

A Content Analysis of English Textbook “English For Nusantara” for 7 Grade Junior High School in Kurikulum Merdeka

Melania Indar Nur Febraningrum¹, Bambang Suroso²

^{1,2}Universitas Muhammadiyah Purwokerto

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ABSTRACT

This study aims to analyze English textbook entitled English for Nusantara for grade 7 junior high school students at the Kurikulum Merdeka and to find out all the strengths and the weaknesses of this book in the items aims and approach, language content, skills, topic, methodology, and practical consideration determined by Cunningsworth's theory (1995). The method used in this study is a qualitative descriptive method with content analysis and literature study. The subjects in this study are the 5 chapters contained in the English for Nusantara textbook. In collecting data, the writer makes a table and evaluates each item determined from Cunningsworth's theory (1995). In data analysis techniques, the percentage of item fulfillment is calculated by dividing the total criteria met by the total number of criteria for each item then multiplied by 100%. Then determine the strengths and the weaknesses of each of these items. The results of this study indicate that the English textbook English for Nusantara fulfills an average of 94% in the "Good" category with items aims and approach (100%), language content (66.67%), skills (100%), topic (100%), methodology (100%), and practical consideration (100%) and has its strengths and weaknesses inside.

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Corresponding Author:

Melania Indar Nur Febraningrum

Universitas Muhammadiyah Purwokerto

Email: melaniaindar@gmail.com

1. INTRODUCTION

In learning activities, teachers need preparation before delivering material to students. Teachers design learning materials in advance to make it easier for them to achieve student learning outcomes in class. Based on the decree of the Ministry of Education and Culture of the Republic of Indonesia Number 56/M/2022 for implementing the curriculum it is stated that the textbook must be in line with the current curriculum as one of the teaching materials used in learning and teaching activities.

Before using textbooks, it is important for teachers to choose books of good quality and suitable for students. As written by Cunningsworth (1995) the selection of textbooks can be done in two stages, first identifying the aims and objectives of the program to be taught and the second is analyzing the learning situation in which material will be used.

English for Nusantara is a type of textbook published by the Ministry of Education and Culture which is used by grade 7 in several junior high schools throughout Indonesia, both in public and private schools to assist learning in the Kurikulum Merdeka. Because this book there are schools that use it, the book needs to be examined the contents in it. Therefore, the aims of this paper is to find out the strength and weakness of the English for Nusantara textbook for 7th grade junior high school is in the application of the Kurikulum Merdeka.

1.1 Implementation of Kurikulum Merdeka

In Indonesia, the implementation of the curriculum has undergone many improvements and changes. According to Barlian and Iriantara (2021) improving the curriculum in Indonesia has started from curriculum 1947 and continued through various iterations until the 2013 curriculum, which was later revised in 2018. The latest curriculum is called "Kurikulum Merdeka," which focuses on diverse and ideal learning content, allowing teachers to choose different teaching tools to cater to students' needs and interests. It emphasizes soft skills and character development based on specific government themes.

Kurikulum Merdeka was launched by the Minister of Education, Nadiem Makarim as a form of evaluation of the improvement of the 2013 Curriculum. The implementation of the Kurikulum Merdeka is expected to produce quality students with intense analytical skills and comprehensive understanding in learning to develop themselves. The implementation of this curriculum is considered necessary because learning in Indonesia is considered to be a crisis, in especially when the COVID-19 pandemic hits. Studies have shown that a significant percentage of Indonesian students struggle to keep up with the curriculum pace, leading to poor learning outcomes. The curriculum also influences teaching methods and pacing for educators. Thus, systemic changes like Kurikulum Merdeka are essential to revitalize education in Indonesia.

The existence of this curriculum gives freedom to schools. One of them is being able to develop their own teaching tools (Rahayu, Rosita, Rahayuningsih, Hernawan, & Prihantini, 2022). Textbooks have traditionally been the primary teaching tool in Indonesia, considered crucial for independent learning programs. They shape the curriculum's content, methods, and classroom procedures. Publishers strive to provide textbooks that align with the current curriculum, and the Ministry of Education and Culture also offers an English textbook titled "English For Nusantara."

