies?		✓	
36.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?		✓	tidak semua sesuai

Instrument of Student's Textbook Review

Adapted from Richard (2015)

Student's Name :

Day/date : Rabu 30-10-2024

Instructions:

The researcher expects the English teacher to comment on the following statements by ticking Yes (Y) and No (N) on the aspects of the learning guidelines below.

NO	ITEMS	Y	N	DESCRIPTION
A. Objectives and Approach				
1.	Are the objectives of the textbook clear and complete?		✓	di buku tersebut ada yg lengkap ada yg tidak lengkap
2.	Is the textbook's content appropriate to the learning objectives and needs of the students?	✓		
3.	Is the textbook a good resource and material for students?	✓		
4.	Is the textbook flexible enough to allow it to be used with various learning techniques?		✓	tergantung murid bisa memahami tersebut
B. Design and organization				
5.	Does the textbook have an attractive cover and layout?		✓	karena cover buku tersebut biasa aja
6.	Does the textbook have clearly organized content?	✓		
7.	Are the pictures, illustrations, and tables appropriate for the material?	✓		
8.	Do the illustrations and tables look attractive?		✓	ada yg menarik ada yg biasa aja
9.	Are the text, figures, illustrations, and tables clearly legible?		✓	ada yg jelas ada yang tidak
10.	Is it easy to find your way around the textbook? Is the layout clear?	✓		
C. Language Content				
11.	Does the textbook use primary grammar appropriate for student's abilities and needs (using clear and understandable language)?	✓		
12.	Does the textbook provide materials for teaching grammatical vocabulary, spelling, and pronunciation?		✓	dalam buku itu tidak memakai kosa kata
13.	Does the textbook include materials for pronunciation practice?	✓		
14.	Does the textbook provide the vocabulary for independent learning strategies?		✓	
15.	With textbooks, can language style and appropriateness be adapted to social situations?	✓		
D. Skills				
16.	Does the textbook provide complete learning activities for each skill (listening, speaking, reading, and writing)?	✓		

NO	ITEMS	Y	N	DESCRIPTION
17.	Does the textbook provide materials for each level-appropriate skill to the student's abilities and needs?	✓		
18.	Are there sufficient materials for each skill (listening, speaking, reading, and writing)?	✓		
19.	Are the spoken English materials (dialogs, role plays, etc.) well designed to apply to real life?		✓	
20.	Is the material in the textbook appropriate for use in every skill in daily life and social situations?	✓		
E. Topic				
21.	Does the textbook contain enough explanations of engaging, clear, and accurate material?	✓		
22.	Is the textbook's variety and range of learning content topics appropriate to the objectives?	✓		
23.	Are the topics useful for students in awareness and enriching experiences?		✓	ada yg berguna mungkin untuk kesadaran siswa
24.	Are the topics and subject matter appropriate for the student's language level?		✓	
25.	Are the topics easy to understand through the examples provided?		✓	ada beberapa siswa sulit memahami
26.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?		✓	ada beberapa siswa sulit dipahami buku tersebut
27.	Can students understand the social and cultural context presented in the textbook?	✓		
28.	Are women portrayed equally with men in textbooks?	✓		
29.	Are other groups represented regarding ethnic origin, occupation, disability, etc.?	✓		
F. Methodology				
30.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?	✓		
31.	Does the textbook improve students' engagement attitude in active learning?		✓	cuma beberapa
32.	Are the learning techniques used in the textbook easy to understand?	✓		
33.	Are different skills taught in the textbook?	✓		
34.	Can communicative skills be developed with textbook learning?	✓		
35.	Does the textbook include advice/help for students on study skills and learning strategies?		✓	
36.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?		✓	mungkin beberapa Bertanggung jawab

Instrument of Student's Textbook Review

Adapted from Richard (2015)

Student's Name : _____

Day/date : Rabu - 30 - Okt - 2024

Instructions:

The researcher expects the English teacher to comment on the following statements by ticking Yes (Y) and No (N) on the aspects of the learning guidelines below.

