

**A Content Analysis of Senior High School English Textbooks: An
Investigation into Integrated Skills in the Merdeka Curriculum**

THESIS

**This thesis is submitted to fulfill the requirement for ‘Sarjana’
degree in English Tadris Study Program**



WRITTEN BY:

RANI FITRI CARERA

NIM. 19551048

ENGLISH TADRIS STUDY PROGRAM

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF CURUP

2026

Hal : Pengajuan Skripsi

Kepada

Yth, Bapak Rektor IAIN Curup

Di

Curup

Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudara **Rani Fitri Carera (19551048)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, Yang Berjudul : **"A Content Analysis of Senior High School English Textbooks: An Investigation into Integrated Skills in the Merdeka Curriculum"** Sudah dapat diajukan dalam siding munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikianlah Permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkn terimakasih.

Wassalamu'alaikum wr.wb

Curup july 2026

Advisor



Dr. Lefly Noviyenty, M.Pd.
NIP.19780224 200212 2 002

Co-Advisor



Jumatul Hidayah, M.Pd.
NIP.19780224 200212 2 002

THE STATEMENT OF OWNERSHIP

The Writer who sign bellow :

Name : Rani Fitri Carera

NIM 19551048

Fakultas : Tarbiyah

Prodi : TBI (Tadris Bahasa Inggris)

State that the thesis is entitled **“A Content Analysis of Senior High School English Textbooks: An Investigation into Integrated Skills in the Merdeka Curriculum”**

This statement is made true, if the next day there any mistaken the writer ready to accept the punishment or other criticism from IAIN Curup suitable with its regulation.

Curup 14 July 2026

Writer



Rani Fitri Carera

NIM.19551048



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI URUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No. 01 kotak pos 108 Telp (0732) 21010-21759 fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id kode pos 39119

APPROVAL

No: 1005 /In.34/I/FT/PP.00.9/07/2026

Name : Rani Fitri Carera
NIM : 19551048
Department : English Tadris Study Program
Title : A Content Analysis of Senior High School English Textbooks: An Investigation Into Integrated Skills in the Merdeka Curriculum

Has been examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

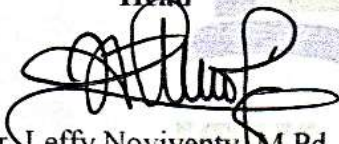
Day/Date : Wednesday, July 22nd 2026
Time : 08.00 AM–09.30 AM
At : Munaqash Room 4 IAIN Curup

Has been received to fulfill a partial requirement for the degree of strata I in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

Curup, Juli 2026

Examiners,

Head


Dr. Leffy Noviyenty, M.Pd.
NIP. 19761106 200312 2 004

Secretary


Jumatul Hidayah, M.Pd.
NIP. 19780224 200212 2 002

Examiner I

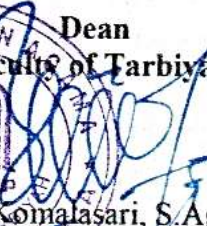

Hadi Suhermanto, M.Pd.
NIP. 19741113 199903 1 003

Examiner II


Melli Kusmaningrum, M.Pd.
NIP. 19910524 202521 2 017

Dean

Faculty of Tarbiyah


Dr. Bakti Komalasari, S.Ag., M.Pd.
NIP. 197011072000032004



ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise and gratitude be to Allah SWT, the Lord of the worlds; praise that is abundant, beautiful, and full of blessings. I praise Him, Glory be to Allah, the Most High, for all the blessings He has continuously bestowed upon me through His grace, mercy, guidance, and direction. By His will, I have been granted the ease to complete my university studies and successfully compose this scientific thesis entitled: **“A Content Analysis of Senior High School English Textbooks: An Investigation into Integrated Skills in the Merdeka Curriculum”**.

May peace and blessings always be poured upon our Prophet Muhammad SAW, the seal of the prophets and messengers, as well as upon his family, his companions, and all those who faithfully follow them until the Day of Judgment. This thesis was written as one of the requirements to obtain the strata I degree (S.Pd) at the Faculty of Tarbiyah, English Education Department (Tadris Bahasa Inggris), State Islamic Institute of Curup (IAIN Curup). The completion of this academic work would not have been possible without the guidance and direction given by Allah SWT first and foremost, followed by the material and moral support and assistance that I received from various parties.

On this occasion, the researcher expresses deepest gratitude and highest appreciation to:

1. **Prof. Dr. Idi Warsah, M.Pd.I.**, as the Rector of IAIN Curup.
2. **Dr. Bakti Komalasari, S.Ag., M.Pd.**, as the Dean of the Faculty of Tarbiyah, IAIN Curup.
3. **Mrs. Khoirunnisa, M.Pd.**, as the Head of the English Education Department, IAIN Curup.
4. **Dr. Leffy Noviyenty, M.Pd.**, as the First Advisor, and **Mrs. Jumatul Hidayah, M.Pd.**, as the Second Advisor, for their meticulous academic guidance, constructive feedback, and continuous direction, which have had

a profound impact on the completion of this thesis.

5. **Mrs. Jumatul Hidayah, M.Pd.**, as the Academic Advisor, for her care, guidance, and support provided throughout my academic journey.
6. **Mr. Hadi Suhermanto, M.Pd.** as the First Examiner and **Mrs. Melli Kusmaningrum, M.Pd.** as the Second Examiner, for their valuable time, constructive feedback, and insightful suggestions that have significantly contributed to the improvement and completion of this thesis.

The researcher also prays to Allah SWT that the assistance and hard work they have given will be recorded as a scale of goodness in His sight, and may Allah reward them with the best and most perfect rewards. In closing, I pray to Allah SWT that this thesis may be beneficial for me personally as well as for the readers. May it contribute to enriching knowledge in the field of English Language Teaching, become a sincere deed solely seeking His pleasure, and serve as a running charity (sedekah jariyah) for everyone who played a part in its completion. Aamiin ya Rabbal 'Aalamiin.

Curup July 2026
The Researcher,



Rani Fitri Carera
NIM.19551048

DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise and gratitude be to Allah SWT, for by His grace and blessings, I have been able to complete this thesis well. With great pride, I dedicate this work to:

1. My beloved parents, the two extraordinary people who named me, raised me, and pray for me every single day, my father, Mr. BUDIYONO, and my mother, Mrs. JUWITA RATNA S. Without both of you, this day would never have come. Thank you for believing in me, even when I was on the verge of giving up.
2. My younger sister, Tiara Junita Carera. May this thesis stand as proof that dreams can come true if we never give up. This is for you, my sister, my pride and joy.
3. My entire big family who has supported me, thank you for the endless encouragement and support that I cannot mention one by one.
4. My best friend, Khairunnisa Alfitayah. My companion in arms since our very first day as freshmen. Though our majors were different, our exhaustion, dreams, and hardships were the same. We pulled all-nighters together, cried together, and lifted each other up. You witnessed my ups and downs and became the reason I kept going. Finally, we cross this finish line together. Thank you for being my second home throughout college.
5. My dearest younger siblings, Muhammad Sidik Akhadi & Melly Pratiwi

SZ. My family in this foreign land. Thank you for being my family away from home. You always supported, helped, and comforted me, becoming the silent witnesses of my struggles in chasing lecturers for this thesis. Your presence was a home and the reason I stayed strong when exhaustion hit. Without you, everything would have felt so much heavier. This is for you. I am so proud to have siblings like you.

6. My close friends and older brothers, Aldiansyah, Rendi Gustiawan Prasetyo, & Edo Pranata SZ. Thank you for being my family during my time away from home. You always guided me when I took a wrong turn and gave me incredible support when I almost threw in the towel. Your presence became my strength and my role model. This thesis is also for you. Thank you for being the best brothers.
7. My beloved "bocil-bocil", THE BADUT SQUAD. The most solid cheerleaders and troublemakers. Thank you for always keeping me entertained when I was stressed, frustrated, and losing my mind over this thesis. Your laughter was my medicine, your random antics were my energy, and your drama was the free entertainment that saved my sanity. When the world of thesis writing felt dark, you came with memes and jokes. Without you, this thesis might not be finished because I would have given up first. This thesis is also for you!
8. All the lecturers who have acted as parents to me at IAIN (State Islamic Institute) Curup.
9. My two advisors, Dr. Leffy Noviyenty, M.Pd. and Jumatul Hidayah, M.Pd., who have constantly guided, directed, and motivated me

throughout the process of writing this thesis.

10. The Big Family of English Education Department (Tadris Bahasa Inggris),
Class of 2019.

11. My Alma Mater, IAIN Curup, and everyone whom I cannot mention
individually, who has provided me with endless spirit and motivation.

12. Myself. Thank you for not giving up. Thank you for every sleepless night,
every tear, and every urge to stop that you eventually fought off. Amidst
the doubt and despair, when you asked yourself, "Can I finish this? Can I
earn this degree?" you kept walking even if it was slow, and even if it took
a little longer than the others. Your time might not have been as fast as
theirs, but you still made it to the finish line. This thesis is proof that you
are capable. This is not just about the degree. This is about you choosing
to rise again. I am incredibly proud of you.

MOTTO

___*Don't stop halfway. Everything you've started, finish it with pride.*

(KH_ALFITA)

*“Aku Membahayakan Nyawa Ibu Untuk Lahir Ke Dunia, Jadi
Tidak Mungkin Aku Tidak Ada Artinya, Dan Aku Membuat
Ayahku Bekerja Setiap Hari Hingga Lelah, Jadi Aku Pastikan
Lelahnya Tidak Sia Sia.”*

ABSTRACT

Rani Fitri Carera : A Content Analysis of Senior High School English Textbooks: An Investigation into Integrated Skills in the Merdeka Curriculum

Advisor : Dr. Leffy Noviyenty, M.Pd

Co-Advisor : Jumatul Hidayah, M.Pd

This study conducts a qualitative content analysis of three official Senior High School English textbooks under the Merdeka Curriculum: Work in Progress (Grade X), English for Change (Grade XI), and Life Today (Grade XII). The primary objective was to investigate the representation of language skills (listening, speaking, reading, and writing) and the patterns of single and integrated skill activities within these textbooks. The research utilized a fifteen-category coding framework, developed based on Brown and Lee's theory of language skills and Oxford's integrated language skills concept, to systematically analyze all learning activities. The findings indicate that language skills are predominantly represented through integrated language-skill activities rather than isolated skills across all three textbooks. While Work in Progress and English for Change primarily focused on a limited range of integrated-skill combinations, Life Today demonstrated the most comprehensive representation, incorporating all fifteen coding categories, including single-skill activities alongside two, three, and four-skill integrations. Reading and writing activities were found to be the most dominant, suggesting a literacy-oriented approach. The study concludes that while the textbooks generally align with the Merdeka Curriculum's emphasis on integrated language learning, there is an uneven distribution, with listening and speaking skills being less frequently represented as stand-alone activities. These results highlight the need for a more balanced representation of all four language skills in future textbook development to enhance students' communicative competence.

Keywords: *Merdeka Curriculum, English textbooks, integrated skills, content analysis, language skills representation.*

TABLE OF CONTENTS

PENGAJUAN SKRIPSI	i
THE STATEMENT OF OWNERSHIP	ii
ACKNOWLEDGEMENTS	iii
DEDICATIONS.....	v
MOTTO	viii
ABSTRAK.....	ix
TABLE OF CONTENTS	x
CHAPTER I : INTRODUCTION	
A. Background	1
B. Research Questions	11
C. Research Limitation	12
D. Research Objectives	13
E. Problem Identification.....	13
F. Significance of the Study	14
G. Definitions of Terms	16
CHAPTER II : LITERATURE REVIEW	
A. English Textbooks.....	19
1. The Concept and Role of English Textbooks	19
2. Characteristics of a High-Quality English Textbook	21
3. English Textbooks in the Merdeka Curriculum	23
B. Language Skills.....	26
1. The Concept of Language Skills	26
2. Listening Skill	27
3. Speaking Skill	28
4. Reading Skill.....	29
5. Writing Skill.....	30

6. Relationships among Language Skills	31
7. Integrated Skills	33
8. Representation of Language Skills in English Textbooks	38
C. Content Analysis	40
1. Concept Of Content Analysis	40
2. Qualitative Content Analysis	41
3. Coding in Content Analysis	42
4. Content Analysis in Textbook Research	44
5. Relevance of Content Analysis to the Present Study	45
D. Previous Research	46
E. Formwork	51

CHAPTER III : RESEARCH METHODOLOGY

A. Research Type and Design.....	55
B. Research Object and Unit of Analysis	57
C. Research Instruments	60
D. Data Collection Methods	64
E. Data Analysis Techniques.....	64
F. Data validity	66

BAB IV : FINDINGS AND DISCUSSION

A. Overview of Research Data.....	68
B. Findings.....	70
1. Representation of Language Skills in the Three High School English Textbooks.....	70
2. Patterns of Single Skills and Integrated Skills	75
C. Discussion	78
1. Representation of Language Skills in the Three High School English Textbooks.....	78
2. Patterns of Single Skills and Integrated Skills in the Three High School English Textbooks.....	84

BAB V : CONCLUSION AND SUGGESTIONS

A. Conclusion.....	89
B. Suggestions	90

REFERENCES

APPENDICES

CHAPTER I

INTRODUCTION

A. Background

Globalization, advances in science and technology, and increasing interaction among nations have established English as an international language that plays a strategic role in various aspects of life, including education, science, economics, technology, and global communication. As a lingua franca used by people from diverse linguistic backgrounds, proficiency in English is no longer viewed as an additional skill but rather as an essential competency that enables students to access information, participate in international communication, and compete in the global era.¹

In line with the demands of 21st-century learning, English language instruction is not only focused on mastering linguistic aspects but also on the ability to use the language effectively in various communicative situations. Students are expected to be able to express ideas, collaborate, think critically, and solve problems through the use of communicative language. Therefore, English language instruction must be designed to develop communicative competencies that enable students to use the language meaningfully in accordance with the context of its use.

These communicative competencies are demonstrated through mastery of the four language skills: listening, speaking, reading, and

¹ David Crystal, *English as a Global Language*, 2nd ed. (Cambridge: Cambridge University Press, 2012): 1-3

writing. These four skills are interrelated and mutually supportive components in the process of language acquisition and use.² In communication, people rarely use a single skill in isolation. Instead, language use typically involves a combination of several skills at the same time for example, reading information before discussing it, or listening to an explanation before writing down the information received. Therefore, English language instruction should provide students with opportunities to develop all four skills in a balanced and integrated manner so that learning objectives can be optimally achieved.

One of the most widely recommended approaches to English language learning is the integrated skills approach. This approach emphasizes that listening, speaking, reading, and writing skills should not be taught separately, but rather integrated into a series of interconnected and meaningful learning activities.³ This approach is based on the view that language use in real life almost always involves more than one skill simultaneously. For example, a person might read a text before discussing it, listen to an explanation before responding, or observe a piece of information and then reorganize it in written form. Therefore, learning that integrates various language skills is considered better able to reflect authentic language use while supporting the development of students' communicative competence. Furthermore, this approach provides students with the opportunity to develop their language abilities more

² H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), 293–295.

³ Thomas S. C. Farrell and George M. Jacobs, *Essentials for Successful English Language Teaching* (London: Bloomsbury Academic, 2019), 67–70.

holistically, as each skill complements the others in the process of building understanding and producing language.

This learning approach, which integrates various language skills, is in line with the policy direction of the Merdeka Curriculum, which emphasizes learner-centered learning, is oriented toward competency development, and promotes contextual and meaningful learning experiences.⁴ In the English language subject, the Learning Outcomes (*Capaian Pembelajaran*) for Phases E and F emphasize not only mastery of linguistic elements but also students' ability to understand, interpret, evaluate, and produce various types of texts through activities that integrate receptive and productive skills. Thus, English language learning in the Merdeka Curriculum is not only oriented toward mastery of linguistic knowledge but also toward students' ability to use language as a means of communication in various life contexts.