1.2 Textbook

In learning, of course there is interaction between the teacher and students. Besides that, collaboration between students and teachers or between students is also needed in learning activities so that they remain interactive. To support these learning activities, a textbook is needed. textbook is a tool created for students or pupils to learn from, be taught from, or work from, and depending on the type of school or subject, it fits different curricula of standards and unique goals, competencies, and content are established inside (Fuchs & Bock, 2018). The function of textbook is a medium in the teaching and learning process. Textbook is used by the teacher as a visual aid when teaching and explaining material. While the function of textbooks for students themselves is as an aid to gain knowledge and a better understanding of certain material provided by the teacher. Textbooks are essential in education as they contain teaching materials for various subjects. They play a crucial role in helping students catch up on missed material, making it easier for teachers to convey lessons, and serving as valuable learning resources. Textbooks also provide assessments and activities for students.

In analyzing books, an understanding of the criteria for a good book is needed. A good textbook is a book that fits the needs of students and aims to advance education in schools. According to Garinger (2002) he stated that not only focusing on language goals, textbooks should be able to meet the needs of students in several ways. So that the textbook must contain material that is presented with methods and means that are able to stimulate students and teachers. Cunningsworth (1995) put forward eight criteria regarding the assessment of the book. The recommended criteria are:

- a. Aims and Approaches, textbooks should align with students' learning needs, covering necessary resources and offering practicality in their use.
- b. Design and Organization, textbooks should have suitable components (student books, teacher materials, etc.) and an organized layout for easy comprehension.
- c. Language Content, the language used in textbooks should match students' proficiency levels and include essential elements like grammar, vocabulary, and phonology.
- d. Skills, textbooks should address the key language skills of listening, speaking, reading, and writing.
- e. Topics, topics in textbooks should be engaging to spark student interest and broaden their knowledge.
- f. Methodology, textbooks should provide effective teaching methods and techniques, fostering communication and a positive classroom atmosphere.
- g. Teacher's Books, teacher's books should support educators in their roles as facilitators, motivators, and monitors, offering teaching procedures.
- h. Practical Considerations, good textbooks should be readily available and reasonably priced for easy acquisition.

English For Nusantara is a book published by the Ministry of Culture, Research and Technology is an English textbook for grade 7th Junior High School written by Ika Lestari Damayanti (2022), this textbook adapts to the curriculum currently being implemented in Indonesia, the Kurikulum Merdeka. The content of the English For Nusantara textbook presents the skills of listening, speaking, reading, viewing, writing, and present text. English for Nusantara textbook has five chapters they are, Chapter 0 (The Beginning); Chapter 1 (About Me); Chapter 2 (Culinary and Me); Chapter 3 (Home Sweet Home); Chapter 4 (My School Activities); Chapter 5 (This is My School). Along with this research, the authors found several studies that are almost similar. One of the example is a study by Dewanty (2020) entitled "An Analysis on English Textbook Entitled "Let's Learn English" For The Tenth of Senior High School Based on The Basic Competence of The 2013 Curriculum." The thing that distinguishes this research from previous studies is the theory and curriculum of the book. The theory used in this study is Cunningsworth's theory and the curriculum used in this book is Kurikulum Merdeka.

2. METODE

This research is a descriptive one with a content analysis using qualitative approach. In addition, this research uses a type of library research, which means that the type of this research involves a collection of textbooks to obtain data by reading and analyzing. This research conducted to find out the strengths and weaknesses contained in the textbook English for Nusantara in teaching English. The subject of this study is an English textbook entitled "English For Nusantara" for grade 7th junior high school with five chapters to be analyzed (Chapter 1, Chapter 2, Chapter 3, Chapter 4, Chapter 5).

The data will be collected through checklist evaluation that the items adapted from Cunningsworth theory based on the criteria of good textbook. Cunningsworth (1995) has eight items for a good textbook. they are: 1) Purpose and Approach, 2) Design and Organization, 3) Language Content, 4) Skills, 5) Topic, 6) Methodology, 7) Teachers' Books, and 8) Practical Considerations. In this study, the writer only took 6 items to be identified. Because this study is content analysis in which the writer only analyzes in depth the writing and content in the textbook. The checklist evaluation that use is adapted from study owned by Hidayah (2021) which the writer will adjust to the criteria for a good textbook according to Cunningsworth's theory. To assess all the criteria, will be given a simple tick with a point of 0 or 1 where 0= No, if the criteria is not fulfilled and 1= Yes, if the criteria is fulfilled. This study is in the form of a documentary. In addition, the documentation in this study consists of the English for Nusantara class 7 junior high school English textbook and the learning objectives for each chapter.

