

**THE ANALYSIS OF ENGLISH TEXTBOOK SUITABILITY
USED BY SENIOR HIGH SCHOOL STUDENTS BASED ON
THE IMPLEMENTATION OF MERDEKA CURRICULUM
INDICATORS IN REJANG LEBONG REGENCY**

THESIS

*This thesis is submitted to fulfill the requirement for “Sarjana” degree in
English Language Education*



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PREFACE

All praises be to Allah SWT That the researcher had finally finished writing thesis entitled 'The Analysis Of English Textbook Suitability Used By Senior High School Students Based on The Implementation of Merdeka Curriculum Indicators in Rejang Lebong Regency'

This thesis submitted as a part of the compilation for undergraduate degree of strata 1 (S1) in English Tadris Study Program of (IAIN Curup). The researcher realizes that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher hopes that this will be useful to those who are interested in this field of study.

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The researcher finished this thesis entitled **The Analysis Of English Textbook Suitability Used By Senior High School Students Based on The Implementation of Merdeka Curriculum Indicators in Rejang Lebong Regency**'. This Thesis is submitted to fulfil the requirement For "Sarjana" degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher get support, guidance, assistance, contribution ad motivation from the other. Because of those, the researcher would like to present deepest appreciation to :

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Curup, ... January 2025

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MOTTO AND DEDICATION

MOTTO

"Success is built on perseverance, not perfection."

"Every challenge is a step closer to greatness."

"Dream big, work hard, and make it happen."

DEDICATION

I dedicate this thesis to great people who always encourage me, become the reason I am strong so that I can finished this thesis. To my beloved parents,my sister,family,best friend and also my special person, thank you for everything



ABSTRACT

Rido Marsella Putri, 2025 : The Analysis Of English Textbook Suitability Used By Senior High School Students Based on The Implementation of Merdeka Curriculum Indicators in Rejang Lebong Regency

Advisor : Dr. Eka Apriani, M.Pd

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This qualitative study aims to analyze the suitability of the English textbook “*Bahasa Inggris, Pathway to English, SPLASH Smart Path to Learning English*” used by senior high school students in Rejang Lebong Regency, with a specific focus on its alignment with the Merdeka Curriculum. The research employs a content analysis approach to assess the extent to which the textbook's materials support the Merdeka Curriculum's principles, particularly in terms of student-centered learning, competency-based development, and real-life context application. The research questions focus on determining the level of alignment between the textbook's content and the indicators of the Merdeka Curriculum, especially in areas of listening, reading, speaking, and writing. The findings indicate that a majority of the textbook's activities align with the Merdeka Curriculum, particularly in fostering critical thinking, real-world application, and independent learning. However, there are gaps in certain areas such as speaking activities related to spontaneous reasoning and explanation. The study provides an insightful evaluation of how well the textbook supports the implementation of the Merdeka Curriculum in the classroom and offers recommendations for enhancing alignment in future educational resources. This research contributes to understanding the practical application of the Merdeka Curriculum and provides a basis for further curriculum development in senior high schools.

Keywords: *Merdeka Curriculum, English textbook, student-centered learning, competency-based education*

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CHAPTER I

INTRODUCTION

This chapter provides the rationale for conducting the present study. The discussion of this chapter will cover the background of the research, research question, the objectives of the research, the delimitation of the study, significance of the research, and the definition of the key terms.

1.1 Background of The Research

The one important factor can influence teacher teaching and student learning is textbooks. Textbooks are essential in education as they contain teaching materials for various subjects. Textbook could be an important resource for teachers and students in language teaching and also the role of textbooks in language lessons should be carefully planned and monitored.¹ The teaching of English as a second language is related to the teaching of culture. In studying English where English is not the main language for students, teachers are required to use learning media that is appropriate to the material for students.² Textbooks also provide assessments and activities for students. In learning, the textbook is the tool that sets the direction of the classroom.

Therefore, special attention is needed to prepare and customize educational content in training materials as one of the main elements in the educational design to design effective learning plans. English textbook play a crucial role in English

¹ Richards, *International Perspectives on Materials in ELT*, https://doi.org/10.1057/9781137023315_2, diakses pada 12 Februari, 2024.

² Eka Apriani, Paidi Gusmuliana, and Via Armu Manangsa, "Teaching English by Using Andragogy Approach for EFL Students," *Journal of English Education and Teaching* 4, no. 3 (2020): 386–400, <https://doi.org/10.33369/jeet.4.3.386-400>.

teaching and learning as they determine the components and learning strategies, control the content and methodology, and serve as instructional tools for teachers and helping students catch up on missed material, making it easier for teachers to convey lessons, and serving as valuable learning resources.

Recently, changes occurred in the education system in Indonesia. These developments can be seen from the policies and renewal of applicable education standards, such as curriculum changes. One of the learning tools that educational institutions must complete is the curriculum.³ One of the suitable materials is textbooks containing an adequate amount of genre-based input in texts.⁴ The government of Indonesia through the ministry of education, culture, research, and technology of the Republic of Indonesia has introduced a new curriculum, namely *Merdeka* curriculum. Basically, the *Merdeka* curriculum was created to give teachers the freedom to co-create quality learning based on students' needs and learning environment.⁵ The *Merdeka* Curriculum is designed to enhance students' interests and abilities by focusing on essential subjects, character development, and student competencies. It emphasizes student-centered learning, in contrast to previous teacher-centered approaches. English lessons now start from primary school, highlighting the language's importance in the current era. In addition, English lessons in the *Merdeka* curriculum have learning outcomes that must be achieved by students.

³ Faiz, *Paradigma Baru dalam Kurikulum Prototipe*. EDUKATIF : JURNAL ILMU PENDIDIKAN, <https://doi.org/10.31004/edukatif.v4i1.2410>, 2023, 03-05.

⁴ Leffi Noviyenty, *Analysis of English Alive Textbook in Terms of Genres and Lexical Density*, Al-Ishlah: Jurnal Pendidikan, <http://www.journal.staihubbulwathan.id/index.php/alishlah>

⁵ Pratyca, *Analisis Perbedaan Kurikulum 2013 dengan Kurikulum Merdeka*. *Jurnal Pendidikan Sains Dan Komputer*, <https://doi.org/10.47709/jpsk.v3i01.1974>, diakses pada 15 maret, 2024, 58–64.

The government of Indonesia has emphasized the importance of textbooks in the Regulation of Minister of Education, Culture, Research and Technology Republic of Indonesia number 25 of 2022, about educational book assessment. Stipulates that Textbooks are books that are prepared for textbooks are books prepared for learning based on the National Education Standards and the applicable curriculum and main textbooks are textbooks that must be used in learning based on the applicable curriculum and provided by the central government free of charge. The use of the term phase in the Merdeka curriculum is done in order to facilitate the level of students' English language skills.⁶ Textbooks are a major part of the learning process in the classroom that helps teachers to present materials according to the curriculum as well as can be one of the learning media for students.⁷

In the *Merdeka* curriculum, English lessons have the target of providing opportunities to open up insights about themselves, social relations, culture, and employment opportunities available globally. Textbooks are one aspect that is quite important in the success of a curriculum, because books can help the teaching and learning process and guide the direction of classroom goals.⁸ asserted that textbooks are the most important part of the education system as they help define the curriculum and can significantly assist teachers in the teaching and learning process in the classroom. the Ministry of Education, Culture, Research, and Technology Agency for Standards, Curriculum, and Educational Assessment, Center for

⁶ Susanto, *STRATEGI PENYUSUNAN PERANGKAT PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS MELALUI PETA KONSEP DALAM KURIKULUM MERDEKA*. (Kanigara : 2022), hal. 351–363.