The implementation of these objectives is greatly influenced by the quality of the learning resources used in the learning process, particularly textbooks. As one of the primary learning resources in schools, textbooks not only serve to present learning material but also guide students' learning experiences through various activities designed to achieve learning objectives.⁵ These activities serve as the primary medium for students to develop their listening, speaking, reading, and writing skills, both separately and in an integrated manner. Therefore, the representation

⁴ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Capaian Pembelajaran Bahasa Inggris Fase E dan F Kurikulum Merdeka* (Jakarta: Kemendikbudristek, 2022).

⁵ Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2017), 251–255.

of language skills in the learning activities presented in textbooks deserves attention, as it will influence the learning opportunities available to students. Textbooks that are able to represent all four language skills proportionally and in an integrated manner have the potential to provide a more comprehensive learning experience and support the achievement of English learning objectives in the Merdeka Curriculum.

As part of the implementation of the Merdeka Curriculum, the government, through the Ministry of Education, Culture, Research, and Technology, has provided official textbooks as the primary learning resources at every level of education, including high school (SMA). This study focuses on three official English textbooks: English: Work in Progress for 10th grade, English for Change for 11th grade, and Life Today for 12th grade.⁶ These three books were selected because they are based on the Learning Outcomes (*Capaian pembelajaran*) for Phases E and F of the Merdeka Curriculum and are widely used as primary textbooks for English language instruction in high school. Furthermore, these three textbooks represent a continuum of English language learning from 10th through 12th grade, thereby enabling a comprehensive analysis of the development of language skills at each level. Thus, the selection of these three textbooks is expected to provide a complete picture of the implementation of the integrated skills approach in the official Merdeka Curriculum textbooks at the high school level.

⁶ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Fase E dan F* (Jakarta: Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022).

Based on the researchers' preliminary review of the three books, variations were found in the representation of language skills in learning activities. Some activities are more oriented toward developing a specific skill, while others integrate two or more language skills into a single learning sequence. These initial findings indicate that each book has distinct characteristics in how it represents the skills of listening, speaking, reading, and writing. However, this review remains exploratory in nature, as it was conducted through preliminary observations without employing systematic content analysis procedures or structured coding instruments. Therefore, the results of this preliminary study cannot yet provide an objective picture of the frequency of each skill's occurrence or the patterns of language skill integration found in the learning activities. This situation highlights the need for research that employs systematic content analysis procedures to yield findings that are more valid, comprehensive, and academically sound.

The diversity of learning activities in textbooks has important implications for students' learning experiences.⁷ Textbooks that represent language skills in a balanced and integrated manner have the potential to provide students with broader opportunities to develop communicative competencies in line with the objectives of the Merdeka Curriculum.⁸ Conversely, if one skill is given a much more dominant role than the others, students' learning experiences may become unbalanced, preventing the optimal development of language competencies.

⁷ Richards, *Curriculum Development in Language Teaching*, 251–255.

⁸ Farrell and Jacobs, *Essentials for Successful English Language Teaching*, 67–70.

Therefore, analyzing the representation of listening, speaking, reading, and writing skills in learning activities is essential to provide an empirical picture of the extent to which textbooks support the integrated development of language skills.

Various studies on English textbooks have been conducted with diverse focuses. A number of studies have examined the alignment of textbooks with the curriculum, the development of 21st-century skills, cultural representation, and the integration of Higher Order Thinking Skills (HOTS). The results of these studies indicate that textbooks play a crucial role in supporting the success of the learning process; therefore, the content of textbooks must be evaluated on an ongoing basis to ensure its alignment with curriculum objectives and student needs.⁹ However, most of these studies still focus on the overall quality of textbook content and have not specifically analyzed how listening, speaking, reading, and writing skills are represented in learning activities.

On the other hand, research on the integrated skills approach is generally conducted in the context of classroom instruction. Dewi and Muslim (2024), for example, demonstrate that the application of integrated skills can improve students' speaking and writing abilities through interconnected learning activities. These findings are supported by research by Mineeva, which concluded that the integrated skills approach can create a more authentic, communicative, and contextual

⁹ Cicih Nuraeni, Didi Sukyadi, and Fazri Nur Yusuf, "Reading Material-Based Content Analysis in Senior High School English Textbooks in Indonesia," *Metathesis: Journal of English Language, Literature, and Teaching* 7, no. 1 (2023): 97–109.

language learning experience.¹⁰ Although these studies make an important contribution to the development of learning strategies, they focus more on the implementation of learning than on analyzing how these approaches are represented in textbooks as the primary learning resource.

Based on a review of previous studies, a research gap has been identified that still requires attention. To date, research specifically analyzing the representation of listening, speaking, reading, and writing skills in learning activities across the three official high school English textbooks under the Merdeka Curriculum remains very limited. Most previous studies have focused more on the alignment of textbook content with the curriculum, the development of 21st-century skills, cultural representation, or the implementation of Higher Order Thinking Skills (HOTS). Meanwhile, research on the integrated skills approach has generally been conducted on classroom teaching practices rather than on the analysis of textbook content as the primary learning resource. Therefore, there remains a need to examine how language skills are represented in the learning activities within the textbooks and how the patterns of skill integration are structured in the implementation of the Merdeka Curriculum.¹¹

This study has characteristics that distinguish it from previous studies. First, the study focuses on the representation of the four language

¹⁰ Melawati Dewi and Ahmad Bukhori Muslim, “Integrated Skills Approach in Teaching EFL Writing and Speaking as Productive Skills: A Case Study in Indonesian Context,” *LET: Linguistics, Literature and English Teaching Journal* 14, no. 1 (2024): 161–181; Paulina Mineeva et al., “Integrated-Skills Approach in Foreign Language Teaching,” *Professional Discourse & Communication* 7, no. 1 (2025): 45–58.

¹¹ Farrell and Jacobs, *Essentials for Successful English Language Teaching*, 67–70.

skills (listening, speaking, reading, and writing) that emerge in learning activities as the primary unit of analysis. Second, the study comprehensively analyzes three official high school English textbooks under the Merdeka Curriculum: English: Work in Progress (10th grade), English for Change (11th grade), and Life Today (12th grade), thereby providing an overview of the continuous distribution of language skills across each level of learning. Third, this study employs a qualitative content analysis approach using a coding instrument consisting of fifteen categories developed based on Brown and Lee's theory of language skills and the concept of language skills integration proposed by Oxford.¹² Using this approach, this study not only describes the frequency of occurrence of each language skill but also analyzes the patterns of representation of single skills and integrated skills in learning activities, thereby providing a more comprehensive picture of the implementation of the integrated skills approach in high school English textbooks under the Merdeka Curriculum.

This study is expected to contribute, both theoretically and practically, to the development of research on the evaluation of English textbooks in the implementation of the Merdeka Curriculum. Theoretically, the research findings are expected to enrich the study of language skill representation and the implementation of the integrated skills approach in English textbooks. Practically, the research findings are expected to serve as a basis for teachers in selecting and utilizing learning

¹² Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: ERIC Clearinghouse on Languages and Linguistics, 2001).

activities that can develop language skills in a balanced manner, for textbook authors in compiling more balanced learning materials, and for curriculum developers in evaluating the quality of textbooks as one of the primary learning resources in schools.

The choice of this research topic is motivated by the importance of examining how language skills are represented in English learning activities under the Merdeka Curriculum. The development of students' communicative competence requires the mastery of four essential language skills: listening, speaking, reading, and writing. These skills are not only developed as separate competencies but can also be integrated because authentic communication often requires learners to use more than one language skill at the same time.¹³ Therefore, examining the representation of these skills in textbook learning activities is important to determine whether students are provided with opportunities to develop both individual and integrated language skills.

Textbooks play an important role in English language teaching because they provide structured learning materials and activities that help translate curriculum objectives into classroom practice.¹⁴ In the context of the Merdeka Curriculum, this study focuses on three official senior high school English textbooks published by the Ministry of Education, Culture, Research, and Technology in 2022: *Work in Progress* for Grade X,

¹³ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015); Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: ERIC Clearinghouse on Languages and Linguistics, 2001).

¹⁴ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann, 1995).

English for Change for Grade XI, and *Life Today* for Grade XII.¹⁵ These textbooks were selected because they represent the three grade levels of senior high school and therefore provide a basis for examining how language skills are represented across different levels of English learning. By analyzing the learning activities in these textbooks, this study seeks to identify the representation of the four language skills and examine the patterns of single-skill and integrated-skill representation.

The findings of this study are expected to provide useful empirical information for teachers, textbook authors, and curriculum developers. For teachers, the findings can help identify the strengths and limitations of language skill representation in textbooks and inform decisions about selecting or supplementing learning activities. For textbook authors, the findings can provide insights into the development of more balanced and integrated language learning materials. For curriculum developers, the findings can contribute to the evaluation of how the principles of communicative and integrated language learning are reflected in official English textbooks. The novelty of this study lies in its comprehensive analysis of three official senior high school English textbooks across Grades X, XI, and XII, its use of learning activities as the primary unit of analysis, and its application of a fifteen-category coding framework to examine both single-skill and integrated-skill representations. Thus, this

¹⁵ Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih, *Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X* (Jakarta: Pusat Perbukuan, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022); Puji Astuti et al., *Bahasa Inggris: English for Change untuk SMA/MA Kelas XI* (Jakarta: Pusat Perbukuan, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022); Susanti R. Hardini et al., *Bahasa Inggris: Life Today untuk SMA/MA Kelas XII* (Jakarta: Pusat Perbukuan, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

study provides a systematic account of how the four language skills are represented and combined in learning activities across the three official English textbooks of the Merdeka Curriculum.

Based on the above discussion, it is clear that an analysis of the representation of listening, speaking, reading, and writing skills in high school English textbooks under the Merdeka Curriculum remains urgent, both from an academic and practical perspective. This study is expected to provide an empirical overview of the distribution of language skills as well as the patterns of representation of single skills and integrated skills found in the learning activities in these three textbooks. The research results are also expected to provide information on the extent to which the presented learning activities have supported the development of communicative competencies in accordance with the principles of integrated language learning in the Merdeka Curriculum. Based on these considerations, the researcher conducted a study titled **“A Content Analysis of Senior High School English Textbooks: An Investigation into Integrated Skills in the Merdeka Curriculum.”**

B. Research Questions

Based on the background, problem identification, and research limitations outlined above, the research question for this study is as follows.

1. How are language skills (listening, speaking, reading, and writing) represented in the learning activities in the high school English

textbooks under the Merdeka Curriculum namely, English: Work in Progress, English for Change, and Life Today?

2. What are the patterns of representation of single skills and integrated skills in the learning activities in these three high school English textbooks under the Merdeka Curriculum?

C. Research Limitation

To ensure that this study has a clear and focused scope, the researcher established several research limitations. First, this study analyzes only three official English textbooks from the Merdeka Curriculum for high school (SMA), namely English: Work in Progress for 10th grade, English for Change for 11th grade, and Life Today for 12th grade.

Second, the unit of analysis in this study is limited to the learning activities found in each learning unit of the three textbooks. This study does not analyze other aspects, such as visual design, illustrations, layout, linguistic elements, readability, or the alignment of the material with learning outcomes in general.

Third, this study focuses on the representation of the four language skills listening, speaking, reading, and writing as well as the patterns of their representation in the form of single skills and integrated skills that emerge during learning activities.

Fourth, the analysis was conducted using a qualitative content analysis approach based on a coding instrument developed from language skills theory and integrated skills theory. Therefore, this study does not

aim to measure the effectiveness of textbook use in the learning process or its impact on students' learning outcomes.

Given these limitations, this study focuses on providing an overview of the representation of language skills and patterns of skill integration in learning activities across three high school English textbooks under the Merdeka Curriculum.

D. Research Objectives

Based on the research question above, this study aims to:

1. To describe the representation of language skills (listening, speaking, reading, and writing) in learning activities in the high school English textbooks under the Merdeka Curriculum, namely English: Work in Progress, English for Change, and Life Today.
2. To analyze the patterns of representation of single skills and integrated skills in the learning activities of the three senior high school English textbooks under the Merdeka Curriculum.

E. Problem Identification

Based on the background discussion, it is clear that textbooks play a very important role in supporting the implementation of the Merdeka Curriculum, particularly in facilitating the development of communicative competencies through learning activities. However, preliminary findings indicate that the representation of language skills in high school English textbooks under the Merdeka Curriculum still varies. This situation indicates the need for a more in-depth study to determine the extent to which learning activities have represented language skills in accordance

with the principles of the integrated skills approach. Based on the above discussion, the research questions identified in this study are as follows:

1. It is not yet known how listening, speaking, reading, and writing skills are represented in the learning activities in the high school English textbook for the Merdeka Curriculum.
2. It is not yet known how single skills and integrated skills are represented in the learning activities in these three textbooks.
3. A comprehensive analysis of the distribution of language skills across the three official senior high school English textbooks under the Merdeka Curriculum has not yet been conducted.

F. Significance of the Study

This study is expected to provide both theoretical and practical benefits.

1. Theoretical Significance

Theoretically, this study is expected to contribute to the development of research in the field of English language education, particularly with regard to textbook evaluation and the representation of language skills in learning activities. In addition, the findings of this study are expected to enrich the literature on the implementation of the integrated skills approach in English textbooks under the Merdeka Curriculum and serve as a reference for future research on similar topics.

2. Practical Significance.

a. For Teachers

The results of this study are expected to serve as a reference for teachers in selecting, utilizing, and developing learning activities that can facilitate the balanced development of listening, speaking, reading, and writing skills in accordance with the English language learning objectives in the Merdeka Curriculum.

b. For Textbook Authors

The results of this study are expected to provide input for the creation and development of English textbooks, particularly in designing learning activities that represent language skills more proportionally and integrate various language skills in accordance with the principles of the integrated skills approach.

c. For Curriculum Developers and Policy Makers

It is hoped that the results of this study will serve as a basis for evaluating the development and refinement of English textbooks as the primary learning resource in the implementation of the Merdeka Curriculum, so that the quality of learning materials can continue to be improved in line with the expected learning outcomes.

d. For Future Researchers

The results of this study are expected to serve as a reference for other researchers who wish to examine the representation of language skills, the integrated skills approach, or the evaluation of English

textbooks with different subjects, educational levels, or research approaches.

G. Definitions of Terms

To avoid any differences in interpretation of the terms used in this study, the operational definitions of several key terms are explained below.

1. High School English Textbook for the Merdeka Curriculum

The Merdeka Curriculum high school English textbooks used in this study are the official textbooks published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia as the primary learning resources for the implementation of the Merdeka Curriculum at the high school (SMA) level. The textbooks analyzed include English: Work in Progress for 10th grade, English for Change for 11th grade, and Life Today for 12th grade.

2. Representation of Language Skills

The representation of language skills refers to the occurrence of listening, speaking, reading, and writing skills in the learning activities found in English textbooks. In this study, these representations were analyzed based on the frequency of occurrence of each skill and the patterns of their interrelationships within each learning activity.

3. Listening

Listening is a receptive skill related to the ability to understand information obtained through the act of listening to spoken language.

In this study, listening was identified through learning activities that required students to understand information conveyed orally.

4. Speaking

Speaking is a productive skill related to the ability to convey ideas, opinions, and information orally. In this study, speaking was identified through learning activities that required students to engage in oral communication.

5. Reading

Reading is a receptive skill related to the ability to understand the meaning of written text. In this study, reading was identified through learning activities that required students to read and understand the information contained in a text.

6. Writing

Writing is a productive skill related to the ability to convey ideas in written form. In this study, writing was identified through learning activities that required students to produce written work based on specific learning objectives.

7. Single Skills

Single-skill activities are learning activities that focus on only one language skill (listening, speaking, reading, or writing) without involving any other skills in a single activity.

8. Integrated Skills

Integrated skills are learning activities that integrate two or more language skills into a single sequence of learning activities, thereby reflecting authentic language use.

9. Learning Activities

Learning activities refer to all the learning activities found in each unit of the English textbook and serve as the units of analysis in this study. These activities were analyzed to identify representations of language skills and the patterns of skill integration that emerged.

10. Qualitative Content Analysis

Qualitative content analysis is a research approach used to systematically analyze the content of learning activities through a process of coding, categorization, and data interpretation in order to identify representations of language skills in the three textbooks that are the subject of this study.