Then, the data analysis will be done with the evaluation in the percentage form and provide an explanation of the strengths and weaknesses contained in the English For Nusantara textbook. After that, categorizing the textbook according to the final results that gained from the analysis. The writer uses the following formula to present data in numbers. This formula is adopted from the study owned by Hidayah (2021).

$$P = \frac{\sum x}{N} \times 100\%$$

P = Percentage

$\sum x$ = The total number of criteria which are fulfilled by textbook in each item

N = The total number of criteria in each item

Table 1. The conversion of fulfilled average into four proposed categories (Pusat Perbukuan, 2011)

Range of fulfilled score	Categories
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0% - 49%	Poor

3. FINDINGS AND DISCUSSION

3.1 Research Findings

In this findings sub-chapter, the writer conducts an analysis of the English For Nusantara textbook in accordance with the items from Cunningsworth (1995) to obtain data through a checklist evaluation with points 0 or 1. Then, the data will be interpreted using descriptive elaborations and data on the percentage of numbers for each item for looking for strengths and weaknesses of the textbook. The writer analyzes 6 items to find out

whether the 6 items exist in the textbook. The 6 items are aims and approach, language content, skills, topic, methodology, and practical considerations. The total criteria of the six items are 18.

a. Aims and Approach

Table 2. Checklist evaluation by Cunningsworth (1995)

Item	No.	Criteria	Fulfillment (0/1)
Aims and approach	1.	Do the aims of the coursebook correspond closely with the aims of the teaching program and with the needs of the learners?	1
	2.	Is the coursebook suited to the learning/ teaching situation?	1
	3.	Is the coursebook flexible? Does it allow different teaching and learning styles?	1
TOTAL PERCENTAGE			x 100% = 100%

b. Language Content

Table 3. Checklist evaluation by Cunningsworth (1995)

Item	No.	Criteria	Fulfillment (0/1)
Language Content	1.	Does the coursebook cover the main grammar items appropriate to each level, taking appropriate needs into account?	1
	2.	Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?	1
	3.	Does the coursebook include material for pronunciation work?	0
TOTAL PERCENTAGE			x 100% = 66,67%

c. Skill

Table 4. Checklist evaluation by Cunningsworth (1995)

Item	No.	Criteria	Fulfillment (0/1)
Skills	1.	Are four skills adequately covered, bearing in mind the course aims and syllabus requirements?	1
	1.	Are reading passages and associated activities suitable for the student' levels,	1
	2.	Is listening material well recorded, as authentic as possible, accompanied by background information, questions and	1
	3.	Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?	1

Item	No.	Criteria	Fulfillment (0/1)
	4.	Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer places of	1
TOTAL PERCENTAGE			- x 100% = 100%

Table 5. Skills in the English for Nusantara textbook

No.	Chapter	Skills	Page
1.	1 unit 1, 2, 3	Listening	16, 20, 24, 30
		Speaking	18, 26
		Reading	33, 39, 43, 45
		Writing	41, 49, 52
2.	2 unit 1,2,3	Listening	61, 64, 66, 70, 71
		Speaking	68, 70, 71, 73
		Reading	61, 74, 76, 79, 85, 87
		Writing	91, 93, 95
3.	3 unit 1, 2, 3	Listening	104, 106, 108
		Speaking	108, 114
		Reading	120, 124, 131, 133.
		Writing	138, 140
4.	4 unit 1, 2, 3	Listening	156, 157, 158, 159, 161, 163, 164
		Speaking	168
		Reading	172, 176, 181, 184, 188
		Writing	196, 198
5.	5 unit 1, 2, 3	Listening	206, 208, 210, 224
		Speaking	214, 216, 218, 222
		Reading	225, 227, 232
		Writing	237, 238

d. Topic**Table 6. Checklist Evaluation by Cunningsworth (1995)**

Item	No.	Criteria	Fulfillment (0/1)
Topic	1.	Is there enough variety and range of topic?	1
	2.	Will the topics help expand students' awareness and enrich their experience?	1
	3.	Are other groups represented, with reference to ethnic origin, occupation, disability, etc?	1
TOTAL PERCENTAGE			- x 100% = 100%

e. Methodology

Table 7. Checklist evaluation by Cunningsworth (1995)