⁷ Astari, *Pengembangan Buku Teks dalam Implementasi Kurikulum Merdeka di Sekolah Dasar*, (Madako Elementary School : 2022), hal. 163–175.

⁸ Niaz, Encyclopedia of Science Education Textbooks Impact on Curriculum, https://doi.org/10.1007/978-94-007-2150-0_181/ di akses pada 15 maret 2024

Bookkeeping publishes English textbooks to support learning in the *Merdeka* curriculum such examples three English textbook.

The *Merdeka* Curriculum expects textbooks to support active and flexible learning, with tasks that encourage students to think critically and engage in discussions⁹. Textbooks should be relevant to the local context and culture of the students while also providing a global perspective that enriches their knowledge. Textbooks must be flexible to allow teachers to adapt the material to meet students' needs and should support character development, including social skills and empathy. Furthermore, textbooks should integrate technology and support digital learning. They must also include various forms of assessment, such as projects and portfolios, to measure students' development comprehensively. Overall, textbooks should support holistic, inclusive learning and assist students in becoming independent learners.

Before the researcher mention the titles of that three English textbooks researcher have done observed the English textbooks using by five different tenth grade senior high school in Rejang Lebong. The first titled English textbook titled "*Pathway to English*" this English textbook using by *SMAN 01 Rejang Lebong*, *SMAN 02 Rejang Lebong* and *SMAN 08 Selupu Rejang*. And then, the second English textbook with the title "*Bahasa Inggris*" using by *SMAN 04 Rejang Lebong*. And then the last English textbook with the titled "*SPLASH Smart Path to Learning English*" using by *SMKN 02 Rejang Lebong*.

⁹ Oktaviani, D., & Hidayati, D. (2023). *Buku Teks Dalam Implementasi Kurikulum Merdeka di Sekolah Dasar*. *Jurnal Pendidikan dan Pembelajaran*, 5(1), 45-57. Retrieved from <https://ojs.fkip.umada.ac.id/index.php/mes/article/download/56/27>

Investigating textbooks at the senior high school level is crucial for the successful implementation of the *Merdeka* Curriculum because textbooks need to align with the curriculum's goals of flexibility, student-centered learning, and critical thinking. The *Merdeka* Curriculum encourages student autonomy, so textbooks must support independent learning and allow teachers to adapt lessons to meet diverse student needs. They should also integrate 21st-century skills like problem-solving and collaboration, which are key components of the curriculum. Additionally, textbooks need to be culturally relevant, reflecting local and global perspectives, and should offer inclusive resources for students with different learning styles and abilities. By investigating textbooks, we ensure they support the holistic, flexible, and personalized approach that the *Merdeka* Curriculum promotes, helping both teachers and students achieve the curriculum's goals.

The implementation of Kurikulum Merdeka in English language education has introduced several challenges related to curriculum design and the textbooks used by teachers. One of the primary issues is teacher preparedness, as many educators report difficulties in adapting to the flexible, student-centered approach of the new curriculum. Many teachers feel unprepared to design lessons that cater to the diverse needs and learning styles of students. Additionally, aligning assessments with the revised Bloom's Taxonomy within the *Merdeka* Curriculum framework has been a significant concern, as teachers struggle to ensure that assessments effectively measure various cognitive levels. Resource availability also remains a challenge, as the shift to a more flexible curriculum has highlighted the scarcity of resources and professional development opportunities for teachers,

hindering effective implementation.

In terms of textbooks, there are issues with the design of tasks. While analyses of English textbooks under *Kurikulum Merdeka* show a variety of task types, there is inconsistency in their alignment with curriculum objectives. Some textbooks place more emphasis on certain task types over others, potentially disrupting the balance of skills development. Another challenge is the relevance of content; some teachers have pointed out that certain textbooks do not fully reflect the diverse cultural and contextual needs of students, leading to disengagement and reduced effectiveness in learning. Furthermore, the lack of comprehensive guidance on integrating textbooks with the new curriculum has left teachers to navigate these changes with limited support, which impacts the overall quality of English instruction.

1.2 Question of The Research

Based on focus of the study above, then the question of research is formulated as follows.

1. To what extend the suitability level of the Merdeka curriculum material contained in the tenth grade English textbook in terms of suitability referring to Merdeka Curriculum Indicators?

1.3 Objectives of The Research

The objectives of the research is to ensure and analyze the material contained in the English textbooks in accordance with the *Merdeka* curriculum which refers referring to Merdeka Curriculum Indicators.

1.4 Significances of The Research

The results of this study are expected to contribute both theoretically and practically go to follows :

1. Teacher

It is hoped that teachers can be careful in using textbooks in the teaching and learning process in the classroom and then teachers are also expected to gain better knowledge of the *Merdeka* curriculum so that they can use the English textbook appropriately according to the *Merdeka* curriculum.

2. Schools

This research is expected to be used as a guideline for schools to choose a curriculum according to the school's ability, besides that schools are expected to conduct a brief evaluation before using textbooks as teaching materials.

1.5 Delimitation of The Research

This research just focused to find out the most high contents of English textbooks has suitable with Merdeka curriculum grade X which is equivalent Standart of English language learning. The analysis is connected to the **Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2021). *Kurikulum Merdeka: Panduan Pembelajaran di Sekolah Dasar dan Menengah.* Jakarta: Kementerian Pendidikan dan Kebudayaan.**

1.6 The Definition of Key Terms

The definition of key terms are described as follows :

1. **Curriculum Merdeka**

Kurikulum Merdeka is an educational framework introduced by the Indonesian Ministry of Education and Culture with the aim of providing a more flexible and student-centered approach to learning. It emphasizes the development of critical thinking, creativity, and independence among students¹⁰. Unlike traditional curricula that focus heavily on standardized content delivery, *Kurikulum Merdeka* allows for greater autonomy for teachers to tailor learning experiences based on the needs and interests of their students. The curriculum promotes holistic development, including cognitive, emotional, social, and ethical growth, and is designed to foster lifelong learning skills. Additionally, it integrates the use of technology and encourages the development of competencies, such as problem-solving, collaboration, and communication, that are crucial for students to thrive in the 21st century.

2. **English Textbook**

Textbooks are a key component in most language program. A textbook is a book that has been carefully compiled to provide a thorough explanation of a particular field of study.¹¹ A textbook is a book that has been thoroughly compiled with the goal of explaining the material in a particular field of

¹⁰ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2021). *Kurikulum Merdeka: Panduan Pembelajaran di Sekolah Dasar dan Menengah*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. Retrieved from <https://www.kemdikbud.go.id>

¹¹ Lefli Noviyenti, "Analysis of English Alive Textbook in Terms of Genres and Lexical Density," *AL-ISHLAH: Jurnal Pendidikan* 13, no. 2 (2021): 799–812, <https://doi.org/10.35445/alishlah.v13i2.587>

study. Typically, textbooks are created in educational institutions to fulfill the demands of teachers. Textbooks and other books used in classrooms are called schoolbooks. Textbooks play a dominant role in English teaching in Indonesia. Indonesian English teaching is dependent to the roles of textbooks since they are considered to provide clear instructions and procedural guidance.

CHAPTER II

LITERATURE REVIEW

This chapter presents a literature study in regard to a survey of related theories, including definition of Textbook, Merdeka Curriculum, Indicator of English textbook based Merdeka Curriulum, Content Analysis Based on Merdeka Curriculum and previous study

2.1 Concept of Textbook

a) The Definition of Textbook

According to Seguin, textbooks serve as a pedagogical tool in the process of teaching and learning, and it is essential that they are compatible with the curriculum with regard to objectives, content, and instructional approach for each discipline.¹² It plays a crucial role in fostering a productive learning environment within the classroom. Textbooks are considered indispensable educational resources that come in both printed and digital forms. In the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2017 verse 5-7, it states that textbook is divided into two categories main textbook and compulsory textbook.