CHAPTER II

LITERATURE REVIEW

A. English Textbooks

1. The Concept and Role of English Textbooks

Textbooks are one of the key components of the learning process because they serve as learning resources that systematically present content, activities, exercises, and assessments in line with curriculum objectives. In the teaching of English as a Foreign Language (EFL), textbooks play an even more important role because they are often the primary source of language input for students. Through the various texts, dialogs, exercises, and activities presented, students have the opportunity to gradually develop their listening, speaking, reading, and writing skills.¹⁶

Richards explained that textbooks serve not only as a source of learning material but also as a representation of the curriculum that bridges learning objectives with classroom practice. Meanwhile, Tomlinson emphasized that a good textbook provides authentic language exposure, meaningful activities, and opportunities for students to use language in various communicative contexts. Therefore, textbooks not only serve to convey knowledge but also facilitate the development of students' communicative competencies.¹⁷

¹⁶ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann, 1995), 7; Jack C. Richards, *Curriculum Development in Language Teaching*, 2nd ed. (Cambridge: Cambridge University Press, 2017), 251–252.

¹⁷ Brian Tomlinson, *Developing Materials for Language Teaching*, 3rd ed. (London: Bloomsbury Academic, 2013), 2–8; Richards, *Curriculum Development in Language Teaching*, 251–253.

In the context of the Merdeka Curriculum, textbooks are designed to support learner-centered learning, competency development, and the strengthening of 21st-century skills. The learning activities included in the book are intended not only to help students understand the material but also to encourage them to actively use language through various activities that reflect real-life language use.¹⁸

Various studies indicate that the English textbooks under the Merdeka Curriculum have incorporated aspects of communicative competence, 21st-century skills, and contextual learning. However, the representation of listening, speaking, reading, and writing skills in learning activities still requires further study to determine whether these four skills have been presented in a balanced and integrated manner. Therefore, this study focuses its analysis on the representation and patterns of integration of language skills in three Merdeka Curriculum high school English textbooks.¹⁹

¹⁸ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Panduan Pembelajaran dan Asesmen Kurikulum Merdeka* (Jakarta: Kemendikbudristek, 2022), 12–18.

¹⁹ Ahsan Muzri S. et al., “Evaluating *Bahasa Inggris: Work in Progress*: A Comprehensive Analysis of Indonesia’s Merdeka Curriculum English Textbook for Grade X Using Cunningsworth and Al-Sowat Framework,” *JELITA* 6, no. 2 (2025): 516–530; Nabilah Ningrum and Wisma Yunita, “Cultural Context Representation in the Merdeka Curriculum English Textbook: A Content Analysis,” *Jo-ELT* 12, no. 1 (2025): 13–24.

2. Characteristics of a High-Quality English Textbook

A high-quality English textbook not only presents learning material but also helps students develop their language skills effectively. As one of the primary learning resources, textbooks must be designed in accordance with curriculum objectives, student needs, and the principles of communicative language learning. Therefore, the quality of a textbook is measured not only by the comprehensiveness of its content but also by its ability to provide meaningful learning activities that support the development of language competencies.²⁰

According to Cunningsworth, a good English textbook must align with the learning program's objectives, meet students' needs, provide a balance in language skill development, and give students opportunities to use the language in various communicative contexts. In line with this, Tomlinson explains that high-quality instructional materials should provide authentic language exposure, encourage students' active engagement, meet their learning needs, and offer meaningful activities so that the learning process is effective. Thus, the quality of a textbook is determined not only by the accuracy of its content but also by its ability to support the development of students' communicative competencies.²¹

In the implementation of the Merdeka Curriculum, the characteristics of high-quality textbooks have become increasingly

²⁰ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann, 1995), 7–15.

²¹ Brian Tomlinson, *Developing Materials for Language Teaching*, 3rd ed. (London: Bloomsbury Academic, 2013), 2–8; Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann, 1995), 15–23.

important because this curriculum emphasizes learner-centered learning, competency development, and contextual learning. Therefore, English textbooks are expected not only to present language content but also to provide learning activities that develop listening, speaking, reading, and writing skills in a balanced and integrated manner, in accordance with the established Learning Outcomes.²²

In textbook studies, the terms “textbook evaluation” and “content analysis” serve different purposes, even though both are used to examine textbooks. Textbook evaluation focuses on assessing the overall quality of a textbook based on specific criteria, such as content appropriateness, organization of material, language, design, and pedagogical aspects. In contrast, content analysis aims to analyze specific aspects of a textbook’s content systematically and objectively in accordance with the research focus. Therefore, this study does not aim to evaluate the overall quality of the textbook but rather to analyze the representation of language skills and the patterns of skill integration found in learning activities using a qualitative content analysis approach.²³

Based on the various characteristics identified by experts, it is clear that a good English textbook is determined not only by the comprehensiveness of its content, but also by its alignment with learning objectives, students’ needs, and teaching approaches, as well

²² Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Panduan Pembelajaran dan Asesmen Kurikulum Merdeka* (Jakarta: Kemendikbudristek, 2022), 12–18.

²³ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2019), 24–29; Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann, 1995), 1–6.

as its ability to effectively facilitate the development of language competencies.²⁴ These characteristics serve as an important theoretical foundation for understanding the characteristics of high-quality English textbooks. However, this study does not aim to comprehensively evaluate the quality of textbooks based on all of these criteria. Instead, this study focuses on analyzing the representation and integration of listening, speaking, reading, and writing skills found in the learning activities of high school English textbooks under the Merdeka Curriculum.

3. English Textbooks in the Merdeka Curriculum

The Merdeka Curriculum positions textbooks as one of the primary learning resources that support the achievement of Learning Outcomes (*Capaian Pembelajaran*) and the development of the Pancasila Student Profile. Unlike previous curricula, which were more focused on the delivery of content, the Merdeka Curriculum emphasizes student-centered learning, competency development, and contextual learning. Therefore, textbooks serve not only as sources of information but also as tools that facilitate students in building knowledge, developing language skills, and applying those skills in various communication situations.²⁵

The implementation of the Merdeka Curriculum is guided by the Learning Outcomes (*Capaian Pembelajaran*) stipulated by the Ministry

²⁴ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann, 1995), 15–17; Brian Tomlinson, *Developing Materials for Language Teaching*, 2nd ed. (London: Bloomsbury Academic, 2013), 21–38.

²⁵ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Panduan Pembelajaran dan Asesmen Kurikulum Merdeka* (Jakarta: Kemendikbudristek, 2022), 12–18.

of Education. The current Learning Outcomes for English in senior high schools are regulated under the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency (BSKAP) Number 032/H/KR/2024. These Learning Outcomes emphasize the development of students' communicative competence through meaningful learning experiences that integrate listening, speaking, reading, writing, and presenting skills across authentic contexts. Accordingly, official English textbooks developed for the Merdeka Curriculum are expected to facilitate the achievement of these competencies through learner-centered and integrated learning activities.²⁶

In line with the characteristics of the Merdeka Curriculum, this English textbook is designed to develop students' communicative competencies through a variety of meaningful learning activities. These activities are intended to provide students with opportunities to develop their listening, speaking, reading, and writing skills in a balanced manner, both through the use of individual skills (single skills) and integrated skills (integrated skills). Thus, the textbook not only conveys language content but also serves as a medium that supports the practical use of English in various contexts.²⁷

²⁶ Badan Standar, Kurikulum, dan Asesmen Pendidikan, *Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 032/H/KR/2024 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah*, 2024.

²⁷ Thomas S. C. Farrell and George M. Jacobs, *Essentials for Successful English Language Teaching* (London: Bloomsbury Academic, 2019), 67–70.

At the high school level, the Ministry of Education, Culture, Research, and Technology has published three official textbooks used in the implementation of the Merdeka Curriculum: *Work in Progress* for 10th grade, *English for Change* for 11th grade, and *Life Today* for 12th grade. These three textbooks are based on the Learning Outcomes for Phases E and F and are designed to support the development of students' communicative competencies through various types of texts, learning activities, and assignments focused on the use of language in everyday life.²⁸

Although these three books have been developed based on the principles of the Merdeka Curriculum, empirical research is still needed to determine how listening, speaking, reading, and writing skills are represented in learning activities. Furthermore, it is necessary to analyze whether these activities reflect the principle of integrated skills as recommended in communicative language learning. Therefore, this study focuses its analysis on the representation of language skills and the patterns of skill integration found in the three Merdeka Curriculum high school English textbooks through a qualitative content analysis approach.²⁹

²⁸ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Bahasa Inggris: Work in Progress* (2022); *English for Change* (2022); *Life Today* (2022).

²⁹ Thomas S. C. Farrell and George M. Jacobs, *Essentials for Successful English Language Teaching*, 67–70; Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2019), 24–29.

B. Language Skills

1. The Concept of Language Skills

Language skills are the abilities a person uses to understand and convey meaning through language, both orally and in writing. In the study of English as a Foreign Language (EFL), mastery of language skills is the primary goal because the ability to communicate is determined not only by mastery of linguistic elements but also by the ability to use the language effectively in various communicative situations. Therefore, English language instruction is designed to develop students' competence in using the language as a meaningful tool for communication.³⁰

Brown and Lee explain that language skills consist of four main skills: listening, speaking, reading, and writing. These four skills are interrelated and form a unified whole in the communication process. Listening and reading are generally categorized as receptive skills because they involve the process of receiving and understanding information, while speaking and writing are classified as productive skills because they require learners to produce language to convey ideas to others.³¹

In language learning, these four skills do not develop in isolation but rather support one another. The ability to understand spoken language influences speaking ability, while reading ability provides linguistic input that supports writing ability. Therefore, modern English

³⁰ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), 287–289.

³¹ Brown and Lee, *Teaching by Principles*, 287–292.

language instruction no longer treats language skills as competencies taught separately, but rather as interconnected skills that are used in an integrated manner in communicative activities.³²

Based on this perspective, this study views listening, speaking, reading, and writing skills as the main components represented in the learning activities in the Merdeka Curriculum high school English textbooks. Each learning activity was analyzed to determine whether it represented a single skill or multiple skills (integrated skills), in accordance with the coding categories used in this study.³³

2. Listening Skill

Listening is a language skill that involves the process of receiving, understanding, and interpreting messages conveyed orally. In the study of English as a foreign language, listening serves as the primary source of language input, helping learners acquire vocabulary, language structures, pronunciation, and an understanding of language use in real-life communication contexts. Therefore, listening skills not only serve as a means of receiving information but also form the foundation for the development of other language skills.³⁴

Brown and Lee explain that listening is an active process that involves the ability to recognize the sounds of language, understand meaning, connect information to prior knowledge, and interpret the

³² Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: TESOL International Association, 2001), 2–6.

³³ Thomas S. C. Farrell and George M. Jacobs, *Essentials for Successful English Language Teaching* (London: Bloomsbury Academic, 2019), 67–70.

³⁴ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), 307–311.

speaker's intent. Thus, students' success in understanding spoken language will influence their ability to interact effectively in English.³⁵

In this study, listening skills were identified through learning activities that required students to listen to dialogues, monologues, audio recordings, and other forms of spoken input as part of the learning process. These activities were analyzed to determine whether listening emerged as a single skill or was integrated with other language skills.³⁶

3. Speaking Skill

Speaking is a productive skill used to convey ideas, information, and feelings through oral communication. In English language learning, speaking skills are an important indicator of communicative competence because students are expected to use the language accurately, fluently, and appropriately in the context of communication.³⁷

According to Brown and Lee, speaking skills do not only involve the ability to pronounce words or sentences correctly, but also encompass the use of grammar, vocabulary, pronunciation, fluency, and communication strategies that enable learners to convey meaning effectively. Therefore, speaking instruction should provide learners

³⁵ Brown and Lee, *Teaching by Principles*, 311–314.

³⁶ Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: TESOL International Association, 2001), 2–6.

³⁷ Brown and Lee, *Teaching by Principles*, 327–330.

with opportunities to use the language in a variety of authentic communication situations.³⁸

In this study, speaking skills are represented through learning activities that require students to express their opinions, engage in discussions, give presentations, participate in role-plays, or engage in other forms of oral communication. These activities are then analyzed based on categories of single skills and integrated skills.³⁹

4. Reading Skill

Reading is a receptive skill that involves the process of understanding, interpreting, and constructing meaning from written texts. In English as a foreign language instruction, reading is not only aimed at acquiring information but also helps students develop vocabulary, understand language structure, and enhance critical thinking skills through various types of texts. Therefore, reading skills are an important component in the development of students' communicative competence.⁴⁰

Brown and Lee explain that reading is an interactive process between the reader and the text, in which the reader uses linguistic knowledge and background knowledge to construct an understanding of the text's content. Thus, successful reading depends not only on the

³⁸ Brown and Lee, *Teaching by Principles*, 330–338.

³⁹ Thomas S. C. Farrell and George M. Jacobs, *Essentials for Successful English Language Teaching* (London: Bloomsbury Academic, 2019), 67–70.

⁴⁰ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), 360–362.

ability to recognize words, but also on the ability to comprehend meaning, interpret information, and relate it to a broader context.⁴¹

In English language learning, reading activities are often integrated with other language skills, such as discussing the content of a text, answering questions orally, or writing a response to a text. This demonstrates that reading serves not only as a receptive skill but also as a foundation for the development of productive skills through various integrated learning activities.⁴²

In this study, reading skills were identified through learning activities that required students to read texts, comprehend information, identify main ideas, locate specific details, and interpret various types of reading materials. These activities were then classified as single skills or integrated skills according to the study's coding categories.⁴³

5. Writing Skill

Writing is a productive skill used to convey ideas, information, experiences, and opinions through written language. In learning English as a foreign language, writing skills require students not only to master grammar and vocabulary, but also to organize their ideas logically so as to produce coherent texts that serve the purpose of communication.⁴⁴

⁴¹ Brown and Lee, *Teaching by Principles*, 362–368.

⁴² Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: TESOL International Association, 2001), 2–6.

⁴³ Thomas S. C. Farrell and George M. Jacobs, *Essentials for Successful English Language Teaching* (London: Bloomsbury Academic, 2019), 67–70.

⁴⁴ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), 402–405.

Brown and Lee explain that writing is a complex process because it involves several stages, ranging from planning ideas, drafting, revising, to editing. Therefore, writing instruction focuses not only on the final product but also on the thought process and on developing students' ability to communicate ideas effectively through writing.⁴⁵

In educational practice, writing activities are often combined with other language skills. Students may be asked to write based on what they have read, to write a summary after listening to information, or to write a report based on the results of a discussion. This demonstrates that writing skills are part of a communication process that is interrelated with other language skills.⁴⁶

In this study, writing skills were identified through learning activities that required students to construct sentences, write paragraphs, create summaries, compose texts, or produce other forms of writing. These activities were then analyzed to determine whether writing was represented as a single skill or as part of integrated language skills.⁴⁷

6. Relationships among Language Skills

The four language skills listening, speaking, reading, and writing are interrelated and inseparable components of the communication process. Although these skills are conceptually divided into receptive skills (listening and reading) and productive skills (speaking and

⁴⁵ Brown and Lee, *Teaching by Principles*, 405–411.

⁴⁶ Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: TESOL International Association, 2001), 2–6.

⁴⁷ Thomas S. C. Farrell and George M. Jacobs, *Essentials for Successful English Language Teaching* (London: Bloomsbury Academic, 2019), 67–70.

writing), in actual language use, people generally employ more than one skill simultaneously. Therefore, modern language learning views these four skills as a unified whole that complement one another in building students' communicative competence.⁴⁸

Brown and Lee explain that effective communication involves a reciprocal relationship between receiving information and producing language. For example, a person needs to listen before responding verbally, or read a text before writing a summary or providing a written response. Thus, the development of each language skill influences and supports the development of the others, so language learning should not be approached in isolation.⁴⁹

A similar view was expressed by Oxford, who stated that the integration of language skills reflects the use of language in real life. In everyday communication situations, students do not engage in just one language activity but often combine two or more skills simultaneously such as listening followed by speaking, reading followed by writing, or reading, discussing, and writing as a single sequence of learning activities. Therefore, the interrelationships among language skills serve as a crucial foundation for the development of communicative English language learning.⁵⁰

The interrelationships among language skills are also reflected in the learning activities found in English textbooks. A single learning

⁴⁸ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015).