Item	No.	Criteria	Fulfillment (0/1)
Methodology	1.	Is the textbook appropriate to the learning/teaching situation?	1
	2.	Does the material include any advice/help to students on study skills and learning strategies?	1
TOTAL PERCENTAGE			x 100% = 100%

f. Practical Consideration

Table 8. Checklist evaluation by Cunningsworth (1995)

Item	No.	Criteria	Fulfillment (0/1)
Practical Considerations	1.	Are the books strong and long-lasting?	1
	2.	Are textbook is easy to obtain?	1
TOTAL PERCENTAGE			x 100% = 100%

The data from the findings above show the suitability of the English for Nusantara textbook for grade 7 junior high school published by the Ministry of Education and Culture with Cunningsworth's theory (1995) regarding the criteria for a good textbook to analyze its content. The writer takes six items to be analyzed, including aims and approach, language content, skills, topic, methodology, and practical considerations. The total is 94% with the "Good" criteria which is summarized in the following table:

Table 9. Summary of the content analysis evaluation of English for Nusantara textbook

ITEMS	PERCENTAGE	CRITERIA
Aims and Approach	100%	Good
Language Content	66.67%	Fair
Skills	100%	Good
Topic	100%	Good
Methodology	100%	Good
Practical Considerations	100%	Good
AVERAGE	94%	GOOD

3.1 Discussion

In Indonesia, textbooks are an important element because they are used in all educational institutions to support the productivity of independent learning programs (Piong, 2020). Fulfillment of itemm aims and approach is 100%. As mentioned by Cunningsworth (1995), the aims and approaches contained in textbooks serve as learning resources and adapt to the needs of students. Also, textbooks are used as practical and flexible learning resources. In the Kurikulum Merdeka, learning English focuses on oral and written language skills. The strengths of these items are that each chapter in the English for Nusantara textbook has learning objectives that are in accordance with the material being taught and the needs of students. Furthermore, regarding the criteria for suitability of textbooks with teaching and learning situations, the English for Nusantara textbook adapts to the current curriculum, namely the Kurikulum Merdeka and is also addressed to EFL learners in Indonesia. Another strengths of this textbook is that it is flexible and has different teaching and learning styles. English for Nusantara provides a learning style in the form of visual, audio and kinesthetic in each chapter. As for a different teaching in this book, namely providing a game that is still related to the material being taught, one example is in the "Fun Time" section and the game called Spin the Wheel with request text material (could you..., can you...). Thus, this strengths also has to do with theory owned by Byrd (2001) which states that the textbook functions to help students achieve program goals, has appropriate material with students and teachers,

according to students' needs so that they can be studied effectively, and can assist teachers in the teaching process effectively.

Fulfillment on items language content is 66.67%. As stated by Cunningsworth (1995), a textbook should be adjusted to the level of ability of students and contains the most important aspects, namely grammar, vocabulary and phonology. However, in the English for Nusantara textbook, there is one criterion that has not been met, which is related to pronunciation work. So this book has a weakness in this matter. Because the pronunciation material is not found in every chapter. The rest, for other aspects have been fulfilled with their respective strengths. In the aspect of grammar, the strengths possessed by this textbook is that it focuses on the Simple Present Tense which adapts to the ability level of grade 7 students. In addition, the focus of the languages presented is varied. Furthermore, on the vocabulary aspect, the strengths of this textbook is that it presents various kinds of vocabulary at the end of each lesson in each chapter provided in the wordbox section. The type of vocabulary presented also adjusts to the material being studied.