The primary textbooks are the books that the government provides without charge, and the required textbooks are the course books that are created by the public and are approved by the government. The primary

¹² Seguin, R. (1989). The elaboration of school textbooks. Citeseer.

textbook and the required textbook must both be aligned with the curriculum. It is clear from the discussion above that textbooks are a useful instructional tool for the teaching and learning process. Textbooks are fundamental educational materials or papers that are available in both printed and digital form. Textbooks serve as a mediator and facilitator of shared learning progress for educators and students.

b) Advantages and disadvantages of textbook

The advantages of using textbooks in education include providing a structured program and syllabus, promoting standardization and quality, offering a variety of learning materials, saving time for teachers, potentially serving as effective language models and sources of feedback, and generally being visually appealing and engaging for students.¹³ Textbooks have been demonstrated to influence the order of instruction and pedagogical approaches employed by educators.

Furthermore, textbooks are commonly regarded as the authoritative reservoir of knowledge in numerous classrooms. Abdel Wahab asserts that textbooks offer a plethora of learning resources that enhance the learning experience for students.¹⁴ These resources may include workbooks, CDs, cassettes, videos, and other similar materials. While it is true that not all textbooks come with accompanying CDs or cassettes, the workbook can still offer significant value and interactivity for students.

¹³ Tsiplakides, Selecting an English Coursebook: Theory and Practice. *Theory and Practice in Language Studies*, 1(7), 758–764. <https://doi.org/10.4304/tpls.1.7.758-764>

¹⁴ AbdelWahab, Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education*, 1(3), 55–70.

Furthermore, the utilization of textbooks in contemporary educational institutions persists due to its advantages for both educators and learners. Regarding students, textbooks are subject to change. This is a learning resource that can be accessed for reading both within and beyond the confines of the educational institution. Likewise, the textbook may also produce disadvantages effects have observed that a growing number of educators depend on textbooks, which may lead to a perception that teachers are relieved of their responsibilities. It is possible for educators to overlook the significance of their position within the classroom setting, as it remains a crucial component that cannot be substituted by mere instructional materials.

Furthermore, it is possible for educators to overlook the fact that the primary objective of the instructional process is to address the requirements of the learners. According to Soori et al., (2011) utilizing solely textbooks from beginning to end without any additional resources may not be the most effective method for fulfilling the educational requirements of students. According to Allen (2008), there are persistent weaknesses in current foreign learners' textbooks with regard to the content and form. According to Tok (2010), Allwright contends that textbooks exhibit excessive inflexibility and tend to reflect the authors' pedagogical, psychological, and linguistic biases.

c) Evaluating Textbook

1. Textbook evaluation

Since Due to the significant role that textbooks play in the classroom, the selection process of textbooks should be approached with caution. It is possible for schools in Indonesia to adopt varying textbooks for the same academic level. Textbook evaluation is a crucial aspect in ensuring a suitable alignment between the content of a textbook and the requirements of the learning/teaching context. Evaluation holds significant importance in the realm of education, particularly for educators, as it can furnish valuable insights for future classroom strategies, curriculum development, and student learning task management.

Furthermore, the scrutiny and assessment of textbooks not only aid educators in their professional growth, but also provide them with significant perspectives on the fundamental nature of the discipline. Moreover, it is imperative to conduct an assessment aimed at verifying the coherence of the English textbook. Language acquisition principles should guide the development of ELT materials, and it is preferable for all content units to be principled, appropriate, and coherent.

a. Steps of Textbook Evaluation

According to Ur, there are three stages of textbook evaluation¹⁵

- a. **Deciding on criteria.** In this step, analysts must examine the criteria for textbook evaluation and determine the significance of each criterion using codes such as "very important," "fairly important," and "uncertain".

¹⁵ Ur, "A course in language teaching trainee book". Cambridge University Press : 1999)

- b. **Applying criteria.** After determining the significance of the criteria, the criteria are applied to the analysis. The criteria from the initial stage can be used to evaluate the textbook.
- c. **Summary.** The overall evaluation. The concise description of the evaluation's outcome. The textbook could be graded based on previously assigned codes.

b. Criteria for Textbook Evaluation

According to Cunningsworth, there are criteria for textbook evaluation.¹⁶

- a. The overall evaluation. A brief summary of the evaluation's outcome. The textbook may be graded using the previously assigned codes. The textbook should convey learners' current and future uses of the language.
- b. The textbook should consider students' requirements as learners and facilitate their learning processes rather than enforcing a rigid "method" dogmatically.
- c. Textbooks should have a clear position as a learning aid. It acts as a bridge between the target language and the learner.

2.2 Indicator of English textbook based Merdeka Curriulum

Merdeka curriculum which focuses on strengthening skills in using English six language skills, namely listening, speaking, reading, viewing, writing, and presenting or presenting inclusively, in a variety of text types. there are some key indicators for analyzing an English textbook based on the *Merdeka*.¹⁷

¹⁶ Cunningsworth, "Choosing your coursebook", (Macmillan Publishers Limited : 1995)

¹⁷ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2021). *Kurikulum Merdeka: Panduan Pembelajaran di Sekolah Dasar dan Menengah*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Table 2.1

English Textbooks Indicators Based on Merdeka Curriculum

Indicator	Description
Alignment with the Competency-Based Approach	The textbook should focus on developing students' competencies, such as language skills (speaking, listening, reading, and writing) and critical thinking, with real-life applications.
Student-Centered Learning	The textbook should encourage a student-centered learning approach, allowing students to actively engage, work independently, and explore topics of personal interest.
Flexibility for Teachers	The textbook should provide flexibility for teachers to adapt materials to diverse student needs, including varied learning activities, project-based tasks, and open-ended questions.
Development of 21st Century Skills	The textbook should integrate activities that foster communication, collaboration, creativity, and problem-solving, encouraging students to engage in group work and real-world tasks.
Character and Social Skills Development	The textbook should promote values like empathy, responsibility, and teamwork, and encourage students to reflect on ethical and social issues.
Inclusion of Local and Global Perspectives	The textbook should be relevant to both local culture and global issues, fostering global citizenship through materials on international events and cultural exchanges.
Integration of Technology	The textbook should provide opportunities to engage with digital tools, apps, and multimedia, enhancing the learning process and making English study more dynamic.
Holistic Assessment Methods	The textbook should support assessments beyond traditional exams, offering formative assessments such as projects, portfolios, self-assessments, and peer reviews.
Encouragement of Critical Thinking and Reflection	The textbook should encourage students to analyze texts, form opinions, and engage in discussions that promote critical thinking and reflection on broader life contexts.

Cultural Sensitivity and Diversity	The textbook should respect and reflect cultural diversity, offering materials that expose students to various English-language cultures, promoting inclusivity and respect.
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2.3 Concept of Merdeka Curriculum

A. Definition of Curriculum

According to BSNP curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as used as a guideline for organizing learning activities to achieve the objectives.¹⁸ Furthermore, the curriculum can be understood as a structure or tool to extend cognitive activities beyond building knowledge that students do in everyday life.¹⁹ Curriculum is also one of the elements that can make a significant contribution to the process of creating the potential qualities possessed by students.²⁰ All activities related to students are curriculum, even the interaction of students with teachers or with other students is also a curriculum.

The curriculum includes student-related school experiences that focus on their essential skills and strategies for sharpening critical thinking and creativity, problem-solving skills, teamwork, communication, effective writing, reading and research.²¹ There needs to be a focus on the curriculum

¹⁸ BSNP, *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*, (Badan Standar Nasional Pendidikan : 2006)

¹⁹ Young, *What is a curriculum and what can it do?* (The Curriculum Journal :2006), hal 7–13.