⁴⁹ Brown and Lee, *Teaching by Principles*, 292–295.

⁵⁰ Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: TESOL International Association, 2001), 2–8.

activity may involve either a single skill or several skills simultaneously. For example, students are asked to read a text and then discuss it, or to listen to a recording and then write down the information they have obtained. Activities such as these demonstrate that language skills in textbooks are not always presented separately but are often integrated within a single learning activity.⁵¹

Based on this understanding, this study classifies learning activities into categories of single skills and integrated skills to gain insight into the patterns of language skill representation in high school English textbooks under the Merdeka Curriculum. This classification serves as the basis for developing the coding instrument used to analyze the learning activities in the three textbooks that are the subject of this study.⁵²

7. Integrated Skills

Integrated skills is a language learning approach that combines two or more language skills into a single series of learning activities. This approach is based on the view that language use in real life does not occur through a single skill in isolation, but rather through a combination of listening, speaking, reading, and writing. Therefore, language learning that integrates various skills is considered more

⁵¹ Thomas S. C. Farrell dan George M. Jacobs, *Essentials for Successful English Language Teaching* (London: Bloomsbury Academic, 2019), 67–70.

⁵² Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2019), 24–29.

effective at developing students' communicative competence than learning that treats each skill separately.⁵³

In the early stages of language learning, the four language skills are generally taught separately (the segregated skills approach). Each skill has different objectives, materials, and types of exercises, so learners study listening, speaking, reading, and writing as separate competencies. However, developments in language acquisition theory and the communicative approach have shown that the use of language in real life always involves interconnections between skills. Therefore, experts have begun to develop an integrated skills approach that treats the four skills as a single unit in the language learning process.⁵⁴

Oxford explains that the integrated skills approach provides learners with the opportunity to use language more naturally because learning activities reflect real-life communication situations. Through this approach, learners not only receive language input but also process and produce language output in a series of interconnected activities. As a result, the learning process becomes more meaningful and helps improve learners' communicative competence.⁵⁵

In line with this, Farrell and Jacobs state that modern English language instruction no longer treats language skills as components taught separately. Instead, teachers are encouraged to design learning activities that allow students to listen, speak, read, and write in an

⁵³ Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: TESOL International Association, 2001), 2–5.

⁵⁴ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), 287–295.

⁵⁵ Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom*, 5–9.

integrated manner in accordance with the communicative goals to be achieved.⁵⁶

The integrated skills approach offers various benefits in English language learning. First, students gain a more authentic learning experience because learning activities resemble real-life language use. Second, the integration of skills helps students connect information acquired through one skill to another, making the learning process more effective. Third, this approach encourages students to actively use the language through various forms of interaction, thereby enhancing their overall communicative competence.⁵⁷

The concept of integrated skills is not only applied in the classroom learning process but is also reflected in the development of English textbooks. Textbooks designed based on the communicative approach generally present learning activities that link two or more language skills within a single sequence of tasks. For example, students are asked to read a text, discuss its content, and then write a response based on the results of the discussion. Activities such as these demonstrate that a single learning activity can engage more than one language skill simultaneously.⁵⁸

In this study, the concept of “integrated skills” was used as the theoretical foundation for analyzing the learning activities found in three high school English textbooks under the Merdeka Curriculum.

⁵⁶ Thomas S. C. Farrell and George M. Jacobs, *Essentials for Successful English Language Teaching* (London: Bloomsbury Academic, 2019), 67–74.

⁵⁷ Farrell and Jacobs, *Essentials for Successful English Language Teaching*, 70–74.

⁵⁸ Farrell and Jacobs, *Essentials for Successful English Language Teaching*.

Each learning activity was classified based on the number of skills represented: single skills, the integration of two skills, the integration of three skills, and the integration of four skills. This classification was then operationalized into fifteen coding categories, which served as the primary instrument in the content analysis process. Thus, the concept of “integrated skills” not only served as the theoretical foundation of this study but also formed the basis for the development of the analysis instrument and the interpretation of the research results.⁵⁹

Table Categories of Language Skills Integration Used in the Study

Category	Code Skill (s)	Description
Single Skill	L	Listening
Single Skill	S	Speaking
Single Skill	R	Reading
Single Skill	W	Writing
Integration of Two Skills	LS	Listening–Speaking
Integration of Two Skills	LR	Listening–Reading
Integration of Two Skills	LW	Listening–Writing

⁵⁹ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2019), 24–29; Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom*, 2–9.

Category	Code Skill (s)	Description
Integration of Two Skills	SR	Speaking–Reading
Integration of Two Skills	SW	Speaking–Writing
Integration of Two Skills	RW	Reading–Writing
Integration of Three Skills	LSR	Listening–Speaking–Reading
Integration of Three Skills	LSW	Listening–Speaking–Writing
Integration of Three Skills	LRW	Listening–Reading–Writing
Integration of Three Skills	SRW	Speaking–Reading–Writing
Integration of Four Skills	LSRW	Listening–Speaking–Reading–Writing

Based on the theories of language skills and integrated language skills, this study classifies learning activities into fifteen categories, consisting of four single-skill categories, six two-skill integration categories, four three-skill integration categories, and one four-skill integration category. These categories serve as an analytical framework for identifying representations of language skills in the learning

activities found in high school English textbooks under the Merdeka Curriculum.⁶⁰

8. Representation of Language Skills in English Textbooks

The representation of language skills in textbooks refers to how listening, speaking, reading, and writing skills are embodied through various learning activities presented to students. This representation not only indicates the presence of a skill but also illustrates how that skill is developed, combined, and used to achieve learning objectives. Therefore, analyzing the representation of language skills is important for determining the extent to which textbooks support the development of students' communicative competencies.⁶¹

In English textbooks, language skills are generally represented through various types of learning activities, such as listening to dialogues, reading texts, engaging in discussions, giving presentations, and writing various types of texts. Each activity has distinct characteristics, allowing it to represent either a single language skill or several skills simultaneously. Therefore, learning activities serve as the appropriate unit of analysis for identifying the representation of language skills in textbooks.⁶²

⁶⁰ Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: TESOL, 2001), 2–9; H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), 293–325.

⁶¹ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), 287–295; Thomas S. C. Farrell and George M. Jacobs, *Essentials for Successful English Language Teaching* (London: Bloomsbury Academic, 2019), 67–74.

⁶² Brian Tomlinson, *Developing Materials for Language Teaching*, 3rd ed. (London: Bloomsbury Academic, 2013), 2–10.

The representation of language skills in textbooks can be divided into two main categories: single skills and integrated skills. Activities that involve only one skill such as reading a text without any follow-up activities are categorized as single skills. Conversely, activities that combine two or more skill such as reading followed by a discussion or listening followed by writing a summary are categorized as integrated skills. This classification aligns with the communicative approach to language learning, which emphasizes the interconnection among skills in language use.⁶³

An analysis of the representation of language skills provides information about trends in the presentation of learning activities in textbooks. Through this analysis, it can be determined whether a textbook focuses more on receptive skills, productive skills, or activities that integrate various skills in a balanced manner. This information is important because a balanced representation of language skills will influence students' opportunities to develop comprehensive communicative competence in line with the English language learning objectives in the Merdeka Curriculum.⁶⁴

In this study, the representation of language skills was analyzed across all learning activities found in three high school English textbooks under the Merdeka Curriculum: Work in Progress, English for Change, and Life Today. Each activity was classified based on the

⁶³ Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: TESOL International Association, 2001), 2–9.

⁶⁴ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Panduan Pembelajaran dan Asesmen Kurikulum Merdeka* (Jakarta: Kemendikbudristek, 2022), 12–18.

skills represented using fifteen coding categories: four single-skill categories, six two-skill integration categories, four three-skill integration categories, and one four-skill integration category. The results of this classification were then used to describe the patterns of representation and integration of language skills in each textbook.⁶⁵

C. Content Analysis

1. Concept of Content Analysis

Content analysis is a research method used to analyze the content of documents, texts, and other forms of communication in a systematic, objective, and structured manner. This method allows researchers to identify specific characteristics of a document through the processes of grouping, coding, and interpreting the analyzed data. Therefore, content analysis is widely used in educational, linguistic, communication, and social science research to understand the meanings and patterns contained within a document.⁶⁶

Krippendorff defines content analysis as a research technique used to draw reliable (replicable and valid) inferences from data regarding the context of its use. This definition indicates that content analysis does not merely focus on counting the frequency of an element's occurrence but also seeks to understand the meaning embedded in the data based on the research context. Thus, this method

⁶⁵ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2019), 24–29.

⁶⁶ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2019), 24–29.

enables researchers to gain a deeper understanding of the phenomenon under study.⁶⁷

In language education research, content analysis is often used to analyze curricula, textbooks, teaching materials, and other learning documents. Through this method, researchers can identify how a concept, competency, or skill is represented in the documents being analyzed. Therefore, content analysis is a relevant approach for examining the representation of language skills in English textbooks.⁶⁸

2. Qualitative Content Analysis

Qualitative content analysis is an extension of content analysis that focuses on interpreting the meaning of data through a systematic categorization process. Unlike quantitative content analysis, which emphasizes counting the frequency of a category's occurrence, qualitative content analysis aims to understand how a phenomenon is represented in a document based on its context. This approach allows researchers to analyze the content of a document in depth without overlooking the meaning it conveys.⁶⁹

According to Schreier, qualitative content analysis is a method that uses a coding framework to systematically classify data, thereby producing transparent and accountable interpretations. These categories are developed based on theory, research objectives, and the

⁶⁷ Krippendorff, *Content Analysis*, 24–31.

⁶⁸ Kimberly A. Neuendorf, *The Content Analysis Guidebook*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 2017), 1–10.

⁶⁹ Margrit Schreier, *Qualitative Content Analysis in Practice* (London: Sage Publications, 2012), 1–8.

characteristics of the data being analyzed. Thus, the coding process is a key step in producing consistent and reliable research findings.⁷⁰

In this study, a qualitative content analysis approach was used to analyze the learning activities found in high school English textbooks under the Merdeka Curriculum. Each activity was classified based on the representation of language skills using coding categories developed in accordance with language skills and integrated skills theories. Subsequently, the coding results were used to describe patterns in the representation of language skills in each textbook.⁷¹

3. Coding in Content Analysis

Coding is the process of classifying data into specific categories based on characteristics defined by the researcher. In qualitative content analysis, coding serves as a systematic step for organizing data, thereby facilitating the identification of patterns, themes, and characteristics that emerge in the documents being analyzed. Therefore, the quality of the research results is greatly influenced by the clarity of the coding categories used.⁷²

Schreier explains that the coding process is carried out using a coding frame a set of categories organized based on theory, research objectives, and data characteristics. The coding frame must adhere to the principles of mutual exclusivity and collective exhaustiveness, ensuring that each unit of analysis is assigned only to the most

⁷⁰ Schreier, *Qualitative Content Analysis in Practice*, 59–88.

⁷¹ Klaus Krippendorff, *Content Analysis*, 24–31.

⁷² Margrit Schreier, *Qualitative Content Analysis in Practice* (London: Sage Publications, 2012), 59–67.

appropriate category. Thus, the coding process becomes more systematic, consistent, and accountable.⁷³

In content analysis, researchers must define the unit of analysis before conducting coding. A unit of analysis is a portion of the data that is the focus of observation and is classified into specific categories. Units of analysis can take the form of words, sentences, paragraphs, images, themes, or learning activities, depending on the research objectives. Clearly defining the unit of analysis is crucial for maintaining consistency in the coding process and enhancing the credibility of the research findings.⁷⁴

In this study, the units of analysis consist of learning activities found in each unit of the three high school English textbooks under the Merdeka Curriculum. Each activity was analyzed based on the language skills it represented and then classified into fifteen coding categories, consisting of four single-skill categories, six two-skill integration categories, four three-skill integration categories, and one four-skill integration category. The development of these categories was based on the theories of language skills and integrated skills discussed in the previous subsection.⁷⁵

The coding categories used in this study serve as guidelines to ensure consistency in the data analysis process. By using categories

⁷³ Schreier, *Qualitative Content Analysis in Practice*, 68–88.

⁷⁴ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2019), 98–106.

⁷⁵ Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: TESOL International Association, 2001), 2–9; H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), 287–295.

established at the outset of the study, each learning activity can be systematically classified, making it easier to compare the results of the analysis across textbooks. In addition, the use of clear categories also supports the transparency of the research process and allows for the verification of coding results by other researchers or through expert judgment.⁷⁶

4. Content Analysis in Textbook Research

Content analysis is one of the most widely used methods in textbook research because it allows researchers to analyze the content of a document in a systematic, objective, and transparent manner. In educational research, this method is used to identify how concepts, values, competencies, and skills are represented in instructional materials. Through the processes of categorization and coding, researchers can gain insight into the characteristics of textbook content based on the established research focus.⁷⁷

In research on English textbooks, content analysis is widely used to identify the representation of language skills, types of learning activities, linguistic content, and the alignment of textbook content with the curriculum. This approach provides a systematic analytical framework that allows researchers to describe trends in the presentation of material and to objectively compare the characteristics of different

⁷⁶ Margrit Schreier, *Qualitative Content Analysis in Practice*, 91–98.

⁷⁷ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2019), 24–31.

textbooks. Therefore, content analysis is one of the most appropriate methods for research focused on analyzing the content of textbooks.⁷⁸

Various previous studies have used content analysis to examine English textbooks from various perspectives, such as the representation of language skills, the balance of learning activities, character values, and alignment with the current curriculum. This indicates that content analysis is an approach that has been widely applied in textbook research and has a strong methodological foundation. However, research on the representation of integrated skills in high school English textbooks under the Merdeka Curriculum remains relatively limited; therefore, this study is expected to contribute to the development of this field of research.⁷⁹

5. Relevance of Content Analysis to the Present Study

Based on the theoretical framework presented above, qualitative content analysis is the most appropriate approach for addressing the objectives of this study. This study does not aim to evaluate the overall quality of the textbooks but rather to describe how listening, speaking, reading, and writing skills are represented in learning activities and how these skills are integrated into the three high school English textbooks under the Merdeka Curriculum. Therefore, the analysis was

⁷⁸ Kimberly A. Neuendorf, *The Content Analysis Guidebook*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 2017), 15–27.

⁷⁹ Margrit Schreier, *Qualitative Content Analysis in Practice* (London: Sage Publications, 2012), 1–12.

conducted on the content of the textbooks through a systematic coding process based on predetermined categories.⁸⁰

In this study, learning activities were used as the unit of analysis because these activities are parts of the textbook that directly represent the use of language skills. Each activity was analyzed using fifteen coding categories developed based on language skills and integrated skills theories. The coding results were then used to describe patterns of language skills representation, the frequency of occurrence of each category, and trends in skill integration in each analyzed textbook.⁸¹

The application of qualitative content analysis in this study also supports the principles of systematic, transparent, and accountable research. The entire analysis process was conducted through the following stages: identification of learning activities; coding based on predetermined categories; compilation of frequency and percentage tables; and interpretation of the analysis results based on the theory of integrated skills. Thus, this method is expected to produce a comprehensive description of the representation of language skills in high school English textbooks under the Merdeka Curriculum.⁸²

D. Previous Research

A study conducted by Ahsan Muzri S., Syarifuddin Dollah, La Sunra, and Dias Wahyu Rawikarani, entitled “Evaluating Bahasa Inggris Work in Progress: A Comprehensive Analysis of Indonesia’s Merdeka

⁸⁰ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2019), 24–31.

⁸¹ Margrit Schreier, *Qualitative Content Analysis in Practice* (London: Sage Publications, 2012), 59–88.

⁸² Krippendorff, *Content Analysis*, 98–106; Schreier, *Qualitative Content Analysis in Practice*, 91–98.