NO	ITEMS	Y	N	DESCRIPTION
A. Objectives and Approach				
1.	Are the objectives of the textbook clear and complete?		✓	
2.	Is the textbook's content appropriate to the learning objectives and needs of the students?	✓		
3.	Is the textbook a good resource and material for students?	✓		
4.	Is the textbook flexible enough to allow it to be used with various learning techniques?		✓	
B. Design and organization				
5.	Does the textbook have an attractive cover and layout?		✓	Tdk menarik
6.	Does the textbook have clearly organized content?		✓	Sebagai tdk terstruktur
7.	Are the pictures, illustrations, and tables appropriate for the material?	✓		
8.	Do the illustrations and tables look attractive?		✓	terlalu panas / biasa
9.	Are the text, figures, illustrations, and tables clearly legible?	✓		
10.	Is it easy to find your way around the textbook? Is the layout clear?		✓	Tidak terlalu jelas
C. Language Content				
11.	Does the textbook use primary grammar appropriate for student's abilities and needs (using clear and understandable language)?		✓	Sulit dimengerti karena harus dijelaskan guru
12.	Does the textbook provide materials for teaching grammatical vocabulary, spelling, and pronunciation?		✓	Hanya grammar
13.	Does the textbook include materials for pronunciation practice?		✓	Hanya materi speaking
14.	Does the textbook provide the vocabulary for independent learning strategies?		✓	Tidak ada
15.	With textbooks, can language style and appropriateness be adapted to social situations?		✓	Agak sesuai namun sulit dibuktikan
D. Skills				
16.	Does the textbook provide complete learning activities for each skill (listening, speaking, reading, and writing)?		✓	

NO	ITEMS	Y	N	DESCRIPTION
17.	Does the textbook provide materials for each level-appropriate skill to the student's abilities and needs?	✓		
18.	Are there sufficient materials for each skill (listening, speaking, reading, and writing)?		✓	Tidak tersedia gelas
19.	Are the spoken English materials (dialogs, role plays, etc.) well designed to apply to real life?	✓		
20.	Is the material in the textbook appropriate for use in every skill in daily life and social situations?		✓	
E. Topic				
21.	Does the textbook contain enough explanations of engaging, clear, and accurate material?	✓		
22.	Is the textbook's variety and range of learning content topics appropriate to the objectives?	✓		
23.	Are the topics useful for students in awareness and enriching experiences?		✓	
24.	Are the topics and subject matter appropriate for the student's language level?		✓	
25.	Are the topics easy to understand through the examples provided?	✓		
26.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?		✓	
27.	Can students understand the social and cultural context presented in the textbook?	✓		
28.	Are women portrayed equally with men in textbooks?	✓		
29.	Are other groups represented regarding ethnic origin, occupation, disability, etc.?	✓		
F. Methodology				
30.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?		✓	
31.	Does the textbook improve students' engagement attitude in active learning?		✓	
32.	Are the learning techniques used in the textbook easy to understand?	✓		
33.	Are different skills taught in the textbook?	✓		
34.	Can communicative skills be developed with textbook learning?		✓	
35.	Does the textbook include advice/help for students on study skills and learning strategies?		✓	
36.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?		✓	tidak semua sesuai drumanya

Instrument of Student's Textbook Review

Adapted from Richard (2015)

Student's Name :

Day/date : Rabu 30-10-2024

Instructions:

The researcher expects the English teacher to comment on the following statements by ticking Yes (Y) and No (N) on the aspects of the learning guidelines below.

NO	ITEMS	Y	N	DESCRIPTION
A. Objectives and Approach				
1.	Are the objectives of the textbook clear and complete?	✓		
2.	Is the textbook's content appropriate to the learning objectives and needs of the students?	✓		
3.	Is the textbook a good resource and material for students?	✓		
4.	Is the textbook flexible enough to allow it to be used with various learning techniques?	✓		
B. Design and organization				
5.	Does the textbook have an attractive cover and layout?		✓	di buku tersebut ada yg memilikai yg + data
6.	Does the textbook have clearly organized content?	✓		
7.	Are the pictures, illustrations, and tables appropriate for the material?	✓		
8.	Do the illustrations and tables look attractive?	✓		
9.	Are the text, figures, illustrations, and tables clearly legible?	✓		
10.	Is it easy to find your way around the textbook? Is the layout clear?	✓		
C. Language Content				
11.	Does the textbook use primary grammar appropriate for student's abilities and needs (using clear and understandable language)?		✓	di buku tersebut ada yg susah ada yang mudah
12.	Does the textbook provide materials for teaching grammatical vocabulary, spelling, and pronunciation?	✓		
13.	Does the textbook include materials for pronunciation practice?	✓		
14.	Does the textbook provide the vocabulary for independent learning strategies?	✓		
15.	With textbooks, can language style and appropriateness be adapted to social situations?	✓		
D. Skills				
16.	Does the textbook provide complete learning activities for each skill (listening, speaking, reading, and writing)?	✓		