²⁰ Lestari, “*Analysis of 2013 curriculum problems so it is changed into a merdeka curriculum*”, (JURNAL PENDIDIKAN DASAR NUSANTARA, Vol. 8 No. 2 , 2023) hal. 263–274

²¹ Brown, *Mindfulness: Theoretical Foundations and Evidence for its Salutary Effects*, Psychological Inquiry, Vol. 18 No. 4, hal. 211–237.

in the learning process rather than the outcome process, and that the curriculum framework needs to include space for innovation, creativity and inventiveness to ensure relevance for learners. One way to achieve this is to provide opportunities for students to play an active role in the curriculum development process.²²

It is believed in the education system that the curriculum is a set of plans and arrangements regarding the content and domain of learning and the methods used as guidelines in organizing learning activities. Based on the above definition, the researcher could be concluded that the curriculum is a set of parts of an education. The curriculum is the content, objectives, and even learning materials that are arranged in such a way. Activities that involve students can be called a curriculum. Student creativity must be accommodated by a curriculum. Interests, subject matter, and goals are all aspects of the curriculum.

1. Definition of *Merdeka* Curriculum

The education curriculum in Indonesia has undergone several changes. Recently, the Indonesian government has introduced a new curriculum, namely *Merdeka* curriculum. In order to meet the needs of students and the challenges of the times, the curriculum must be adaptive to the times and the development of science and technology.²³ However,

²² Bovill, *How conceptualisations of curriculum in higher education influence student-staff co-creation in and f the curriculum*. Higher Education, Vol. 78, No. 3, 2019, hal 407–422.

²³ Prastowo, *TRANSFORMASI KURIKULUM PENDIDIKAN DASAR DAN MENENGAH DI INDONESIA*, JIP Jurnal Ilmiah PGMI : 2018, 4(2), hal. 111–125.

because the *Merdeka* curriculum is a new curriculum issued by the government not all schools in Indonesia have implemented the curriculum, there needs to be time for schools to implement it because of one aspect and another asserted one of the most important factors in curriculum change is the readiness of educators to implement the new curriculum or program.

However, the *Merdeka* curriculum is a new curriculum with a new approach that replaces the previous curriculum. Nevertheless, this curriculum is only an option for education units and is not directly implemented in all education units since its release. *Merdeka* curriculum was developed as a curriculum that is more flexible and focuses on core material as well as shaping student character and competencies.²⁴ Character and competence of students, the characteristics that are the focus of this curriculum support the restoration of project-based learning to develop soft skills and character in line with the Pancasila student profile. While focusing on essential materials so that they can make the most of their time to master basic competencies such as literacy and numeracy.²⁵

Moreover, the concept in the *Merdeka* curriculum is a manifestation that emphasizes students as the center of learning (student-centered learning). Through the learning process, students should be able to learn independently, not depend on the educational environment, and choose their

²⁴ Barlian, "Implementasi kurikulum merdeka dalam meningkatkan mutu Pendidikan". Journal of Educational and Language Research, 1(12), JOEL 2022, hal. 2105–2118.

²⁵ Zainuri, "Planning for the Merdeka Belajar Curriculum at the Ar-Riyadh Palembang Islamic Boarding School". Borneo Educational Journal 5(1), *Borju* 2023, hal. 88–96.

own methods that they will use in the learning process.²⁶ The *Merdeka* curriculum structure is divided into two main learning activities, namely: (a) regular or routine learning which is an intracurricular activity; and (b) student profile strengthening project Pancasila in the *Merdeka* curriculum there are phases that must be achieved by students, which the *Merdeka* curriculum divides the grade levels from grade 1 to grade 12, namely Phase A for grade 1 elementary school to phase F for grade 12 high school.

2. The main characteristics of *Merdeka* curriculum

a. Soft skills and character development

Merdeka Curriculum strengthens student character development education with Pancasila student character values, which includes 6 dimensions, each of which each dimension is described in detail into each element, which consists of faith in devotion to God Almighty, global diversity, cooperation, independence, critical and creative.²⁷ One of the important aspects in humans is character and good character can be formed early to create quality human resources.²⁸

b. Focus on essential material

The development of a *Merdeka* curriculum is based on the lagging literacy and numeracy of learners. With *Merdeka* Curriculum, learning is

²⁶ Fathurrahman, “*The Influence of School Management on The Implementation of The Merdeka Belajar Curriculum*”. *Jurnal Manajemen Pendidikan Islam* , 6(4), *AL-TANZIM:2022*, hal.1274– 1286

²⁷ Rahmadayanti, “*Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar*”. *Jurnal Basicedu* 6 (4) 2022, hal. 7174–7187.

²⁸ Komalasari, “*Integration Of The Living Values Education Program (LVEP) In The Merdeka Curriculum. Elementary School*”. *Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 10 (1), 2023, hal. 61–69.

focused on essential understanding and improving the competence of students according to their stages and learning is more in-depth, meaningful, not boring, and fun.²⁹

1. Flexible learning

The scope of *Merdeka Belajar*, *Merdeka Curriculum* directs the application of varied learning based on student characteristics, including in terms of student learning styles.³⁰ Therefore, this curriculum is designed for teachers to create conditions so that students have the awareness to be able to manage their learning independently according to their learning style. This curriculum gives schools, teachers, and students the freedom to innovate, learn independently and creatively, which starts with the teacher as the driving force.³¹

2. Indicator competencies in *Merdeka* curriculum

Learning outcomes are organized by stage and learning outcomes are written in paragraphs that summarize the knowledge, attitudes, and skills to be achieved, reinforce and improve competencies. The learning outcomes in the *Merdeka Curriculum* are an update of the Core Competencies and Basic Competencies designed to strengthen the focus of learning on competency building. Learning outcomes are further simplified into *TP* (learning objectives). In the *Merdeka*

²⁹ Priantini, "Analisis Kurikulum Merdeka dan Platform Merdeka Belajar untuk Mewujudkan Pendidikan yang Berkualitas". *Jurnal Penjaminan Mutu*, 8 (02) 2022, hal. 238–244.

³⁰ Hardiansyah, "Implikasi empat modalitas belajar Fleming terhadap penerapan Kurikulum Merdeka di sekolah dasar". *The Elementary School Teacher Education Journal*, 1(2), Sangkalemo 2022.

³¹ Miladiah, "ANALISIS PENERAPAN KURIKULUM MERDEKA DI SMP BINA TARUNA KABUPATEN BANDUNG 2023". *Jurnal Ilmiah Mandala Education*, 9(1), Bandung 2023.

curriculum, learning objectives do not have to contain audiences, behaviors, conditions, and degrees, it is enough to have audiences and behaviors that can represent learning objectives. The purpose of learning objectives is made to simplify learning outcomes so that learning designed by educators can run according to targets every day.³²

The following are the learning outcomes that students must achieve in each phase.

- a. Phases A, B, C (for grades 1-6 elementary school)
- b. Phases D (for grade 7-9 junior high school)
- c. Phases E, F (for grade 10-12 senior high school)

Table 2.2 Indicator Learning outcomes phase E Merdeka curriculum³³

Element	Learning Outcomes E Phases
Listening-Speaking	By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-

³² Rindayati, "Kesulitan Calon Pendidik dalam Mengembangkan Perangkat Pembelajaran pada Kurikulum Merdeka". Jurnal Tindakan Kelas, 3(1), PTK 2022, hal. 18–27.