Curriculum English Textbook for Grade X Using the Cunningsworth and Al-Sowat Framework,” evaluated the quality of the Work in Progress textbook for Grade X based on the textbook evaluation frameworks proposed by Cunningsworth and Al-Sowat. The researchers employed a quantitative descriptive approach using a checklist to assess various aspects of the textbook, including objectives and approach, design and organization, linguistic content, language skills, methodology, vocabulary, topics, and practical considerations. The findings indicated that the textbook fulfilled most of the evaluation criteria and was therefore categorized as a good-quality textbook. Although this study provides valuable insights into textbook quality, it primarily focuses on overall textbook evaluation rather than examining how language skills are represented within learning activities. Consequently, the present study extends this work by specifically analyzing the representation of listening, speaking, reading, and writing skills, as well as their integration patterns, using a qualitative content analysis approach.⁸³

The second study was conducted by Fahala Rahma Tanto in a thesis entitled “An Analysis of the English Textbook Bahasa Inggris Work in Progress Based on the Merdeka Curriculum.” This study employed qualitative content analysis to examine the alignment between the Work in Progress textbook, the Learning Outcomes (Capaian Pembelajaran) of the Merdeka Curriculum, and the Common European Framework of

⁸³ Ahsan Muzri S., Syarifuddin Dollah, La Sunra, and Dias Wahyu Rawikarani, “Evaluating *Bahasa Inggris Work in Progress*: A Comprehensive Analysis of Indonesia’s Merdeka Curriculum English Textbook for Grade X Using Cunningsworth and Al-Sowat Framework,” *Journal of English Language Teaching and Literature (JELITA)* 6, no. 2 (2025): 516–530.

Reference for Languages (CEFR). The findings revealed that most of the textbook content corresponded to the expected learning outcomes and CEFR proficiency levels, although several aspects still required improvement. Both the previous study and the present research employ content analysis and examine textbooks developed under the Merdeka Curriculum. However, the focus differs substantially. While Fahala Rahma Tanto's study evaluated curriculum alignment, the present study investigates the representation of language skills and the patterns of single-skill and integrated-skill representation embedded in learning activities.⁸⁴

Another relevant study was carried out by Wahyudin, Ari Fajria Novari, and Nur Azmi Rohimajaya through their article entitled “The Analysis of English Course Book for Tenth Grade of Senior High School Based on Merdeka Curriculum.” Using qualitative document analysis, the researchers investigated the representation of the six English learning elements prescribed in the Merdeka Curriculum, namely listening, speaking, reading, viewing, writing, and presenting. Their findings demonstrated that all six elements were represented in the Work in Progress textbook, although the proportions of each element were uneven. Despite providing important information regarding curriculum implementation, the study did not specifically examine how listening, speaking, reading, and writing were represented and integrated within individual learning activities. Therefore, the present study expands this

⁸⁴ Fahala Rahma Tanto, *An Analysis of the English Textbook Bahasa Inggris Work in Progress'Based on the Curriculum Merdeka* (Skripsi, UIN Syarif Hidayatullah Jakarta, 2023).

line of inquiry by applying a systematic fifteen-category coding framework to analyze both the representation and integration of language skills.⁸⁵

Another previous study was conducted by Ameliana and Syifa' Khuriyatuz Zahro entitled "Assessing the Alignment of the English for Change Textbook within the Merdeka Curriculum Framework." The study analyzed the alignment of the Grade XI English for Change textbook with the Merdeka Curriculum Learning Outcomes and CEFR standards using content analysis. The findings indicated that most learning materials, objectives, and activities were consistent with the expected competencies. Although both studies examine the same textbook, their analytical perspectives differ. The previous study focused on curriculum alignment, whereas the present study emphasizes the representation of listening, speaking, reading, and writing skills together with the integration patterns of those skills across learning activities.⁸⁶

The study most closely related to the present research was conducted by Paulus Sainyakit in an article entitled "A Content Analysis of Integrated Learning Skills and Assessment in the Textbook Entitled Grow with English." Employing qualitative content analysis, the study examined integrated language skills and assessment tasks in an elementary school English textbook. The findings revealed that all four language skills were

⁸⁵ Wahyudin, Ari Fajria Novari, and Nur Azmi Rohimajaya, "The Analysis of English Course Book for Tenth Grade of Senior High School Based on Merdeka Curriculum," *Journal of English Education Studies* 8, no. 1 (2025): 13–32.

⁸⁶ Ameliana and Syifa' Khuriyatuz Zahro, "Assessing the Alignment of *English for Change* Textbook within the Merdeka Curriculum Framework," *Journal of Languages and Language Teaching* 13, no. 4 (2025): 2091–2102.

represented; however, their integration was distributed unevenly across learning units. This study provides an important theoretical foundation for the present research because both employ content analysis to investigate language skills representation. Nevertheless, Paulus Sainyakit's study focused on elementary school textbooks and did not classify learning activities into single skills, two-skill integration, three-skill integration, and four-skill integration. Accordingly, the present study develops a more comprehensive analytical framework by applying a fifteen-category coding scheme to official senior high school English textbooks developed under the Merdeka Curriculum.⁸⁷

Taken together, these previous studies demonstrate that existing research on English textbooks within the Merdeka Curriculum has primarily focused on textbook quality evaluation, curriculum alignment, CEFR compatibility, and the representation of curriculum learning elements. Meanwhile, studies concerning integrated language skills have generally been conducted within classroom instructional contexts or at educational levels other than senior high school. Based on the literature reviewed, no previous study has specifically investigated. The search was primarily limited to recent studies addressing English textbooks, language skills representation, and integrated skills. Based on the literature reviewed, no previous study has specifically investigated the representation of listening, speaking, reading, and writing skills across the three official senior high school English textbooks of the Merdeka

⁸⁷ Paulus Sainyakit, "A Content Analysis of Integrated Learning Skills and Assessment in the Textbook Entitled *Grow with English*," *Acitya: Journal of Teaching and Education* 4, no. 2 (2022): 423–435.

Curriculum Work in Progress, *English for Change*, and *Life Today* using a qualitative content analysis approach supported by a fifteen-category coding framework. Therefore, the present study seeks to address this gap by analyzing learning activities as the unit of analysis and providing a more comprehensive understanding of language skills representation and integration within the official English textbooks of the Merdeka Curriculum.

E. Framework

This study stems from the implementation of the Merdeka Curriculum, which emphasizes the development of students' communicative competencies through English language instruction that integrates listening, speaking, reading, and writing skills.⁸⁸ In practice, textbooks serve as one of the primary learning resources, translating curriculum objectives into classroom learning activities.⁸⁹ Therefore, the quality of the representation of language skills in textbooks needs to be analyzed to determine the extent to which these textbooks support the objectives of the Merdeka Curriculum.

This study used three official high school English textbooks under the Merdeka Curriculum namely, *Work in Progress*, *English for Change*, and *Life Today* as its research subjects. Each learning activity in these three textbooks was analyzed using a qualitative content analysis approach. Learning activities were chosen as the unit of analysis because

⁸⁸ Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: TESOL, 2001), 2–9.

⁸⁹ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann, 1995), 7–15.

they are concrete manifestations of the implementation of learning objectives that directly represent the use of language skills.

The analysis was conducted by identifying representations of the four language skills listening, speaking, reading, and writing both as individual skills and as integrated skills.⁹⁰ Furthermore, each learning activity is classified into fifteen coding categories developed based on the theories of language skills and integrated skills, including four single-skill categories, six two-skill integration categories, four three-skill integration categories, and one four-skill integration category.

The conceptual framework for this study was developed based on the theories of language skills and integrated skills.⁹¹ Based on these two theoretical frameworks, each learning activity in a textbook can be represented as an activity that involves a single language skill or a combination of two, three, or four language skills (integrated skills).⁹² Therefore, this study developed fifteen coding categories designed to identify all possible representations of language skills in the learning activities found in the three high school English textbooks under the Merdeka Curriculum.

Furthermore, the coding process in this study is based on the principles of mutual exclusivity and collective exhaustiveness proposed by

⁹⁰ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), 293–325.

⁹¹ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), 284–286.

⁹² Rebecca L. Oxford, *Teaching and Researching Language Learning Strategies: Self-Regulation in Context*, 2nd ed. (New York: Routledge, 2017), 219–221.

Schreier.⁹³ The principle of mutual exclusivity ensures that each learning activity is classified into only one coding category the most appropriate one so that there is no overlap between categories. Meanwhile, the principle of collective exhaustiveness ensures that the fifteen coding categories are capable of accommodating all possible representations of listening, speaking, reading, and writing skills found in the learning activities in the three textbooks.

Thus, the coding framework used in this study has a strong conceptual and methodological foundation for systematically and consistently analyzing the representation of language skills and patterns of skill integration in high school English textbooks under the Merdeka Curriculum.

⁹³ Margrit Schreier, *Qualitative Content Analysis in Practice* (London: Sage Publications, 2012), 91–94.

Figure 2.1 Conceptual Framework of Language Skills Integration Analysis in Merdeka Curriculum Textbooks



CHAPTER III

RESEARCH METHODOLOGY

A. Research Type and Design

This study employs a qualitative approach in the field of library research, particularly textbook analysis. The qualitative approach was chosen because this study aims to understand, describe, and interpret the representations of listening, speaking, reading, and writing skills, as well as the forms of language skill integration found in learning activities in high school English textbooks under the Merdeka Curriculum. Unlike quantitative research, which is oriented toward hypothesis testing, qualitative research places greater emphasis on understanding meaning, context, and interpretation based on the analyzed data.⁹⁴

As a form of library research, this study relies on written documents as the primary source of data. The main documents analyzed were three high school English textbooks published for the implementation of the Merdeka Curriculum. Since the focus of the study is the content contained in the textbooks, textbook analysis was considered an appropriate method for examining how language skills are represented and integrated within learning activities.⁹⁵

The data were analyzed using qualitative content analysis, a method that systematically examines document content through the processes of

⁹⁴ Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

⁹⁵ George, M. W. (2008). *The elements of library research: What every student needs to know*. Princeton University Press.

identifying, coding, categorizing, and interpreting data based on a predetermined theoretical framework. According to Schreier, qualitative content analysis emphasizes the systematic development of a coding framework so that each unit of analysis can be consistently classified according to predetermined categories.⁹⁶ In this study, the coding framework was developed deductively based on Brown and Lee's theory of language skills and Oxford's theory of integrated language skills.⁹⁷ The framework was then applied to analyze the representation of language skills in learning activities contained in the three high school English textbooks under the Merdeka Curriculum. Furthermore, the data analysis process followed the content analysis procedures proposed by Krippendorff, which involve the systematic identification, coding, categorization, and interpretation of data in accordance with the research objectives.⁹⁸

In this study, the analysis focuses on the learning activities found in the three selected high school English textbooks under the Merdeka Curriculum. These textbooks were developed based on the Learning Outcomes (*Capaian Pembelajaran*) established in the Decree of the Head of BSKAP Number 032/H/KR/2024. Learning activities were chosen as the unit of analysis because they represent the direct implementation of learning objectives and serve as the primary medium through which

⁹⁶ Schreier, M. (2012). *Qualitative content analysis in practice*. SAGE Publications.

⁹⁷ Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson Education.

Oxford, R. L. (2017). *Teaching and researching language learning strategies: Self-regulation in context* (2nd ed.). Routledge.

⁹⁸ Krippendorff, K. (2019). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications.

listening, speaking, reading, and writing skills are practiced. Through the analysis of these learning activities, this study seeks to identify the language skills represented, both as individual skills and as integrated skills.

The analysis process was conducted in several stages: identifying each learning activity, assigning codes based on predetermined language skill categories, grouping activities into categories of single skills or integrated skills, and interpreting the patterns of language skill representation found in the textbooks. Thus, the combination of library research and qualitative content analysis was considered appropriate for addressing the research questions regarding the representation and integration of language skills in high school English textbooks under the Merdeka Curriculum.

B. Research Object and Unit of Analysis

The subjects of this study are three official English textbooks for high school (SMA) designed in accordance with the Merdeka Curriculum: *Work in Progress* for 10th grade, *English for Change* for 11th grade, and *Life Today* for 12th grade. These three books were published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia as the primary recommended textbooks to support the implementation of the Merdeka Curriculum at the high school level.

These three textbooks were selected because they represent a continuous English language learning sequence from 10th grade through 12th grade. Additionally, all three are official textbooks developed in accordance with the Learning Outcomes (*Capaian Pembelajaran*)

stipulated in the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency (BSKAP) Number 032/H/KR/2024.⁹⁹ The selection of these three textbooks is also in line with the research objective, which is to analyze the representation of listening, speaking, reading, and writing skills, as well as the patterns of language skill integration in learning activities across all high school grades.

Thus, an analysis of these three textbooks is expected to provide a more comprehensive picture of the representation of language skills in the official English textbooks of the Merdeka Curriculum than if the study had focused on only one textbook or one grade level.¹⁰⁰

Table 3.1 Research Objects

No.	Textbooks	Grade Level	Publisher	Status
1	English: Work in Progress	10th Grade	Kemendikbudristek	Research Object
2	English for Change	11th Grade	Kemendikbudristek	Research Object
3	Life Today	12th Grade	Kemendikbudristek	Research Object

⁹⁹ Badan Standar, Kurikulum, dan Asesmen Pendidikan, *Keputusan Kepala BSKAP Nomor 032/H/KR/2024*.

¹⁰⁰ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Bahasa Inggris: Work in Progress untuk SMA/MA Kelas X* (Jakarta: Pusat Perbukuan, 2022); Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *English for Change untuk SMA/MA Kelas XI* (Jakarta: Pusat Perbukuan, 2022); Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Life Today untuk SMA/MA Kelas XII* (Jakarta: Pusat Perbukuan, 2022).

The focus of this study is not the overall content of the books, but rather the learning activities found in each learning unit within the three books. Learning activities were chosen as the unit of analysis because they are the primary components that represent the implementation of learning objectives while also demonstrating the use of listening, speaking, reading, and writing skills in the English language learning process.

This study employed total sampling, meaning that all learning activities contained in each unit of the three textbooks were analyzed without selecting a specific sample. This technique was chosen because the volume of data still allowed for a comprehensive analysis, enabling the researcher to obtain a more comprehensive picture of the representation and integration of language skills in the Merdeka Curriculum high school English textbooks. By analyzing all learning activities, this study is expected to minimize the possibility of bias resulting from sample selection and produce findings that are more representative of the content of the textbooks under study.¹⁰¹

Table 3.2 Research Units of Analysis

Aspects	Description
Research Object	Three high school English textbooks for the Merdeka Curriculum
Unit of Analysis	Learning activities
Sampling Technique	Total sampling

¹⁰¹ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2018), 157–161.

Data Analyzed	All learning activities in each unit
Focus of Analysis	Representation and integration of language skills

Each learning activity was then identified and classified based on the fifteen language skill categories developed in this study, namely four single-skill categories (listening, speaking, reading, and writing), six two-skill integration categories, four three-skill integration categories, and one four-skill integration category. These categories served as the basis for the data coding and analysis process in this study.

C. Research Instruments

The main instrument used in this study was a coding framework developed deductively based on the theory of language skills proposed by Brown and Lee and the theory of integrated language skills proposed by Oxford. This coding framework was designed to identify representations of listening, speaking, reading, and writing skills in each learning activity across the three high school English textbooks under the Merdeka Curriculum.¹⁰²

The development of the coding framework is based on the principles of mutual exclusivity and collective exhaustiveness proposed by Schreier. Based on the principle of mutual exclusivity, each learning activity is classified into only one coding category that is most appropriate, thereby

¹⁰² H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), 284–286; Rebecca L. Oxford, *Teaching and Researching Language Learning Strategies: Self-Regulation in Context*, 2nd ed. (New York: Routledge, 2017), 219–221.

preventing overlap between categories. Meanwhile, the principle of collective exhaustiveness ensures that all learning activities can be classified into one of the fifteen predefined coding categories.¹⁰³

Based on this theoretical framework, this study developed fifteen coding categories, consisting of four single-skill categories, six two-skill integration categories, four three-skill integration categories, and one four-skill integration category. All of these categories were used as instruments to code each learning activity consistently so that they could be further analyzed to address the research questions.