NO	ITEMS	Y	N	DESCRIPTION
17.	Does the textbook provide materials for each level-appropriate skill to the student's abilities and needs?	✓		
18.	Are there sufficient materials for each skill (listening, speaking, reading, and writing)?	✓		
19.	Are the spoken English materials (dialogs, role plays, etc.) well designed to apply to real life?	✓		
20.	Is the material in the textbook appropriate for use in every skill in daily life and social situations?	✓		
E. Topic				
21.	Does the textbook contain enough explanations of engaging, clear, and accurate material?		✓	ada yang paham ada yang tidak
22.	Is the textbook's variety and range of learning content topics appropriate to the objectives?	✓		
23.	Are the topics useful for students in awareness and enriching experiences?	✓		
24.	Are the topics and subject matter appropriate for the student's language level?		✓	ada yg mg bisa dan ada yg g bisa
25.	Are the topics easy to understand through the examples provided?	✓		
26.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?		✓	ada yg mudah di paham dan dda yg susah di paham
27.	Can students understand the social and cultural context presented in the textbook?	✓		
28.	Are women portrayed equally with men in textbooks?	✓		
29.	Are other groups represented regarding ethnic origin, occupation, disability, etc.?	✓		
F. Methodology				
30.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?	✓		
31.	Does the textbook improve students' engagement attitude in active learning?	✓		
32.	Are the learning techniques used in the textbook easy to understand?	✓		
33.	Are different skills taught in the textbook?	✓		
34.	Can communicative skills be developed with textbook learning?	✓		
35.	Does the textbook include advice/help for students on study skills and learning strategies?	✓		
36.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?	✓		

Instrument of Student's Textbook Review

Adapted from Richard (2015)

Student's Name :

Day/date : Wednesday, 30.10.2024

Instructions:

The researcher expects the English teacher to comment on the following statements by ticking Yes (Y) and No (N) on the aspects of the learning guidelines below.

NO	ITEMS	Y	N	DESCRIPTION
<i>A. Objectives and Approach</i>				
1.	Are the objectives of the textbook clear and complete?	✓		
2.	Is the textbook's content appropriate to the learning objectives and needs of the students?	✓		
3.	Is the textbook a good resource and material for students?	✓		
4.	Is the textbook flexible enough to allow it to be used with various learning techniques?		✓	tidak semua pelajaran
<i>B. Design and organization</i>				
5.	Does the textbook have an attractive cover and layout?	✓		
6.	Does the textbook have clearly organized content?	✓		
7.	Are the pictures, illustrations, and tables appropriate for the material?		✓	gambaranya tidak menarik
8.	Do the illustrations and tables look attractive?	✓		
9.	Are the text, figures, illustrations, and tables clearly legible?	✓		
10.	Is it easy to find your way around the textbook? Is the layout clear?	✓		
<i>C. Language Content</i>				
11.	Does the textbook use primary grammar appropriate for student's abilities and needs (using clear and understandable language)?		✓	sulit dipahami
12.	Does the textbook provide materials for teaching grammatical vocabulary, spelling, and pronunciation?		✓	tidak memiliki kosa kata
13.	Does the textbook include materials for pronunciation practice?		✓	tidak mencakup keseluruhan
14.	Does the textbook provide the vocabulary for independent learning strategies?		✓	tidak ada
15.	With textbooks, can language style and appropriateness be adapted to social situations?		✓	tidak semua
<i>D. Skills</i>				
16.	Does the textbook provide complete learning activities for each skill (listening, speaking, reading, and writing)?	✓		

NO	ITEMS	Y	N	DESCRIPTION
17.	Does the textbook provide materials for each level-appropriate skill to the student's abilities and needs?		✓	tidak mencakup
18.	Are there sufficient materials for each skill (listening, speaking, reading, and writing)?	✓		
19.	Are the spoken English materials (dialogs, role plays, etc.) well designed to apply to real life?	✓		
20.	Is the material in the textbook appropriate for use in every skill in daily life and social situations?	✓		
E. Topic				
21.	Does the textbook contain enough explanations of engaging, clear, and accurate material?		✓	tidak jelas
22.	Is the textbook's variety and range of learning content topics appropriate to the objectives?	✓		
23.	Are the topics useful for students in awareness and enriching experiences?	✓		
24.	Are the topics and subject matter appropriate for the student's language level?	✓		
25.	Are the topics easy to understand through the examples provided?	✓		
26.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?	✓		
27.	Can students understand the social and cultural context presented in the textbook?	✓		
28.	Are women portrayed equally with men in textbooks?	✓		
29.	Are other groups represented regarding ethnic origin, occupation, disability, etc.?	✓		
F. Methodology				
30.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?	✓		
31.	Does the textbook improve students' engagement attitude in active learning?	✓		
32.	Are the learning techniques used in the textbook easy to understand?		✓	Sulit dipahami
33.	Are different skills taught in the textbook?		✓	tidak ceswar
34.	Can communicative skills be developed with textbook learning?	✓		
35.	Does the textbook include advice/help for students on study skills and learning strategies?		✓	tidak semua
36.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?	✓		