³³https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://sman8bpp.sch.id/download/Capaian_Pembelajaran/uploads/7a_Bahasa_Ingggris.pdf&ved=2ahUKEwjUpN739duHAXVuwTgGHYEvKjAQFnoECB YQAO&usg=AOvVaw13yBtBwkbjOgTSxMaPbeba diakses pada 3 Agustus 2024

	verbal elements such as gestures, speed and pitch to be understood in some contexts.
Reading-Viewing	By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.
Writing-Presenting	By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self- correction strategies, including punctuation and capitalization. They express ideas and use common/ daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

2.4 *Merdeka* curriculum structure

The *Merdeka* curriculum structure is divided into two main learning activities.³⁴

³⁴ Qomariyah, "Transisi kurikulum 2013 menjadi kurikulum merdeka: peran dan tantangan dalam lembaga pendidikan" (Conference Series, Gunung Djati : 2022), hal. 105–115.

1) Regular or routine learning which is intracurricular

The *Merdeka* curriculum is a curriculum with intracurricular learning so that learners have sufficient time to explore the material and strengthen competencies. Intracurricular learning, also known as routine learning, is undertaken by students 70- 80% of the lesson hours. The purpose of the *Merdeka* curriculum is to give schools and local governments the authority to organize their own education according to the circumstances in their area.³⁵

2) Learning projects related to with strengthening the Pancasila student profile.

Merdeka curriculums launch program is a teacher mobilization program and to direct this program provides a stimulus for teachers to develop themselves better and refer to the values of Pancasila. By applying about 20%-30% of lessons specifically on strengthening the Pancasila profile for learning, the characters of students can be formed into Pancasila characters.

Unlike the previous curriculum that regulated lesson hours per week in the *Merdeka* curriculum, lesson hours are regulated per year. Education units have the flexibility to organize the allocation of learning time to achieve the lesson hours that have been determined. Education units can apply the learning organization approach in organizing learning. The learning organization approach can be subject-based, thematic, or integrated.

³⁵ Redana, "IMPLEMENTASI KURIKULUM MERDEKA DI SMA NEGERI 4 SINGARAJA". *Locus*, 15(1), 2023, hal. 77-87.

3 English subject in *Merdeka* Curriculum

According to Kemendikbud English is one of the main languages used globally in education, commerce, business, science, law, tourism, international relations, health, and technology, among others.³⁶ Learning English gives learners, the opportunity to interact with citizens from different cultural backgrounds. By mastering English, learners will have wider opportunities to interact with a variety of texts. From their interactions, they acquire knowledge and learn skills, and human behaviors necessary to live in diverse world cultures.

English language subjects at primary and secondary education levels in the national education curriculum provide opportunities for learners to expand their knowledge related to themselves, social relationships, culture, and employment opportunities available globally. And employment opportunities were available globally. Learning English allows learners to gain opportunities to access the outside world and understand different perspectives. This can enhance their socio-cultural understanding and intercultural knowledge. By understanding other cultures and their interaction with Indonesian culture, they increase their in-depth understanding of Indonesian culture, strengthening their self-identity, and appreciating differences.

Merdeka curriculum is designed to help students improve their English language skills in six key areas: listening, speaking, reading viewing, writing,

³⁶ Kemendikbud, “*Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Fase A – Fase F*” (BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA : 2022)

and presenting inclusively, in a variety of contexts.³⁷ The English language subject in the *Merdeka* curriculum focuses on strengthening English language skills of listening, speaking, reading, viewing, writing, and presenting.

2.5 Content Analysis Based on *Merdeka* Curriculum

According to Krippendorff, content analysis is the use of research methods for making use of the context that is replicable and valid inferences from texts. In line with Krippendorff, Colorado State University stated that content analysis is a tool to define the relation of some words and concepts and make inferences of the meaning within texts, the writer, the audience, etc.³⁸ Which is part of this area. The texts can be specified as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or any occurrence of communicative language. From the definition above, we can conclude that content analysis is a scientific tool to analyze the concept of the specified text that can be replicable and valid inferences from the texts.

Moreover, content analysis is the systematic analysis of reading the body of texts, images, and symbolic matter. The items that can be analyzed in the content analysis divided into five types, which are:

Table 2.3 Types of content analysis

³⁷ Pouw, “*Kurikulum 2013 dan Kurikulum Merdeka Dalam Pembelajaran Bahasa Inggris Di jenjang SMA*”. *Jurnal Inspirasi Ilmu Manajemen*, 1(2), 2023 , hal. 77–82.

³⁸ Krippendorff, “*Content analysis: An introduction to its methodology*”, Sage publications : 2018.

Types	Items
Written Text	Documents, books, papers, newspapers, etc.
Oral text	Sound, speeches, audio messages, lectures, etc.
Iconic Text	Graphs, paintings, posters, drawing, etc.
Audio	Films, MMS, video, etc.
Hypertext	Text from the internet.

According to the various types of content analysis above, this study uses the written text of the book, which means that this study analyzes the content of the material from the English textbook work in progress grade X. The textbook is generally analyzed based on the achievement of English subject elements in the *Merdeka* curriculum.

Table 2.4 English subject elements and their descriptions

Elements	Description
Listening	Ability to understand information, give appreciation to the interlocutor, and understand the information heard, to be able to deliver relevant and contextualized responses. process that occurs in listening includes activities such as listening, identifying, understanding, interpreting language sounds, then understanding the meaning.
Reading	The ability to understand, use and reflect on texts according to their purpose and importance, to develop one's knowledge and potential so that one can participate in society.

Speaking	The ability to convey ideas, thoughts, and feelings orally in social interactions.
Writing	The ability to convey, communicate ideas, express creativity and create in a variety of written text genres, in a way that is effective and comprehensible, as well as of interest to readers with appropriate organizational structure and linguistic elements.

Data resource: EDUCATION STANDARDS, CURRICULUM AND ASSESSMENT AGENCY MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY REPUBLIC OF INDONESIA 2022

Meanwhile, textbooks are one of the supports of the success of a curriculum. Textbooks are representations and interpretations that strongly influence the curriculum to be taught. The influence of the textbooks used is very strong on the curriculum that was and is being implemented, and when curriculum makers also create textbooks, this influence will be very pronounced.

2.6 Review of Related Findings

There are several similar studies related to textbook analysis “A Content Analysis of the English Textbook”. The first study came from Fidian and Supriani this study aims to find out the suitability of the material contained in English textbooks for class VII junior high school on the basic components in the syllabus of the Education Unit Level Curriculum (KTSP). In this study, there are four books studied, namely When English the Bells, Let's Speak English, Brigh, and Headline English in the four textbooks analyzed based on

the 2013 curriculum. The instruments used in this research are a list of teacher interview questions and student interviews. The data in this study were analyzed using 14 criteria put forward by Tomlison about evaluating textbooks. The findings obtained in this study are that the material in the textbook is not in accordance with the basic competencies of the syllabus and not all textbook content is in accordance with the basic competencies in the 2013 curriculum. In addition, textbooks do not facilitate students' needs and desires.³⁹

The second study is from Ayu and Indrawati conducted research on textbook evaluation to analyze simple to complex tasks and distributions presented in a high school English textbook entitled “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester I*” published by the national education department. This research uses a qualitative study with content analysis as its design. Data collection in this study was taken qualitatively using an instrument called a tentative checklist for textbook evaluation and the data was measured using a 5-point Likert scale. The focus of this study was on the tasks presented in the textbook. The results of this study show that the English textbooks studied have interesting tasks that are aligned with the objectives of the 2013⁴⁰ curriculum and a good distribution of tasks across chapters and throughout the book.

³⁹ Fidian, *Conformity of English Textbooks for Seventh Grade with Curriculum 2013*, <https://doi.org/10.36597/jelp.v1i1.2790>, diakses 15 mei 2024.

⁴⁰ Ayu, M., & Indrawati, *The Analysis of Tasks Presented in English Textbook*, <https://doi.org/10.33365/ts.v16i1.87> diakses 15 mei 2024.