Table 3.3 Coding Framework for Language Skills

No.	Category Skill (s)	Code Skill(s)	Deskripsi
1	Single Skill	L	Listening
2	Single Skill	S	Speaking
3	Single Skill	R	Reading
4	Single Skill	W	Writing
5	Integration of Two Skills	LS	Listening–Speaking
6	Integration of Two Skills	LR	Listening–Reading
7	Integration of Two Skills	LW	Listening–Writing
8	Integration of Two	SR	Speaking–Reading

¹⁰³ Margrit Schreier, *Qualitative Content Analysis in Practice* (London: Sage Publications, 2012), 91–94.

No.	Category Skill (s)	Code Skill(s)	Deskripsi
	Skills		
9	Integration of Two Skills	SW	Speaking–Writing
10	Integration of Two Skills	RW	Reading–Writing
11	Integration of Three Skills	LSR	Listening–Speaking–Reading
12	Integration of Three Skills	LSW	Listening–Speaking–Writing
13	Integration of Three Skills	LRW	Listening–Reading–Writing
14	Integration of Three Skills	SRW	Speaking–Reading–Writing
15	Integration of Four Skills	LSRW	Listening–Speaking–Reading–Writing

The coding sheet served as a guideline for researchers to consistently identify representations of language skills in each learning activity. After all activities were coded, the data were organized into a worksheet to calculate the frequency of occurrence for each category, determine the corresponding percentages, and then interpret the results to describe patterns of representation and integration of language skills in the

three textbooks analyzed. The worksheet format used in this study is presented in Table 3.4.

Table 3.4 Data Analysis Worksheet Format

Notes	Coding Rationale /Indicator	Code	Coding Category	Language Skill(s) Represented	Learning Activity	Page	Unit	Grade	Textbook	No.
										1
										2

Description:

2. **Textbook** lists the titles of the textbooks that served as sources for the research data.
3. **Grade** indicates the grade level of the textbook.
4. **Unit** indicates the learning unit in which the activity is found.
5. **Page** shows the page numbers of the learning activities.
6. **Learning Activity** is a unit of analysis in research.
7. **Language Skill(s) Represented** demonstrates the language skills being assessed.
8. **Coding Category** shows the categories based on the coding framework.
9. **Code** is a category code that refers to Table 3.3.
10. **Coding Rationale/Indicator** explain the rationale for the categorization.
11. **Notes** used to record additional information when necessary.

D. Data Collection Methods

This study used document analysis as its data collection technique. The data sources for this study consisted of three official English textbooks from the Merdeka Curriculum for high school, namely *Work in Progress*, *English for Change*, and *Life Today*. All learning activities contained in these three textbooks were used as research data without applying any sampling technique; thus, this study employed total sampling across all units of analysis.¹⁰⁴

The data collection process was conducted systematically through several stages. First, the researcher identified all learning activities found in each unit across the three textbooks. Second, each learning activity was recorded in an analysis worksheet containing information on the unit, page number, type of activity, and coding category. Third, all documented data were prepared for coding and analysis using a coding framework that had been developed previously.¹⁰⁵

Through this procedure, all learning activities are systematically documented so that the data coding and analysis processes can be carried out consistently and in accordance with the research objectives.

E. Data Analysis Techniques

Data analysis in this study was conducted using a qualitative content analysis approach. The coding framework used was developed deductively based on Brown and Lee's theory of language skills and Oxford's theory of integrated language skills. Furthermore, the coding process was

¹⁰⁴ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Los Angeles: Sage Publications, 2018), 158–160.

¹⁰⁵ Margrit Schreier, *Qualitative Content Analysis in Practice* (London: Sage Publications, 2012), 80–91.

structured based on the principles of mutual exclusivity and collective exhaustiveness proposed by Schreier, so that each learning activity was classified into the most appropriate coding category and all learning activities could be accommodated within the fifteen predefined coding categories.¹⁰⁶

The data analysis process followed the content analysis procedure outlined by Krippendorff, which includes identifying units of analysis, coding the data, grouping the data into appropriate categories, analyzing the frequency of occurrence of each category, and interpreting the results of the analysis based on the research objectives.¹⁰⁷

After all learning activities had been coded, the researchers calculated the frequency of occurrence for each coding category in each textbook. Next, the percentage for each category was calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Notes:

P = Percentage of occurrence of each category

f = Frequency of each skill category

N = Total number of learning activities analyzed

The percentages were used only to support the qualitative interpretation of the data rather than to conduct statistical inference. The results of these calculations were then presented in tabular form and

¹⁰⁶ Margrit Schreier, *Qualitative Content Analysis in Practice* (London: Sage Publications, 2012), 91–94.

¹⁰⁷ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 4th ed. (Los Angeles: Sage Publications, 2019), 96–106.

analyzed descriptively to address the two research questions: the representation of language skills and the patterns of language skill integration in the three high school English textbooks under the Merdeka Curriculum.

F. Data validity

Data validity (*trustworthiness*) refers to the efforts made by researchers to ensure that the processes of data collection, coding, and analysis are conducted systematically, consistently, and accountably. In qualitative research, trustworthiness aims to enhance the credibility of the research findings so that they accurately reflect the data analyzed.¹⁰⁸

In this study, data validity was ensured through two main strategies: credibility and audit trail. These strategies were employed to ensure that the processes of data collection, coding, and analysis were conducted systematically, consistently, and transparently. The two strategies are explained as follows.

1. Credibility

Credibility was established by repeatedly reading and analyzing all learning activities contained in the three textbooks so that the researcher gained a comprehensive understanding of the context of each learning activity.¹⁰⁹ In addition, the coding process was carried out consistently using a coding framework developed based on Brown and Lee's theory of language skills and Oxford's theory of integrated

¹⁰⁸ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2018), 246–250.

¹⁰⁹ Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Newbury Park, CA: Sage Publications, 1985), 289–331.

language skills.¹¹⁰ To maintain consistency throughout the analysis, the researcher repeatedly reviewed the coding results and compared each learning activity with the predetermined coding indicators before assigning the final coding category.

2. Audit Trail

An audit trail was maintained by systematically documenting the entire research process, beginning with the identification of learning activities, the coding process, the preparation of the analysis worksheet, and ending with data analysis and interpretation.¹¹¹ This documentation enables the research process to be traced transparently and demonstrates that the findings were derived systematically from the collected data.

¹¹⁰ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015), hlm. 293–325; Rebecca L. Oxford, *Integrated Skills in the ESL/EFL Classroom* (Washington, DC: TESOL, 2001), 2–9.

¹¹¹ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2018), 247–250.

BAB IV

FINDINGS AND DISCUSSION

A. Overview of Research Data

Table 4.1 Overview of Research Data

Textbook	Grade	Units/Chapters	Learning Activities	Unit of Analysis
Work in Progress	X	6 Chapters	159	Learning Activities
English for Change	XI	5 Units	283	Learning Activities
Life Today	XII	4 Units	98	Learning Activities
Total		15	540	

Source: Researcher's coding results (2026).

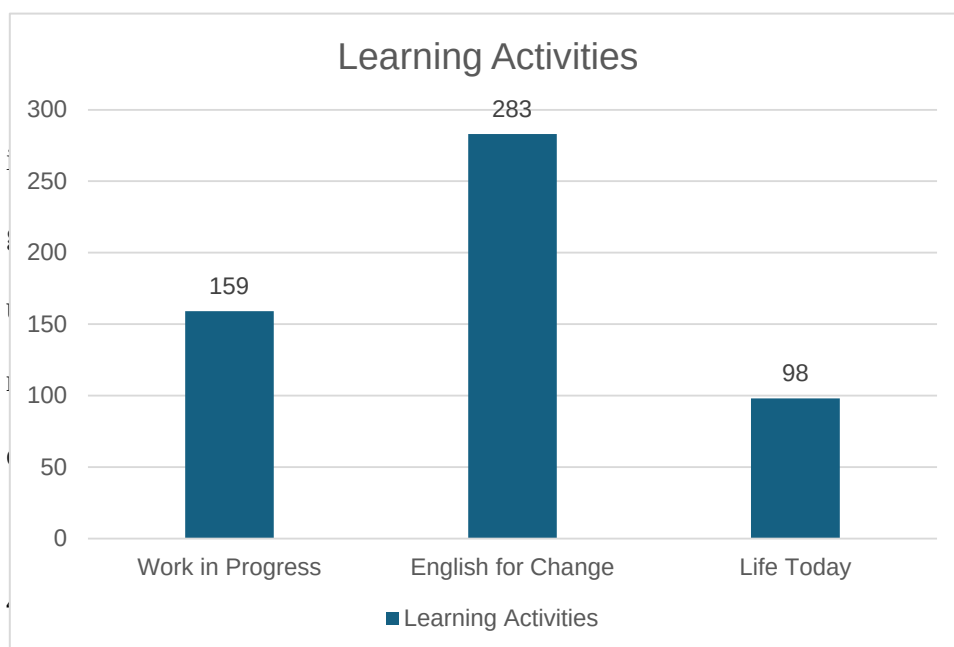
This study analyzes the representation of language skills in three official senior high school English textbooks developed under the Merdeka Curriculum, namely Work in Progress (Grade X), English for Change (Grade XI), and Life Today (Grade XII). The analysis focuses on the learning activities contained in each textbook because they represent the implementation of learning objectives and provide opportunities for students to use one or more language skills.

As shown in Table 4.1, the three textbooks consist of a total of 15 chapters or units containing 540 learning activities. Work in Progress

includes 159 learning activities distributed across six chapters, English for Change contains 283 learning activities across five units, and Life Today consists of 98 learning activities in four units. All learning activities were treated as the units of analysis and were systematically coded using the fifteen-category coding framework developed in this study to identify the representation of listening, speaking, reading, and writing skills as well as the patterns of language skill integration.

The findings are presented according to the two research questions. The first section describes how language skills are represented in the learning activities of the three textbooks, while the second section examines the patterns of single-skill and integrated-skill representation across the textbooks. The interpretation of these findings is discussed in relation to the theoretical framework and previous studies in the Discussion section.

Figure 4.1 Distribution of Learning Activities Across the Three Textbooks



1 provides a clearer visual comparison of the distribution of learning activities across the three textbooks. It can be seen that *English for Change* contains the highest number of learning activities, whereas *Life Today* contains the fewest. The figure reinforces the data presented in Table 4.1 and highlights the variation in the amount of learning material analyzed in each textbook.

B. Findings

1. Representation of Language Skills in the Three High School English Textbooks

This section presents the findings related to the first research question: How are language skills represented in the learning activities of the three official senior high school English textbooks under the

Merdeka Curriculum? The representation of language skills was identified by analyzing each learning activity using the fifteen-category coding framework developed in this study. The coding framework includes four single-skill categories, six two-skill combinations, four three-skill combinations, and one four-skill combination.

Table 4.2 Representation of Language Skills in *Work in Progress* Series

No.	Language Skills Representation	Code Skill(s)	Frequency	Percentage (%)
1	Reading–Writing	RW	66	41.51
2	Speaking–Reading–Writing	SRW	44	27.67
3	Speaking–Reading	SR	22	13.84
4	Listening–Reading–Writing	LRW	9	5.66
5	Listening–Speaking–Reading	LSR	7	4.40
6	Listening–Reading	LR	6	3.77
7	Listening–Speaking–Reading–Writing	LSRW	4	2.52
8	Listening–Writing	LW	1	0.63
Total			159	100.00

As presented in Table 4.2, eight of the fifteen coding categories were identified in *Work in Progress*. Reading–Writing (RW) was the

most dominant representation, accounting for 66 learning activities (41.51%), followed by Speaking–Reading–Writing (SRW) with 44 activities (27.67%) and Speaking–Reading (SR) with 22 activities (13.84%). Meanwhile, Listening–Writing (LW) was the least represented category, occurring only once (0.63%). No learning activities representing the four single language skills (Listening, Speaking, Reading, and Writing) were identified. These findings indicate that language skills in *Work in Progress* are represented primarily through integrated language-skill activities, particularly those involving reading and writing.

Table 4.3 Representation of Language Skills in *English for Change Series*

No.	Representation of Language Skills	Code Skill(s)	Frequency	Percentage (%)
1	Reading–Writing	RW	155	54.77
2	Speaking–Reading–Writing	SRW	48	16.96
3	Speaking–Reading	SR	25	8.83
4	Listening–Reading–Writing	LRW	20	7.07
5	Listening–Speaking–Reading	LSR	14	4.95
6	Listening–Reading	LR	13	4.59

No.	Representation of Language Skills	Code Skill(s)	Frequency	Percentage (%)
7	Listening–Speaking	LS	5	1.77
8	Speaking–Writing	SW	3	1.06
	Total		283	100,00

Table 4.3 shows that eight coding categories were identified in English for Change. Reading–Writing (RW) was the dominant representation with 155 learning activities (54.77%), followed by Speaking–Reading–Writing (SRW) with 48 activities (16.96%) and Speaking–Reading (SR) with 25 activities (8.83%). In contrast, Speaking–Writing (SW) appeared only three times (1.06%), while the single-skill categories and several integrated categories were not represented. Overall, the findings indicate that English for Change emphasizes integrated language-skill activities, particularly the combination of reading and writing.

Table 4.4 Representation of Language Skills in *Life Today*

Series

No.	Language Skill Representation	Code Skill(s)	Frequency	Percentage (%)
1	Reading–Writing	RW	29	29.59
2	Reading	R	18	18.37
3	Writing	W	11	11.22
4	Speaking–Reading	SR	7	7.14

No.	Language Skill Representation	Code Skill(s)	Frequency	Percentage (%)
5	Listening–Reading–Writing	LRW	6	6.12
6	Listening–Writing	LW	4	4.08
7	Speaking	S	4	4.08
8	Listening	L	4	4.08
9	Listening–Speaking	LS	3	3.06
10	Listening–Reading	LR	3	3.06
11	Speaking–Writing	SW	2	2.04
12	Listening–Speaking–Reading	LSR	2	2.04
13	Listening–Speaking–Writing	LSW	2	2.04
14	Speaking–Reading–Writing	SRW	2	2.04
15	Listening–Speaking–Reading–Writing	LSRW	1	1.02

As shown in Table 4.4, *Life Today* represents all fifteen coding categories identified in this study. Reading–Writing (RW) remained the most frequent category with 29 activities (29.59%), followed by Reading (18.37%) and Writing (11.22%). Unlike the other two textbooks, *Life Today* includes all four single language skills together with two-skill, three-skill, and four-skill combinations. These findings

show that *Life Today* provides the broadest representation of language skills among the three textbooks analyzed.

Overall, the findings indicate that the three official senior high school English textbooks represent language skills predominantly through integrated language-skill activities rather than isolated language skills. Although the extent of integration varies across the textbooks, all three incorporate combinations of two or more language skills within their learning activities. *Work in Progress* and *English for Change* represent eight of the fifteen coding categories, indicating a relatively limited range of language skill integration. In contrast, *Life Today* represents all fifteen coding categories, demonstrating the most comprehensive implementation of integrated language skills among the three textbooks.

2. Patterns of Single Skills and Integrated Skills

This section addresses the second research question concerning the patterns of single-skill and integrated-skill representation in the three official senior high school English textbooks under the Merdeka Curriculum. To identify these patterns, the coding results from the three textbooks were compared based on the fifteen categories of language skill representation.

**Table 4.5 Comparison of Language Skill Representation
Across the Three Textbooks**

Code Skill(s)	Work in Progress	English for Change	Life Today
L	0	0	4
S	0	0	4
R	0	0	18
W	0	0	11
LS	0	5	3
LR	6	13	3
LW	1	0	4
SR	22	25	7
SW	0	3	2
RW	66	155	29
LSR	7	14	2
LSW	0	0	2
LRW	9	20	6
SRW	44	48	2
LSRW	4	0	1

Source: Researcher's coding results (2026).

Table 4.5 compares the representation of language skills across the three textbooks. Reading–Writing (RW) was consistently the most dominant category, with 66 occurrences in *Work in Progress*, 155 in

English for Change, and 29 in *Life Today*. Work in Progress and English for Change represented only eight of the fifteen coding categories, whereas Life Today represented all fifteen categories. Furthermore, the four single-skill categories (Listening, Speaking, Reading, and Writing) were found only in *Life Today*, indicating a broader range of language skill representations than in the other two textbooks.