In addition, the items skills are fulfilled with a total percentage of 100%. Cunningsworth (1995) states that the skills that students need to acquire in the language learning process are listening, speaking, reading, and writing skills. The strengths of the English for Nusantara textbook on these items are that they cover all the skills in it and are given in a balanced manner. In listening skills, the strengths possessed by this book are that the audio is recorded well, there is a section where students are required to repeat what they are heard, there is also a section where students practice listening carefully and writing down what they have heard, then audio is provided in the form of QR code that provided on the book. The use of the QR code aims to facilitate students to be skilled in terms of technological literacy, so that students are expected to have the ability to navigate digital information. The weaknesses in listening are incomplete audio in unit 1 for chapters 3 at page 106 and 108, then in chapters 4 in unit 1 at page 156. Furthermore, the reading skill provides reading texts that are informative, interesting and easily understood by grade 7 students. Speaking skills are described as skills that train students to communicate effectively. Speaking skills in the book English for Nusantara are presented in the form of dialogue, monologue or roleplay. So this is related to student interaction in real life. The last, writing skills in each chapter provide an exercise that can train students in expanding vocabulary and grammar by adjusting students' ability levels.

Next, the items topic are fulfilled by 100%. The topics item presented in this book are relevant to students' interests and providing exercise for students. The strengths of this book are that it has different topics for each chapter, uses a new language (English), providing experience to students, providing additional information besides the main material displayed in each chapter along with providing material that requires students to practice. This can encourage related to ethnicity and culture obtained through the school and home environment which are introduced to the characters in this book on page xxxi. So there is no discrimination in this book.

The items methodology are fulfilled by 100%. The English for Nusantara book has strengths in these items, namely adapting to learning situations specifically for EFL learners and the curriculum used also uses the current curriculum, the Kurikulum Merdeka. In addition, the English for Nusantara textbook presents activities that can attract students' interest in learning. Then, when students learn other skills in the English for Nusantara book, this textbook provides controlled instructions so that students can easily understand the steps that must be taken and determine their own learning strategy. The strengths of giving instructions in textbook are related to the role of textbooks put forward by O'Neill (1982) who argues about the basic reasons for the important role of a textbook, which is to help students who are lagging behind in material for certain reasons.

The last is practical consideration items. These items are fulfilled by 100%. The strengths of this book is that it is strong and durable. The paper used is thick so it doesn't rip easily. This book has a colorful appearance that makes it attractive to students. Apart from its attractive appearance, the English for Nusantara textbook is also easy to obtain and has a reasonable selling price. Another strength of this book is that it can be accessed on several websites, one of which is the website owned by the Ministry of Education and Culture and an e-book version is available. This makes it easier for students to freely access and download the books. In addition, the English for Nusantara textbook can also be purchased on online shopping platforms.

Through the content analysis that has been done, the book English for Nusantara has an average score of 94% in the "Good" category. Has a weakness in items language content with an average score of 66.67% in the pronunciation work section which is not available in each chapter. Then on the skills items, especially the listening part, there are some audios that are not available in the audio list. Steps that can be taken to overcome these weaknesses, teachers can provide additional material regarding the weakness of the English for Nusantara book to be taught to students. Meanwhile, students themselves can take steps to overcome the weaknesses of textbooks by looking for an independent learning resource.

4. CONCLUSION

In conclusion, the analysis and findings of the research indicate that "English for Nusantara" for grade 7 junior high school is deemed to be of "Good" category with an average score of 94%. However, it is important to note that the textbook does have some weaknesses. The weakness found is the absence of pronunciation material and activity in chapters 1 to 5, resulting in a lower average score of 66.67% for the language skills section. Additionally, there are some audio in chapters 3 and 4 is not included in the audio list, posing a weakness in the listening skills aspect.

Despite these weaknesses, the textbook exhibits several strengths. It aligns well with the current curriculum, the Kurikulum Merdeka, and serve to different learning styles. The inclusion of activities that promote teamwork, as well as the provision of vocabulary materials and the coverage of essential language skills such as listening, speaking, reading, and writing, contribute to its strengths. Moreover, the textbook provide a wide range of topics and offers interesting facts through the "Did you know?" section, enhancing students' knowledge. Furthermore, the textbook is available not only in physical form but also as an e-book accessible via the Ministry of Education and Culture's website.

Although the textbook English for Nusantara shows good quality, such as its alignment with the curriculum and the provision of various learning materials, improvements are needed to overcome weaknesses related to pronunciation material and the provision of audio. So that this book can be used in teaching and learning activities with even better quality.

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