From the previous research described above, it can be seen that the two previous studies have looked at the suitability of the material in English textbooks seen with the suitability of the curriculum. From the four studies, there are differences in the tools to measure the suitability of the material contained in English textbooks with the curriculum. The instruments used to measure the suitability of the material include Cunningsworth theory, Harmer theory, BSNP, teacher interview questions, student interviews, and tentative checklists using a 5-point Likert scale. There are several things that differentiate between previous research and current research. For example, in previous research, the suitability of the material in English textbooks was seen from the 2013 curriculum, while in this study, the suitability of English textbooks based on the Merdeka curriculum with data collection through a checklist rubric, while this study will use the instrument to collect the data needed in this study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the research methodology for the present. It consists of kind of the research, data of the research, Research Instrument and Technique for Analysis Data.

3.1 Kind of The Research

This research method uses a qualitative approach and focuses on analyzing documents used as primary data. Qualitative research is research that focuses on analyzing the broader meaning to understand every word that will be collected and this research needs to explore the problem to gain a deeper understanding.⁴¹ The design used in this research is content analysis. Content analysis in general is a qualitative research technique that is widely used for research.⁴² Content analysis is often presented by using phrases such as credibility, dependability, conformability, transferability, and authenticity.⁴³ On the content analysis design, Textbooks, essays, newspapers, novels, magazines, articles, recipes, songs, political speeches, advertisements, pictures, and even content from almost any type of communication can be analyzed.⁴⁴

In this study, the researcher used three English textbooks document was launched to support the *Merdeka* curriculum during the teaching and learning process. This study aims to determine the high relevance of the material

⁴¹ Creswell, “*Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (fourth edition)” Boston : 2012 Pearson.

⁴² Hsieh, “Three Approaches to Qualitative Content Analysis”. *Qualitative Health Research*, 15(9) 2005 , hal. 1277–1288.

⁴³ Elo, “*Qualitative Content Analysis*”. 4(1), SAGE Open 2014 , 215824401452263.

⁴⁴ Fraenkel, “*How to Design and Evaluate Research in Education 8th edition*” (McGraw-Hill Education : 2011)

contained in three textbook of the English textbook with the learning outcomes of each element in the English language subject class X in the *Merdeka* curriculum. There are 6 chapters from those each English textbooks that will be used for this research sample.

3.2 Data of the Research

This research data is presented in the form of tables and narratives in the form of words, phrases, and sentences. The primary source of data in this study are three English textbooks used by different fifth senior high school in Rejang Lebong which is that three English text books refers to the learning outcomes of the *Merdeka* curriculum. The title and the resource of those English textbook will presented in table below.

Table 3.1 The English Textbook Used by Senior High School
in Rejang Lebong

No.	The School	The English Textbook
1.	SMAN 01 Rejang Lebong	<i>“Pathway To English”</i> Published by Erlangga the Author Th. M. Sudarwati & Eudia Grace
2.	SMAN 02 Rejang Lebong	<i>“Pathway To English”</i> Published by Erlangga the Author Th. M. Sudarwati & Eudia Grace
3.	SMAN 08 Rejang Lebong	<i>“Pathway To English”</i> Published by Erlangga the Author Th. M. Sudarwati & Eudia Grace
4.	SMAN 04 Rejang Lebong	<i>“Bahasa Inggris”</i> Published by Grafindo Media

		Pratama the Author Windi Asariastika and Priscillia Evalita Meliala
5.	SMKN 02 Rejang Lebong	<i>“Splash Smart Path To Learning English”</i> Published by Erlangga the Author Anik M. Indriastuti

From the data English Textbook above, the researcher also show the data of each chapter in those English textbook. The contents of the data will be analyzed. Each of English textbook has 6 chapter and unit. The data from those English textbook will presented in the table below.

Table 3.2 The content of Each Unit English Textbook

NO	The English Textbook	The Contents
1	Bahasa Inggris	Chapter 1 (Famous Athletes I Know) Found on Page 1, Chapter 2 (Sports Events I Went To) Found on Page 27, Chapter 3 (How Sports Keep Us Healthy) Found on Page 59, Chapter 4 (Healthy Foods) Found on Page 89, Chapter 5 (Graffiti, A Beautiful Art) Found on Page 137, Chapter 6 (Have You Read Fractured Stories) Found on Page 165.
2	Pathway to English	Unit 1 (Language, Lens of Understanding) Found on Page 1, Unit 2 (Unlock The Ideas to Arts) Found on Page 29, Unit 3 (when a Disease was Declared as a Pandemic) Found on Page 53, Unit 4 (Good Habits during Pandemic) Found on Page 81, Unit 5 (Smart Teenagers in a Smart Community) Found on Page 109, Unit 6 (Help the Planet we call home) Found on Page 137.

3	SPLASH Smart Path to Learning English	Unit 1 (What Fables Do You Like to Read ?) Found on Page 1, Unit 2 (What Is It ?) Found on Page 37, Unit 3 (Could You Show Me How to Operate It ?) Found on Page 73, Unit 4 (Which Issues Do You Agree with ?) Found on Page 103, Unit 5 (Share Your Story) Found on Page 133, Unit 6 (How Do We Write Report Texts ?) Found on Page 173.
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3.3 Instrument of the Research

Qualitative research data is collected using a variety of methods and interestingly, one of these data collection methods is the researcher herself because this is the reason why most experts regard the researcher as an instrument.⁴⁵ Instrument used in this study is the researcher itself. The reason the researcher qualifies as an instrument is because the researcher has an expertise and deep understanding of the research topic and its various components. the researcher is the one who conducted the research and analysed the data.

In this research, researcher used the instrument to analyzed the data. Document Analyzed in this study using checklist rubric. A'ccording to Mukundan and Nimehchisalem a checklist is an instrument used to help teachers or researchers in the field of English Language Teaching (ELT) to evaluate teaching and learning resources such as textbooks.⁴⁶ The checklist

⁴⁵ Wa-Mbaleka, "The Researcher as an Instrument In Computer Supported Qualitative Research: New Trends on Qualitative Research". Springer International Publishing 2020, page 33-41.

⁴⁶ Mukundan, "Evaluative Criteria of an English Language Textbook Evaluation Checklist". Journal of Language Teaching and Research, 3(6) 2012

rubric is used to see whether or not the English textbook is relevant to the *Merdeka* curriculum based on indicators from Official guide on the Merdeka Curriculum, outlining its principles and goals, useful for evaluating textbooks according to curriculum standards. The researcher determined the criteria to analyzed the data used in the checklist rubric; high, low, and null base of the material suggested.

Table 3.3 Checklist Rubric of Research Instrument

- Book :
 Published :
 Objective : To analyze the material contained in the English textbook in accordance with the Merdeka curriculum Official guide on the Merdeka Curriculum, outlining its principles and goals, useful for evaluating textbooks according to curriculum standards
 Instruction : Give checklist (√) for the level based on the indicator of each unit/chapter

Skill	Indicators	Suitability						Note
		Unit/Chapter						
		1	2	3	4	5	6	
Listening	Textbook suggests to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.							
	Textbook suggests to understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.							
Reading	Textbook suggests to understand factual texts on subjects related to his/her interests that consist mainly of high frequency everyday							

	Textbook suggests to recognise significant points in straightforward newspaper articles on familiar subjects							
	Textbook suggests to understand the description of events, feelings and wishes and the reading text must comply wi							
Speaking	Textbook can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling							
	Textbook can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events) and can keep going comprehensibly in order to describe experiences and events, dreams, hopes and ambitions							
	Textbook can briefly give reasons and explanations for opinions and plans							
	Textbook can narrate a story or relate the plot of a book or film and describe reactions.							
Writing	Textbook suggests to write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence							
	Textbook suggests to write personal letters describing events, experiences and impressions							

3.4 Technique for Analyzing The Data

The data in this study were adapted from the data analysis proposed. There are four components in the sequence or stages of data analysis.⁴⁷

⁴⁷ Miles, “*Qualitative Data Analysis A Methods Sourcebook* (third)”. Sage Publications, Inc : 2014

1. Data selecting.

The first step, with the researcher understanding each the contents of three English textbook one by one in depth, then the researcher selects data that is in accordance with the 4 elements of learning outcomes in the *Merdeka* curriculum in class X high school from each those chapter in three English textbook. After the data was collected, the researcher started the next step.