Instrument of Student's Textbook Review

Adapted from Richard (2015)

Student's Name :

Day/date : Wednesday . 20 . Oktober . 2024

Instructions:

The researcher expects the English teacher to comment on the following statements by ticking Yes (Y) and No (N) on the aspects of the learning guidelines below.

NO	ITEMS	Y	N	DESCRIPTION
A. Objectives and Approach				
1.	Are the objectives of the textbook clear and complete?	✓		
2.	Is the textbook's content appropriate to the learning objectives and needs of the students?		✓	lebih cenderung materi dari buku paket
3.	Is the textbook a good resource and material for students?	✓		
4.	Is the textbook flexible enough to allow it to be used with various learning techniques?		✓	materi di buku sulit dipahami
B. Design and organization				
5.	Does the textbook have an attractive cover and layout?		✓	Kurang menarik & sedikit kurang kreatif
6.	Does the textbook have clearly organized content?		✓	tidak tersusun
7.	Are the pictures, illustrations, and tables appropriate for the material?	✓		
8.	Do the illustrations and tables look attractive?		✓	terlihat polos
9.	Are the text, figures, illustrations, and tables clearly legible?	✓		
10.	Is it easy to find your way around the textbook? Is the layout clear?		✓	sulit dipahami dan tidak jelas
C. Language Content				
11.	Does the textbook use primary grammar appropriate for student's abilities and needs (using clear and understandable language)?		✓	sulit dimengerti harus dijelaskan ulang guru
12.	Does the textbook provide materials for teaching grammatical vocabulary, spelling, and pronunciation?		✓	Tidak ada
13.	Does the textbook include materials for pronunciation practice?	✓		
14.	Does the textbook provide the vocabulary for independent learning strategies?		✓	tidak ada
15.	With textbooks, can language style and appropriateness be adapted to social situations?		✓	sedikit sesuai dengan keaduan.
D. Skills				
16.	Does the textbook provide complete learning activities for each skill (listening, speaking, reading, and writing)?		✓	tidak ada

NO	ITEMS	Y	N	DESCRIPTION
17.	Does the textbook provide materials for each level-appropriate skill to the student's abilities and needs?		✓	<i>pembelajarannya tidak sesuai</i>
18.	Are there sufficient materials for each skill (listening, speaking, reading, and writing)?		✓	<i>tidak banyak</i>
19.	Are the spoken English materials (dialogs, role plays, etc.) well designed to apply to real life?	✓		
20.	Is the material in the textbook appropriate for use in every skill in daily life and social situations?		✓	<i>situasi berbeda</i>
E. Topic				
21.	Does the textbook contain enough explanations of engaging, clear, and accurate material?		✓	<i>tidak akurat</i>
22.	Is the textbook's variety and range of learning content topics appropriate to the objectives?	✓		
23.	Are the topics useful for students in awareness and enriching experiences?	✓		
24.	Are the topics and subject matter appropriate for the student's language level?	✓		
25.	Are the topics easy to understand through the examples provided?		✓	<i>sulit dipahami</i>
26.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?	✓		
27.	Can students understand the social and cultural context presented in the textbook?	✓		
28.	Are women portrayed equally with men in textbooks?	✓		
29.	Are other groups represented regarding ethnic origin, occupation, disability, etc.?	✓		
F. Methodology				
30.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?	✓		
31.	Does the textbook improve students' engagement attitude in active learning?	✓		
32.	Are the learning techniques used in the textbook easy to understand?	✓		
33.	Are different skills taught in the textbook?	✓		
34.	Can communicative skills be developed with textbook learning?	✓		
35.	Does the textbook include advice/help for students on study skills and learning strategies?	✓		
36.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?	✓		

Instrument of Student's Textbook Review

Adapted from Richard (2015)

Student's Name :

Day/date : Wednesday 30/10 2024

Instructions:

The researcher expects the English teacher to comment on the following statements by ticking Yes (Y) and No (N) on the aspects of the learning guidelines below.