Table 4.6 Patterns of Single Skills and Integrated Skills Across the Three Textbooks

Pattern	Work in Progress	English for Change	Life Today
Single Skills	0	0	37
Two-Skill Integration	95	201	48
Three-Skill Integration	60	82	12
Four-Skill Integration	4	0	1
Total Activities	159	283	98

As shown in Table 4.6, integrated language skills dominated the learning activities in all three textbooks. Work in Progress and English for Change relied almost entirely on integrated-skill activities, with no single-skill representations identified. In both textbooks, two-skill integration was the most common pattern, followed by three-skill

integration. Four-skill integration appeared only in *Work in Progress* and with a very limited frequency.

In contrast, *Life Today* demonstrated a more balanced pattern of language skill representation. In addition to integrated-skill activities, the textbook included all four single language skills, resulting in 37 single-skill activities. Although two-skill integration remained the most frequent pattern, *Life Today* also represented three-skill and four-skill combinations, making it the only textbook that covered all fifteen coding categories developed in this study.

Overall, the comparison indicates that the three textbooks share a common emphasis on integrated language learning, but they differ in the complexity and variety of language skill representation. While *Work in Progress* and *English for Change* focus primarily on a limited range of integrated-skill combinations, *Life Today* provides the most comprehensive pattern by incorporating both single-skill and integrated-skill activities.

C. Discussion

1. Representation of Language Skills in the Three High School English Textbooks

The findings of this study indicate that language skills in the three official senior high school English textbooks under the Merdeka Curriculum are represented predominantly through integrated language-skill activities rather than isolated language skills. The representation of language skills is reflected not merely in the occurrence of individual

language skills but, more importantly, in the systematic integration of two or more language skills within learning activities designed to achieve meaningful communicative objectives. Although the degree of representation varies across the textbooks, each textbook includes learning activities that combine two or more language skills within meaningful learning tasks. Among the three textbooks, *Life Today* demonstrates the most comprehensive representation by incorporating all fifteen coding categories identified in this study, whereas *Work in Progress* and *English for Change* represent only eight categories. These findings suggest that the three textbooks generally emphasize the integration of language skills while differing in the variety and complexity of language skill representations provided for learners at each grade level.

The predominance of integrated language-skill activities across the three textbooks indicates that language learning is designed to engage students in the simultaneous use of multiple language skills rather than treating each skill as a separate component of instruction. Most learning activities require students to combine receptive skills, such as reading or listening, with productive skills, such as speaking or writing, to accomplish meaningful learning tasks. This pattern reflects an emphasis on language use as an interconnected process, where learners are expected not only to comprehend information but also to respond, discuss, or produce language based on their understanding. Furthermore, the increasing variety of integrated language-skill

representations from *Work in Progress* to *Life Today* suggests a progression in the complexity of learning activities across grade levels, providing learners with broader opportunities to develop communicative competence through increasingly diverse language tasks. The dominance of Reading–Writing (RW) activities suggests that the textbooks frequently require students to construct written responses based on information obtained from written texts. This pattern indicates an emphasis on literacy-oriented learning, where reading functions as the primary source of input and writing serves as the principal mode of language production.

The findings of this study are consistent with the perspective proposed by Brown and Lee emphasize that effective language learning occurs when learners use listening, speaking, reading, and writing in an integrated manner because authentic communication rarely involves only a single language skill.¹¹² According to Brown and Lee, authentic communication requires learners to integrate receptive skills, such as listening and reading, with productive skills, including speaking and writing, because these skills naturally support one another in real-life communication. The predominance of integrated language-skill activities identified in the three textbooks reflects this perspective, as most learning activities require students to process information before expressing ideas through spoken or written language. Therefore, the representation of language skills in the textbooks demonstrates an effort

¹¹² H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015).

to provide learning experiences that encourage learners to use multiple language skills in an integrated and meaningful manner rather than practicing each skill in isolation.

The representation of integrated language-skill activities identified in the three textbooks also reflects the learning principles promoted by the Merdeka Curriculum. The curriculum emphasizes meaningful, student-centered learning experiences that enable learners to use English for authentic communication in a variety of contexts rather than mastering language skills separately. In line with the English Learning Outcomes (*Capaian Pembelajaran*), students are expected to comprehend, interpret, and produce spoken, written, and multimodal texts for different communicative purposes.¹¹³ Consequently, the integration of listening, speaking, reading, and writing within learning activities provides learners with opportunities to develop communicative competence through contextualized language use. Although the extent of integration varies across the three textbooks, the findings suggest that all of them are generally aligned with the curriculum's objective of promoting meaningful and communicative English language learning.

The representation of integrated language-skill activities identified in the three textbooks also aligns with the objectives of the Merdeka Curriculum as outlined in the English Learning Outcomes (*Capaian*

¹¹³ Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, *Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 032/H/KR/2024 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka* (Jakarta: BSKAP, 2024).

Pembelajaran) stipulated in the Decree of the Head of the Agency for Standards, Curriculum, and Educational Assessment (BSKAP) Number 032/H/KR/2024. The curriculum emphasizes students' ability to comprehend, interpret, and produce spoken, written, and multimodal texts for various communicative purposes through meaningful learning experiences.¹¹⁴ Accordingly, English learning is expected to facilitate the integrated use of listening, speaking, reading, and writing rather than treating these skills as separate competencies. In this context, the predominance of integrated language-skill activities found in the three textbooks indicates that they generally support the curriculum's orientation toward communicative language use. Nevertheless, the findings also reveal differences in the breadth of language skill representation, with *Life Today* providing more varied combinations of language skills than *Work in Progress* and *English for Change*, thereby offering broader opportunities for students to engage in diverse communicative learning experiences.

The present findings reinforce the growing body of evidence that integrated language skills have become a dominant characteristic of contemporary English textbooks. Similar patterns were identified by Paulus Sainyakit and Fahala Rahma Tanto, who found that English learning activities frequently combined multiple language skills to

¹¹⁴ Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, *Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 032/H/KR/2024 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka* (Jakarta: BSKAP, 2024).

promote communicative learning.¹¹⁵ Likewise, more recent studies conducted by Ahsan Muzri, Wahyudin, and Ameliana and Syifa' Khuriyatuz Zahro highlighted the importance of integrating language skills within textbook activities.¹¹⁶ However, unlike these previous studies, the present research provides a broader comparison by examining three official senior high school English textbooks across Grades X, XI, and XII using a fifteen-category coding framework. This approach offers a more comprehensive understanding of how language skill representations develop across grade levels within the Merdeka Curriculum.

Overall, the discussion demonstrates that the representation of language skills in the three official senior high school English textbooks under the Merdeka Curriculum reflects an emphasis on integrated language learning. Rather than presenting listening, speaking, reading, and writing as isolated competencies, the textbooks generally combine these skills within meaningful learning activities that encourage students to comprehend, interpret, and produce language for communicative purposes. Although the scope of language skill representation differs

¹¹⁵ Paulus Sainyakit, "A Content Analysis of Integrated Learning Skills and Assessment in the Textbook Entitled *Grow with English*," *Acitya: Journal of Teaching and Education* 4, no. 2 (2022): 423–435; Fahala Rahma Tanto, *An Analysis of the English Textbook Bahasa Inggris Work in Progress* (Based on the Curriculum Merdeka) (Skripsi, UIN Syarif Hidayatullah Jakarta, 2023).

¹¹⁶ Ahsan Muzri S., Syarifuddin Dollah, La Sunra, and Dias Wahyu Rawikarani, "Evaluating *Bahasa Inggris Work in Progress*: A Comprehensive Analysis of Indonesia's Merdeka Curriculum English Textbook for Grade X Using Cunningsworth and Al-Sowat Framework," *Journal of English Language Teaching and Literature (JELITA)* 6, no. 2 (2025): 516–530; Wahyudin, Ari Fajria Novari, and Nur Azmi Rohimajaya, "The Analysis of English Course Book for Tenth Grade of Senior High School Based on Merdeka Curriculum," *Journal of English Education Studies* 8, no. 1 (2025): 13–32; Ameliana and Syifa' Khuriyatuz Zahro, "Assessing the Alignment of *English for Change* Textbook within the Merdeka Curriculum Framework," *Journal of Languages and Language Teaching* 13, no. 4 (2025): 2091–2102.

across the textbooks, with *Life Today* providing the widest variety of language-skill combinations, all three textbooks generally support the development of communicative competence in accordance with the principles of integrated language learning and the objectives of the Merdeka Curriculum. These findings provide a foundation for further examining how patterns of single-skill and integrated-skill representations are distributed across the three textbooks, which is discussed in the following section.

2. Patterns of Single Skills and Integrated Skills in the Three High School English Textbooks

The findings of this study reveal distinct patterns in the representation of single language skills and integrated language skills across the three official senior high school English textbooks under the Merdeka Curriculum. Integrated language skills constitute the dominant pattern in all three textbooks, with two-skill integration occurring more frequently than three-skill and four-skill combinations. While *Work in Progress* and *English for Change* rely almost exclusively on integrated language-skill activities, *Life Today* presents a more balanced pattern by incorporating both single-skill and integrated-skill activities across all fifteen coding categories. These differences indicate that although the three textbooks share a common orientation toward integrated language learning, they vary in the breadth and complexity of language skill representations provided at different grade levels.

The dominance of integrated language-skill patterns across the three textbooks suggests that English learning is designed to engage students in learning experiences that require the simultaneous use of multiple language skills. Rather than developing listening, speaking, reading, and writing independently, the learning activities encourage students to apply these skills in combination to accomplish communicative tasks. The predominance of two-skill integration indicates that textbook activities generally follow a sequential learning process in which one language skill serves as the basis for developing another, the predominance of two-skill integration, particularly Reading–Writing (RW), indicates that many learning activities require students to construct written responses after reading texts, while other combinations, such as Speaking–Reading (SR), encourage learners to interpret information before expressing ideas orally. Furthermore, the broader range of language-skill patterns identified in *Life Today* suggests that learning activities become progressively more complex across grade levels, providing students with greater opportunities to engage in diverse forms of language use.

The patterns identified in this study are consistent with Oxford's Integrated Skills Theory, which views listening, speaking, reading, and writing as mutually supportive rather than independent language skills.¹¹⁷ Oxford argues that effective language learning occurs when learners are given opportunities to use multiple language skills in an

¹¹⁷ Rebecca L. Oxford, *Teaching and Researching Language Learning Strategies: Self-Regulation in Context*, 2nd ed. (New York: Routledge, 2017), 219–221.

integrated manner because authentic communication requires the simultaneous processing and production of language. These findings indicate that integrated language-skill patterns are not merely a structural feature of textbook activities but also reflect an instructional design intended to support learners' gradual development of communicative language proficiency. The predominance of integrated language-skill patterns across the three textbooks, particularly the frequent use of Reading–Writing (RW), Speaking–Reading–Writing (SRW), and Speaking–Reading (SR) combinations, reflects this theoretical perspective. These patterns demonstrate that the textbooks are designed to encourage learners to connect language input with language output through meaningful learning activities, thereby promoting the development of communicative competence instead of isolated language-skill mastery.

The patterns of single-skill and integrated-skill representations identified in this study also reflect the orientation of English learning in the Merdeka Curriculum as outlined in the English Learning Outcomes stipulated in the Decree of the Head of the Agency for Standards, Curriculum, and Educational Assessment (BSKAP) Number 032/H/KR/2024. The Learning Outcomes emphasize students' ability to comprehend, interpret, and produce spoken, written, and multimodal texts for various communicative purposes.¹¹⁸ Such competencies require learners to employ multiple language skills in a connected manner

¹¹⁸ Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, *Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 032/H/KR/2024*.

rather than relying on isolated language practice. Therefore, the predominance of integrated language-skill patterns across the three textbooks demonstrates their alignment with the curriculum's emphasis on meaningful language use. At the same time, the presence of single-skill activities, particularly in *Life Today*, indicates that individual language skills continue to play a complementary role in supporting the gradual development of learners' overall communicative competence.

The patterns identified in this study are generally consistent with previous research highlighting the predominance of integrated language skills in English textbooks. Paulus Sainyakit and Fahala Rahma Tanto similarly found that English learning activities tend to integrate multiple language skills to support meaningful language use rather than teaching each skill separately.¹¹⁹ Likewise, the studies conducted by Ahsan Muzri, Wahyudin, and Ameliana and Syifa' Khuriyatuz Zahro emphasized that integrated language-skill activities play an important role in promoting communicative language learning.¹²⁰ However, the present study extends these findings by examining the patterns of both single-skill and integrated-skill representations across three official

¹¹⁹ Paulus Sainyakit, "A Content Analysis of Integrated Learning Skills and Assessment in the Textbook Entitled *Grow with English*," *Acitya: Journal of Teaching and Education* 4, no. 2 (2022): 423–435; Fahala Rahma Tanto, *An Analysis of the English Textbook Bahasa Inggris Work in Progress* (Based on the Curriculum Merdeka) (Skripsi, UIN Syarif Hidayatullah Jakarta, 2023).

¹²⁰ Ahsan Muzri S., Syarifuddin Dollah, La Sunra, and Dias Wahyu Rawikarani, "Evaluating *Bahasa Inggris Work in Progress*: A Comprehensive Analysis of Indonesia's Merdeka Curriculum English Textbook for Grade X Using Cunningsworth and Al-Sowat Framework," *Journal of English Language Teaching and Literature (JELITA)* 6, no. 2 (2025): 516–530; Wahyudin, Ari Fajria Novari, and Nur Azmi Rohimajaya, "The Analysis of English Course Book for Tenth Grade of Senior High School Based on Merdeka Curriculum," *Journal of English Education Studies* 8, no. 1 (2025): 13–32; Ameliana and Syifa' Khuriyatuz Zahro, "Assessing the Alignment of *English for Change* Textbook within the Merdeka Curriculum Framework," *Journal of Languages and Language Teaching* 13, no. 4 (2025): 2091–2102.

senior high school English textbooks under the Merdeka Curriculum. By comparing textbooks from Grades X, XI, and XII using a systematic coding framework, this study provides a broader understanding of how language-skill integration develops across different educational levels.

Overall, the discussion indicates that integrated language skills constitute the dominant pattern of language-skill representation in the three official senior high school English textbooks under the Merdeka Curriculum. The predominance of integrated-skill activities reflects an effort to engage learners in meaningful language use by combining receptive and productive skills within a single learning activity. At the same time, the presence of single-skill activities demonstrates that individual language skills continue to serve as essential foundations for developing more complex language competencies. The variation in language-skill patterns across the three textbooks further suggests a progression in learning complexity from one grade level to another, supporting students' gradual development of communicative competence in accordance with the objectives of the Merdeka Curriculum.

BAB V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the three official English textbooks of the Merdeka Curriculum, namely *Work in Progress*, *English for Change*, and *Life Today*, represent the four language skills of listening, speaking, reading, and writing through various learning activities. However, the representation of these language skills and the patterns of single- and integrated-skill activities vary across the three textbooks. The following conclusions are presented based on the two research questions of this study.

1. Representation of Language Skills

The findings show that listening, speaking, reading, and writing are represented in the three official English textbooks of the Merdeka Curriculum, namely *Work in Progress*, *English for Change*, and *Life Today*. However, the representation of these four language skills is not evenly distributed. Reading and writing are the most dominant skills, primarily represented through Reading–Writing (RW) activities, while listening and speaking appear less frequently as stand-alone skills and are more commonly integrated with other language skills. This indicates that the three textbooks emphasize literacy-oriented learning while still incorporating the four language skills into various learning activities.

2. Patterns of Single and Integrated Language Skills

The findings reveal that the three textbooks implement both single-skill and integrated-skill activities, although the patterns and degree of integration differ across the textbooks. *Work in Progress* mainly emphasizes two-skill integration, while *English for Change* and *Life Today* demonstrate different patterns of single- and multi-skill integration. Overall, the three textbooks generally support the principles of integrated language learning and provide varied opportunities for developing students' communicative competence. Nevertheless, the dominance of reading and writing suggests that greater attention should be given to achieving a more balanced representation of listening, speaking, reading, and writing in future textbook development.