2. Data Display.

The second step, the researcher displays the data that has been collected in the data selection process in the textbook based on the 4 elements of the English language subject class X senior high school in the *Merdeka* curriculum which is displayed in the form of tables and narrative format. After that, the researcher identifies the text by displaying the data in tabular form and then compares the material in the *Merdeka* curriculum and the material in the textbook using a checklist rubric table, to find out whether the content of the material in the textbook is in accordance with the material in the *Merdeka* curriculum on the 4 components of learning outcomes in English language subjects class X high school.

3. Data interpreting

This process includes the interpretation of data that has been categorized and displayed which includes the material contained in three English textbook “ *Pathway to English textbook, Bahasa Inggris work in progress and SPLASH Smart Path to Learning English* ” and 4 elements of the learning outcomes of those English language subject class X senior high school of the *Merdeka* curriculum. This process also includes retrieving the results of data analysis, drawing conclusions

from the observed correlations, and applying those conclusions to reach a conclusion.

4. Drawing conclusion.

After describing the data, the researcher did the final stage to draw conclusions. The researcher simply concluded the data analysis process based on the data that had been obtained. The researcher also emphasized the main points of the research. Readers can also see whether the results of data analysis have met the research objectives or not. And the researcher also can conclude what is the English textbook has high the most suitability

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the results of the research and discussion are explained to find out the suitability level of the Merdeka curriculum material contained in the tenth grade English textbook in terms of suitability referring to the implementation of Merdeka Curriculum.

4.1 Finding

In this chapter, findings and discussions by study area are discussed. The data are presented as a presentation of Three English textbook " Bahasa Inggris , Pathway to English and Splash Smart Path to Learn English". This study's conclusion investigates whether the textbook's materials correlate with those suggested by the *Merdeka* curriculum in learning outcome. The first English textbook is Bahasa Inggris was published by Windi Asariastika & Priscilia Evalita Meliala on 2022. This book has 228 pages consisting of 6 Chapter's.

- a) Chapter 1 is titled Famous Athletes I Know .
- b) Chapter 2 is titled Sports Events I Went To.
- c) Chapter 3 titled is How Sports Keep Us Healthy.
- d) Chapter 4 is titled Healthy Foods.
- e) Chapter is 5 titled Graffiti, A Beautiful Art.
- f) Chapter 6 is titled Have You Read Fractured Stories.

The second English textbook is Pathway to English was published by Th. M. Sudarwati & Eudia Grace on 2022. This English textbook has 166 pages consisting of 6 unit's.

- a) Unit 1 is titled Language, Lens of Understanding.
- b) Unit 2 is titled Unlock The Ideas to Arts .
- c) Unit 3 is titled when a Disease was Declared as a Pandemic.
- d) Unit 4 is titled Good Habbits during Pandemic.
- e) Unit 5 is titled Smart Teenagers in a Smart Community.
- f) Unit 6 is titled Help the Planet we call home.

The Third English textbook is Splash Smart Path to Learn English was published by Anik Muslikah Indriastuti on 2022. This book has 214 pages consisting 6 unit's.

- a) Unit 1 is titled What Fables Do You Like to Read ?.
- b) Unit 2 is titled What Is It ?.
- c) Unit 3 is titled Could You Show Me How to Operate It ?.
- d) Unit 4 is titled Which Issues Do You Agree with ?.
- e) Unit 5 is titled Share Your Story.
- f) Unit 6 is titled How Do We Write Report Texts ?.

The data for this study were collected from each chapter in each English textbook. This study aims to ensure that every content contained in this textbook is relevant to the *Merdeka* Curriculum in the four elements of the English language such as: Listening, Reading, Speaking, and Writin

The findings of this study provided in this section based on the emphasis and research questions posed in the previous chapter. The results can be presented as follows. The tables below show the suitability of the material

contained in three English textbook with the *Merdeka* curriculum. The tables below show each chapter in each English textbook. The first table's can present the English textbook's Bahasa Inggris. The next is present the English textbook Path Way to English. And the last can present the English textbook Splash Smart Path to Learning English.

a) English Textbook “Bahasa Inggris”

Table 4.1 The Result of the conformity of the Material with the *Merdeka* curriculum

Skill	Indicators	Alignment with Merdeka Curriculum	Number of Activities in Accordance	Total Number of Activities	Note
Listening	Understands main points of clear standard speech on familiar topics (work, school, leisure, etc.).	Supports competency-based learning with real-life context and active listening practices, aligning with Merdeka's flexible, student-centered approach.	10 out of 12	12	This aligns with Merdeka's emphasis on active listening and practical engagement.
	Understands the main points of radio/TV programs on current affairs or topics of personal interest.	Encourages listening to diverse, authentic media, promoting critical thinking and real-world application.	5 out of 6	6	Encourages critical thinking and listening to real-world media, enhancing global awareness.
Reading	Understands factual texts on subjects of personal interest and	Promotes reading comprehension of relevant texts,	14 out of 18	18	Supports the development of reflective reading skills, an essential aspect

	familiar everyday topics.	emphasizing the importance of critical thinking and understanding in context.			of the Merdeka Curriculum.
	Recognizes significant points in straightforward newspaper articles on familiar subjects.	Encourages comprehension of texts related to global and local issues, fostering analytical reading skills.	3 out of 5	5	Aligns with fostering analytical thinking and engagement with news/media, a key element of global competency.
	Understands descriptions of events, feelings, and wishes.	Aligns with Merdeka's approach to reading, focusing on real-life application and developing reflective thinking skills.	4 out of 5	5	Builds understanding of emotions and experiences, which is important for personal reflection and emotional literacy
Speaking	Can engage in conversations on familiar, everyday topics (e.g., family, hobbies, work, travel).	Promotes speaking practice in real-life contexts, encourages personal expression and collaboration, in line with Merdeka's student-centered learning approach.	17 out of 24	24	Supports interactive and communicative practices in real-life settings, a core part of Merdeka's approach to spoken language development.
	Can briefly give reasons and explanations for opinions and plans.	Supports student-centered learning, promoting self-expression and reasoning skills,	6 out of 6	6	Enhances reasoning and communication skills, preparing students for logical and

		a key component of 21st-century skills in Merdeka.			persuasive interactions.
	Can narrate stories or describe plots of books/films and describe reactions.	Encourages narrative skills, critical reflection, and personal experience sharing.	2 out of 3	3	Promotes creative and reflective expression through story narration, aligning with Merdeka's holistic language approach
Writing	Can write simple texts on familiar topics, linking short elements into a linear sequence.	Encourages creative writing, independent expression, and organization of ideas, fostering writing skills essential for the Merdeka Curriculum's holistic approach.	10 out of 12	12	Focuses on creativity, clarity, and organization in writing, encouraging self-expression and structured communication
	Can write personal letters describing events, experiences, and impressions.	Promotes personal expression, reflection, and communication in writing, aligning with the Merdeka Curriculum's focus on social and emotional learning.	5 out of 6	6	Reinforces social and emotional learning through reflective writing, enhancing self-awareness and empathy.
Overall Total		Textbook supports Merdeka Curriculum with a strong focus on active, flexible, and	76 out of 97	97	

		competency-based learning. Incorporates 21st-century skills and real-life contexts.			
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Based on the data provided, the English textbook activities largely align with the indicators set forth by the Merdeka Curriculum, focusing on the development of language skills, student-centered learning, and competency-based education:

1. In the **Listening** section, the textbook supports students in understanding the main points of clear, standard speech on familiar matters, as well as radio or TV programs on current affairs or topics of personal or professional interest. This approach aligns with the Merdeka Curriculum's emphasis on competency-based learning, as students practice listening to real-life, contextually relevant material. The textbook addresses 10 out of 12 activities in accordance with the indicators, demonstrating a strong focus on active listening skills.