NO	ITEMS	Y	N	DESCRIPTION
A. Objectives and Approach				
1.	Are the objectives of the textbook clear and complete?	✓		Agar dipahami dengan jelas.
2.	Is the textbook's content appropriate to the learning objectives and needs of the students?	✓		Minyu materi kelas x
3.	Is the textbook a good resource and material for students?	✓		Isinya penting semua.
4.	Is the textbook flexible enough to allow it to be used with various learning techniques?		✓	Karna tidak semua mapel
B. Design and organization				
5.	Does the textbook have an attractive cover and layout?	✓		Bergambar
6.	Does the textbook have clearly organized content?	✓		karna gampang & mudah
7.	Are the pictures, illustrations, and tables appropriate for the material?		✓	Bisa mengambarkan/ menjelaskan masalah
8.	Do the illustrations and tables look attractive?	✓		terbaca rapih
9.	Are the text, figures, illustrations, and tables clearly legible?	✓		dapat dipahami dengan jelas
10.	Is it easy to find your way around the textbook? Is the layout clear?	✓		Karna ada halamannya.
C. Language Content				
11.	Does the textbook use primary grammar appropriate for student's abilities and needs (using clear and understandable language)?		✓	Suatu untuk dibaca siswa
12.	Does the textbook provide materials for teaching grammatical vocabulary, spelling, and pronunciation?		✓	Tidak ada kosa kata
13.	Does the textbook include materials for pronunciation practice?	✓		memiliki materi reading
14.	Does the textbook provide the vocabulary for independent learning strategies?		✓	Tidak ada kosa kata
15.	With textbooks, can language style and appropriateness be adapted to social situations?		✓	Kosa katanya sulit
D. Skills				
16.	Does the textbook provide complete learning activities for each skill (listening, speaking, reading, and writing)?	✓		

NO	ITEMS	Y	N	DESCRIPTION
17.	Does the textbook provide materials for each level-appropriate skill to the student's abilities and needs?	✓		
18.	Are there sufficient materials for each skill (listening, speaking, reading, and writing)?	✓		
19.	Are the spoken English materials (dialogs, role plays, etc.) well designed to apply to real life?	✓		
20.	Is the material in the textbook appropriate for use in every skill in daily life and social situations?	✓		
E. Topic				
21.	Does the textbook contain enough explanations of engaging, clear, and accurate material?	✓		
22.	Is the textbook's variety and range of learning content topics appropriate to the objectives?	✓		
23.	Are the topics useful for students in awareness and enriching experiences?	✓		
24.	Are the topics and subject matter appropriate for the student's language level?	✓		
25.	Are the topics easy to understand through the examples provided?	✓		
26.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?	✓		
27.	Can students understand the social and cultural context presented in the textbook?	✓		
28.	Are women portrayed equally with men in textbooks?	✓		
29.	Are other groups represented regarding ethnic origin, occupation, disability, etc.?	✓		
F. Methodology				
30.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?	✓		
31.	Does the textbook improve students' engagement attitude in active learning?	✓		
32.	Are the learning techniques used in the textbook easy to understand?	✓		
33.	Are different skills taught in the textbook?		✓	kan sesuai materi di buku
34.	Can communicative skills be developed with textbook learning?	✓		
35.	Does the textbook include advice/help for students on study skills and learning strategies?	✓		
36.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?		✓	apa cara yang peneliti / di buku

Instrument of Student's Textbook Review

Adapted from Richard (2015)

Student's Name : _____

Day/date : Wednesday, 30 Oct 2024

Instructions:

The researcher expects the English teacher to comment on the following statements by ticking Yes (Y) and No (N) on the aspects of the learning guidelines below.