B. Suggestions

Based on the findings, discussion, and conclusions of this study, several suggestions are proposed to improve the representation and development of language skills in English learning and to provide directions for future research.

1. For English Teachers

English teachers are encouraged not to rely solely on the learning activities provided in the textbooks, particularly because the findings show that reading and writing activities are more dominant than listening and speaking activities. Therefore, teachers are encouraged to complement the textbook activities with additional listening and

speaking activities that provide students with more opportunities to practice these skills in meaningful and communicative contexts. Teachers may also adapt or enrich the existing activities according to students' needs, learning objectives, and classroom contexts to promote a more balanced development of listening, speaking, reading, and writing skills. In addition, teachers are encouraged to make effective use of the guidelines or instructions provided in the textbooks as references for organizing and facilitating learning activities, while adapting their implementation to the needs of their students and classroom situations.

2. For Textbook Developers and Curriculum Designers

Textbook developers and curriculum designers are advised to consider a more balanced representation of the four language skills in future textbook development. Although the findings indicate that the three textbooks have implemented both single-skill and integrated-skill activities, reading and writing remain more dominant than listening and speaking. Therefore, future textbook development should provide more varied and systematically distributed listening and speaking activities across units. These skills should also be integrated meaningfully with reading and writing to provide students with more balanced opportunities to develop their overall communicative competence. Furthermore, the guidelines or instructions provided for teachers and students should be presented clearly and systematically to support the effective use of the textbooks. Although the three

textbooks do not provide specific sections entitled “Rules” containing formal regulations or sanctions, the available instructions and guidelines can serve as references for teachers and students in using the textbooks and participating in learning activities. Therefore, future textbook development may consider providing clearer and more comprehensive guidelines for both teachers and students.

3. For Future Researchers

Future researchers are encouraged to extend the scope of this study by analyzing English textbooks at other educational levels, comparing textbooks from different publishers, or examining the implementation of textbook activities in actual classroom practice. Since this study focused only on three official English textbooks of the Merdeka Curriculum for senior high school students, future studies may include a wider range of textbooks to obtain a more comprehensive understanding of language skills representation in Indonesian English language education. Future researchers may also employ mixed-methods approaches or involve more than one coder to strengthen the analysis and provide a broader perspective on the representation of language skills. In addition, future studies may investigate how teachers and students use the guidelines provided in textbooks and how textbook activities contribute to students’ actual language skill development. Such studies may address the limitations of the present study, which focused on the representation of language

skills in textbook learning activities and did not examine their implementation or effectiveness in actual classroom contexts.

REFERENCES

- Ahsan Muzri, S., Dollah, S., Sunra, L., & Rawikarani, D. W. (2025). Evaluating Bahasa Inggris: Work in Progress: A comprehensive analysis of Indonesia's Merdeka Curriculum English textbook for Grade X using Cunningsworth and Al-Sowat framework. *Journal of English Language Teaching and Literature (JELITA)*, 6(2), 516-530.
- Ameliana, & Zahro, S. K. (2025). Assessing the alignment of English for Change textbook within the Merdeka Curriculum framework. *Journal of Languages and Language Teaching*, 13(4), 2091-2102
- Badan Standar, Kurikulum, dan Asesmen Pendidikan. (2024). Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 032/H/KR/2024 tentang capaian pembelajaran pada pendidikan anak usia dini, jenjang pendidikan dasar, dan jenjang pendidikan menengah.
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson Education.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Crystal, D. (2012). *English as a global language* (2nd ed.). Cambridge University Press.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Heinemann.
- Farrell, T. S. C., & Jacobs, G. M. (2019). *Essentials for successful English language teaching*. Bloomsbury Academic.
- George, M. W. (2008). *The elements of library research: What every student needs to know*. Princeton University Press.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022a). *Bahasa Inggris: Work in Progress untuk SMA/MA Kelas X*. Pusat Perbukuan.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022b). *English for Change untuk SMA/MA Kelas XI*. Pusat Perbukuan.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022c). *Life Today untuk SMA/MA Kelas XII*. Pusat Perbukuan.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022d). *Panduan pembelajaran dan asesmen Kurikulum Merdeka*. Kemendikbudristek.
- Krippendorff, K. (2019). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications.

- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.
- Melawati Dewi, & Muslim, A. B. (2024). Integrated skills approach in teaching EFL writing and speaking as productive skills: A case study in Indonesian context. *LET: Linguistics, Literature and English Teaching Journal*, 14(1), 161-181.
- Neuendorf, K. A. (2017). *The content analysis guidebook* (2nd ed.). SAGE Publications.
- Ningrum, N., & Yunita, W. (2025). Cultural context representation in the Merdeka Curriculum English textbook: A content analysis. *Jo-ELT*, 12(1), 13-24.
- Nuraeni, C., Sukyadi, D., & Yusuf, F. N. (2023). Reading material-based content analysis in senior high school English textbooks in Indonesia. *Metathesis: Journal of English Language, Literature, and Teaching*, 7(1), 97-109.
- Oxford, R. L. (2001). *Integrated skills in the ESL/EFL classroom*. ERIC Clearinghouse on Languages and Linguistics.
- Oxford, R. L. (2017). *Teaching and researching language learning strategies: Self-regulation in context* (2nd ed.). Routledge.
- Paulus Sainyakit. (2022). A content analysis of integrated learning skills and assessment in the textbook entitled *Grow with English*. *Acitya: Journal of Teaching and Education*, 4(2), 423-435.
- Richards, J. C. (2017). *Curriculum development in language teaching* (2nd ed.). Cambridge University Press.
- Schreier, M. (2012). *Qualitative content analysis in practice*. SAGE Publications.
- Tanto, F. R. (2023). An analysis of the English textbook "Bahasa Inggris: Work in Progress" based on the Merdeka Curriculum [Undergraduate thesis, UIN Syarif Hidayatullah Jakarta].
- Wahyudin, Novari, A. F., & Rohimajaya, N. A. (2025). The analysis of English course book for tenth grade of senior high school based on Merdeka Curriculum. *Journal of English Education Studies*, 8(1), 13-32.

APPENDICES

Category, Coding, Representation Language Skills

Code	Representation of Language Skills	Operational Definition
L	Listening	Activities that require students to understand information through listening, such as listening to conversations, audio recordings, podcasts, or verbal instructions.
S	Speaking	Activities that require students to produce spoken language through discussions, presentations, role-playing, interviews, or oral responses.
R	Reading	Activities that require students to read and understand written texts, identify information, analyze the content of the text, or answer questions based on what they have read.
W	Writing	Activities that require students to produce written language, such as writing sentences, paragraphs, essays, reports, or reflections.
LS	Listening–Speaking	An activity that integrates listening and speaking skills into a single learning activity.
LR	Listening–Reading	An activity that integrates listening and reading skills into a single learning activity.
LW	Listening–Writing	An activity that integrates listening and writing skills into a single learning activity.
SR	Speaking–Reading	An activity that integrates speaking and reading skills into a single learning activity.
SW	Speaking–Writing	An activity that integrates speaking and writing skills into a single learning activity.
RW	Reading–Writing	An activity that integrates reading and writing skills into a single learning activity.

Code	Representation of Language Skills	Operational Definition
LSR	Listening–Speaking–Reading	An activity that integrates listening, speaking, and reading skills into a single learning activity.
LRW	Listening–Reading–Writing	An activity that integrates listening, reading, and writing skills into a single learning activity.
LSW	Listening–Speaking–Writing	An activity that integrates listening, speaking, and writing skills into a single learning activity.
SRW	Speaking–Reading–Writing	An activity that integrates speaking, reading, and writing skills into a single learning activity.
LSRW	Listening–Speaking–Reading–Writing	An activity that integrates all four language skills (listening, speaking, reading, and writing) simultaneously into a single learning activity.

Source: Developed by the researchers based on Brown and Lee (2015) and Oxford (2001).

Sample of Coding Sheet

No.	Textbook	Unit / Chapter	Lesson / Section	Learning Activity	Listening	Speaking	Reading	Writing	Final Code	Coding Rationale
1	Life Today	Unit 1	Listening	Activity 3 – Listening to the audio.	✓				L	The activity only requires students to comprehend spoken information through listening.
2	Life Today	Unit 3	Listening	Activity 3b – Performing the dialogue (role-play).		✓			S	Students produce spoken language through role-play activities.
3	Life Today	Unit 3	Reading	Activity 2 – Reading a hortatory exposition text.			✓		R	Students read and comprehend a written text.
4	Life Today	Unit 1	Writing	Activity 2 – Writing an analytical exposition text.				✓	W	Students independently produce a written text.
5	Life Today	Unit 1	Listening	Activity 1 – Observing the picture and discussing the	✓	✓			LS	Students interpret the visual stimulus and respond orally

				questions.						through discussion.
6	Work in Progress	Chapter 1	Task 2A	Listen and Decide True/False.	✓		✓		LR	Students listen to spoken information and read statements before determining whether they are true or false.
7	Work in Progress	Chapter 5	Task 2A	Listen and Write.	✓			✓	LW	Students listen to spoken input and write the required information.
8	Work in Progress	Chapter 1	Questions to Think About	Questions to Think About.		✓	✓		SR	Students read the questions and express their ideas orally.
9	Life Today	Unit 2	Writing	Activity 1 – Planning the podcast script.		✓		✓	SW	Students discuss ideas before producing a written podcast script.
10	Work in Progress	Chapter 1	Task 1C	Let's Write.			✓	✓	RW	Students read the instructions and complete the task by producing written responses.

11	Work in Progress	Chapter 1	Task 1B	Let's Play.	✓	✓	✓		LSR	Students listen to instructions, read supporting information, and communicate orally during the activity.
12	Work in Progress	Chapter 1	Task 2C	Listen and Circle.	✓		✓	✓	LRW	Students listen to spoken information, read the available options, and record the correct responses.
13	Life Today	Unit 2	Presenting	Podcast Presentation.	✓	✓		✓	LSW	Students use written notes, listen during the presentation process, and communicate orally while presenting.
14	English for Change	Unit 1	Lesson 2 (Reading)	Activity 5 – Reading Greysia Polii's social media post and discussing it.		✓	✓	✓	SRW	Students read the social media post, discuss its content orally, and produce written responses based on the discussion.

15	Life Today	Unit 4	Viewing	Activity 2 – Watching the video and answering the questions.	✓	✓	✓	✓	LSRW	Students listen to the audio from the video, read the questions, write their responses, and discuss the answers orally.
----	-------------------	--------	---------	---	---	---	---	---	-------------	---

Source: Developed by the researcher based on the coding process (2026).



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA
2022

Buku Panduan Guru
BAHASA INGGRIS
Work in Progress



SMA/SMK/MA Kelas X



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA
2022

Buku Panduan Guru **BAHASA INGGRIS** English for Change

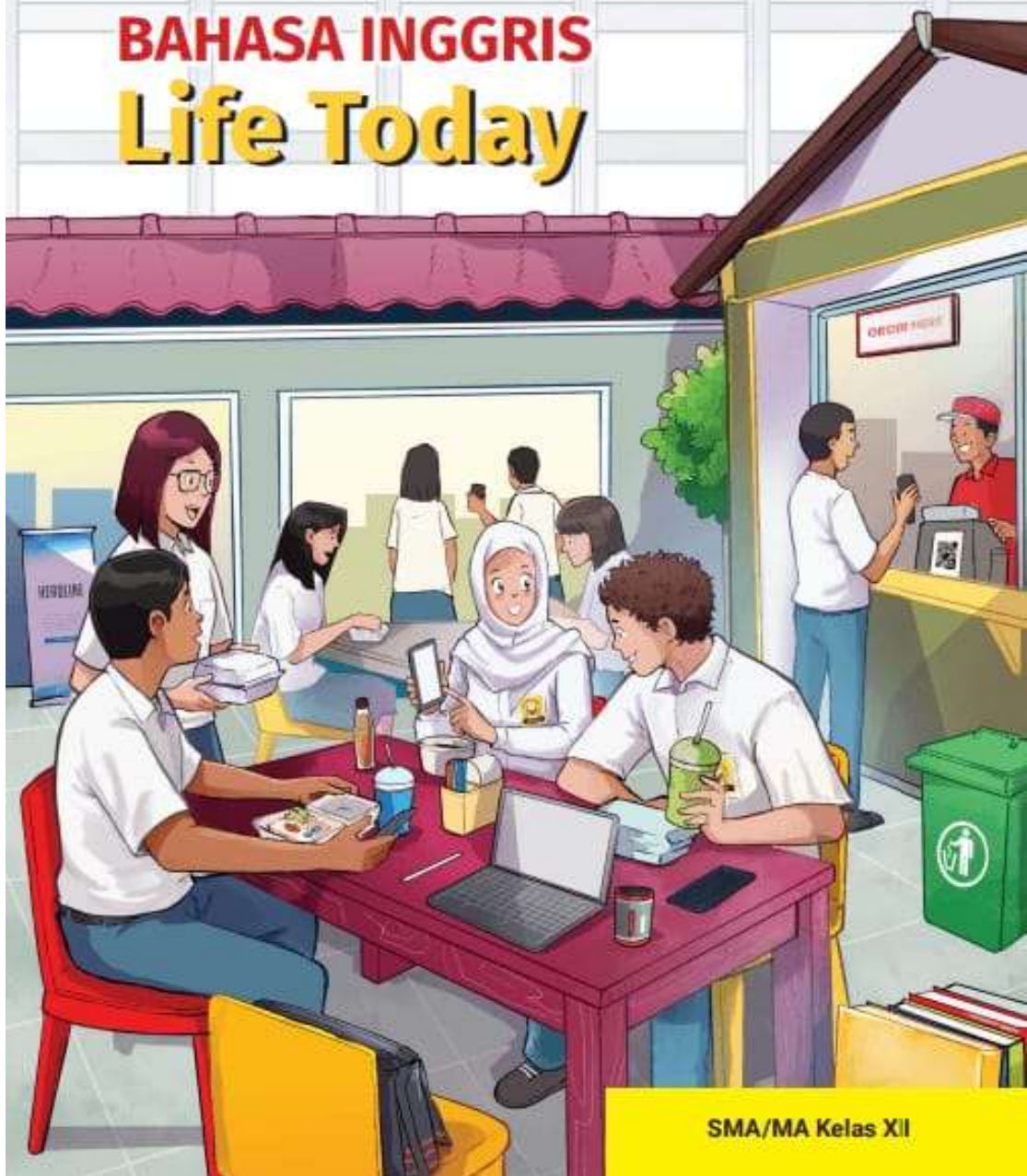


SMA/MA KELAS XI



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA
2022

BAHASA INGGRIS *Life Today*



SMA/MA Kelas XII

Biodata Mahasiswa



Rani Fitri Carera, lahir di Yudha Karya, Kecamatan Sukakarya, Kabupaten Musi Rawas, pada tanggal 22 Desember 2001. Peneliti beralamat di Desa Yudha Karya Dusun II, Kecamatan Sukakarya, Kabupaten Musi Rawas, Provinsi Sumatra Selatan.

Penulis mengawali pendidikan formal di TK Kartika II-41 pada tahun 2006. Kemudian, penulis melanjutkan pendidikan sekolah dasar di SD Kartika II-9 Bangun Rejo dan lulus pada tahun 2013. Setelah itu, penulis menempuh pendidikan di MTS Fiftahul Ulum Sugih Waras hingga lulus pada tahun 2017, dan menyelesaikan pendidikan menengah atas di SMA Karya 45 Bangunrejo pada tahun ajaran 2018/2019. Pada tahun 2019, penulis diterima sebagai mahasiswa di Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah, Institut Agama Islam Negeri (IAIN) Curup (2019-2026). Berkat ketekunan dan kerja keras, penulis berhasil menyelesaikan skripsi ini yang berjudul “A Content Analysis of Senior High School English Textbooks: An Investigation into Integrated Skills in the Merdeka Curriculum.”