NO	ITEMS	Y	N	DESCRIPTION
A. Objectives and Approach				
1.	Are the objectives of the textbook clear and complete?		✓	menurut saya tidak terlalu lengkap
2.	Is the textbook's content appropriate to the learning objectives and needs of the students?	✓		
3.	Is the textbook a good resource and material for students?	✓		
4.	Is the textbook flexible enough to allow it to be used with various learning techniques?		✓	sulit untuk dipahami dan dimengerti
B. Design and organization				
5.	Does the textbook have an attractive cover and layout?	✓		
6.	Does the textbook have clearly organized content?		✓	tidak terlalu
7.	Are the pictures, illustrations, and tables appropriate for the material?		✓	harus dibelaskan oleh guru
8.	Do the illustrations and tables look attractive?		✓	Sebagian besar
9.	Are the text, figures, illustrations, and tables clearly legible?	✓		
10.	Is it easy to find your way around the textbook? Is the layout clear?		✓	menurut saya kurang
C. Language Content				
11.	Does the textbook use primary grammar appropriate for student's abilities and needs (using clear and understandable language)?	✓		
12.	Does the textbook provide materials for teaching grammatical vocabulary, spelling, and pronunciation?		✓	Karena tidak ada
13.	Does the textbook include materials for pronunciation practice?	✓		
14.	Does the textbook provide the vocabulary for independent learning strategies?		✓	tidak terdapat banyak kosakata
15.	With textbooks, can language style and appropriateness be adapted to social situations?	✓		
D. Skills				
16.	Does the textbook provide complete learning activities for each skill (listening, speaking, reading, and writing)?	✓		

NO	ITEMS	Y	N	DESCRIPTION
17.	Does the textbook provide materials for each level-appropriate skill to the student's abilities and needs?	✓		
18.	Are there sufficient materials for each skill (listening, speaking, reading, and writing)?	✓		
19.	Are the spoken English materials (dialogs, role plays, etc.) well designed to apply to real life?	✓		
20.	Is the material in the textbook appropriate for use in every skill in daily life and social situations?	✓		
E. Topic				
21.	Does the textbook contain enough explanations of engaging, clear, and accurate material?		✓	Sedikit ^{tdk} menarik
22.	Is the textbook's variety and range of learning content topics appropriate to the objectives?	✓		
23.	Are the topics useful for students in awareness and enriching experiences?	✓		
24.	Are the topics and subject matter appropriate for the student's language level?	✓		
25.	Are the topics easy to understand through the examples provided?		✓	Sangat tidak mudah dipahami
26.	Is each instruction explained in a clear, step-by-step, simple, yet specific manner that is easy to understand?		✓	
27.	Can students understand the social and cultural context presented in the textbook?		✓	tidak terlalu
28.	Are women portrayed equally with men in textbooks?		✓	
29.	Are other groups represented regarding ethnic origin, occupation, disability, etc.?		✓	tidak terlalu
F. Methodology				
30.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?	✓		
31.	Does the textbook improve students' engagement attitude in active learning?		✓	tidak terlalu
32.	Are the learning techniques used in the textbook easy to understand?		✓	tidak juga.
33.	Are different skills taught in the textbook?	✓		
34.	Can communicative skills be developed with textbook learning?	✓		
35.	Does the textbook include advice/help for students on study skills and learning strategies?		✓	
36.	Is the language learning approach used in the textbook appropriate for the learning/teaching situation?	✓		

Appendix 7. Research Permit Application Form



UNIVERSITAS
LA TANSI MASHIRO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
(FKIP)

Jl. Soekarno - Hatta, Rangkasbitung, Lebak, Banten. 42317
Telp. (0252) 207163
Email : fkip@unilam.ac.id
Website : unilam.ac.id

No : 1890 /FKIP.1.UNILAM/2024
Hal : **Permohonan Ijin Penelitian Skripsi**

Kepada Yth.
Kepala Sekolah SMAN 1 Warunggunung
Di
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka menyelesaikan studinya, dengan ini kami hadapkan Mahasiswa kami :

Nama : **Farhah Millatie Kamalia**
NPM : 20421022
Tempat Tanggal Lahir : Jakarta, 18 Februari 2002
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Malingping Bayah no. 10, Desa Cihara, lebak, Banten

Yang bersangkutan bermaksud akan melaksanakan Penelitian untuk kepentingan penyelesaian Skripsi dengan judul **"Exploratory Content Analysis In Indonesian Senior High School English Textbook."** Dengan waktu penelitian 31 Oktober 2024 s/d 6 November 2024.

Kami sangat mengharapkan bantuan terhadap Mahasiswa tersebut sehingga data yang dibutuhkan dapat terkumpul.

Demikian surat ini kami buat, Atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Rangkasbitung, 28 Oktober 2024
Fakultas Keguruan dan Ilmu Pendidikan
Universitas La Tansa Mashiro



[Signature]
Dr. H. Dini Arifian, M.M
NPP 11312740603013