Figure 4.1 example of listening task

Activity 1

Listen to your teacher or the audio. Listen to it carefully, then fill in the blanks with the words you have heard.

Gema : "Hi, Mara. What are you holding?"
Mara : "Ah, these? These are the tickets for the Jakarta E-Prix I went to a few days ago."
Gema : "Jakarta E-Prix? Is that Formula E? I didn't know you were a fan."
Mara : "Yeah, it is. I'm an ¹⁾ fan."
Gema : "Do you have a favorite driver?"
Mara : "Of course I do. It's Vandoorne."
Gema : "Why do you like him?"
Mara : "Well... I like him because he is so ²⁾ and ³⁾. I know, all the drivers are. It's just his performance is always ⁴⁾. He's always ⁵⁾ of his fans and ⁶⁾, too."
Gema : "He seems like a ⁷⁾ person. Can you describe what he is like? I know so little about Formula E so it's ⁸⁾ to put a face on a name."
Mara : "Well, he is ⁹⁾. He has a fair ¹⁰⁾ complexion. He is ¹¹⁾ and ¹²⁾. He has ¹³⁾ hair. He has a ¹⁴⁾ face. The color of his eyes is ¹⁵⁾. He has a ¹⁶⁾ nose and ¹⁷⁾ lips. Are those enough?"
Gema : "Yes, I can picture him vividly now thanks to your ¹⁸⁾ description."
Practice the dialog with a friend.

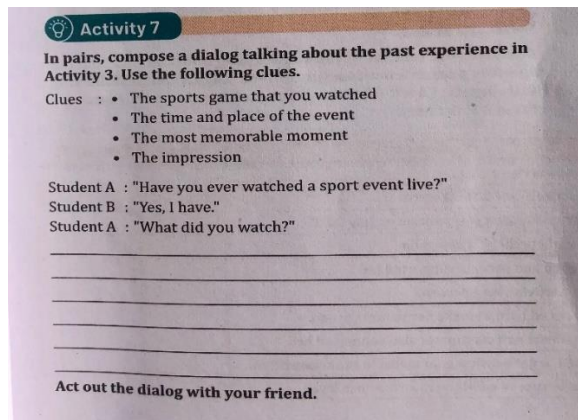
Activity Example: Understanding the main points of clear, standard speech on familiar matters (work, school, leisure, etc.)

Example: In the textbook, students listen to a dialogue between two friends discussing their plans for the weekend. The activity asks students to identify the main topics discussed and answer comprehension questions.

Alignment with Merdeka: This activity focuses on developing students' ability to understand clear, everyday conversations, encouraging active listening and real-world application.

2. For **Speaking**, the textbook provides activities that encourage students to engage in conversations on familiar topics, describe experiences, and give reasons for opinions and plans. It also allows students to narrate stories and describe plots of books or films, promoting real-life communication and personal expression. With 17 out of 24 activities meeting the indicators, this section supports the development of speaking skills, in line with the Merdeka Curriculum's emphasis on student-centered learning and 21st-century skills such as communication and collaboration.

Figure 4.2 example of speaking task



Activity Example: Understanding radio/TV programs on current affairs or topics of personal or professional interest

Example: Students listen to a segment of a news broadcast about climate change and answer questions related to the main ideas and details.

Alignment with Merdeka: This aligns with the Merdeka Curriculum's competency-based approach by exposing students to media content, improving listening comprehension, and understanding of current events.

3. In **Reading**, the textbook provides activities that help students understand factual texts related to their personal interests, as well as newspaper articles on familiar subjects. It also includes materials that help students comprehend the description of events, feelings, and wishes, in line with *Merdeka* curriculum. With 14 out of 18 activities meeting the indicators, the textbook demonstrates a strong

focus on reading for understanding and critical analysis, essential components of the Merdeka Curriculum's competency-based approach.

Figure 4.3 example of reading task



Activity Example: Understanding factual texts on subjects of personal interest

Example: Students read an article about the importance of sports in daily life and are asked to summarize the main ideas and express their opinion on the subject.

Alignment with Merdeka: This aligns with the Merdeka Curriculum by encouraging students to engage with reading material related to their personal interests, supporting independent thinking and analysis

4. In the Writing section, the textbook includes tasks that help students write simple texts, such as personal letters, and link short elements into a coherent sequence. These activities align with the Merdeka Curriculum's goal of encouraging independent and creative writing. The 10 out of 12 activities that meet

the indicators show a focus on the development of writing skills, fostering students' ability to express themselves clearly and logically.

Figure 4.4 example of writing task

Activity 17
Collect the information about your favorite athlete. If deemed necessary, you may add more columns.

No.	Information	Description
1.	Name	
2.	Date of birth	
3.	Place of origin	
4.	Name of sport	
5.	Achievements	
6.	Physical appearance	
7.	Qualities	
8.	Strengths	
9.	Career	

Activity Example: Writing simple texts on familiar topics, linking short elements into a coherent sequence

Example: Students write a paragraph describing a typical day at school, linking ideas such as "waking up," "arriving at school," "attending classes," and "going home."

Alignment with Merdeka: This activity encourages students to practice organizing their thoughts logically and coherently, a skill that is crucial in both writing and communication

b) English Textbook Pathway to English

Below is a table that analyzes the data from the English textbook "Pathway to English," showing which sections and activities align with the Merdeka curriculum indicators:

Table 4.2 The Result of the conformity of the Material with
the *Merdeka* curriculum

Skill	Indicators	Alignment with Merdeka Curriculum	Number of Activities in Accordance	Total Number of Activities	Note
Listening	Understand the main points of clear standard speech on familiar matters (work, school, leisure, etc.).	Focuses on active listening, promoting comprehension of real-life, contextually relevant material.	9 out of 12	12	Supports active listening practices, which is crucial for comprehension in real-life scenarios, aligning with Merdeka's approach to real-world application.
	Understand the main point of radio/TV programs on current affairs or topics of personal or professional interest when the delivery is slow and clear.	Supports competency-based listening skills, ensuring comprehension of current, personal, and professional topics.	5 out of 6	6	Encourages comprehension of media in a real-world context, helping students apply listening skills in personal and professional settings
Reading	Understand factual texts related to personal interests, using high-frequency everyday vocabulary.	Encourages reading for understanding, helping students relate texts to their personal interests.	14 out of 18	18	Focuses on developing reading comprehension with materials relevant to students' everyday lives and interests.
	Recognize significant points in straightforward newspaper articles on	Focuses on comprehension of familiar, informational texts, in line with Merdeka's emphasis on	4 out of 6	6	Helps develop practical reading skills, allowing students to engage with global and local

	familiar subjects.	practical learning.			issues through accessible texts
	Understand descriptions of events, feelings, and wishes aligned with Merdeka Curriculum's indicators.	Encourages critical thinking and understanding, ensuring the text is suitable for students' developmental.	5 out of 6	6	Enhances comprehension skills while encouraging reflection on emotional and experiential contexts.
Speaking	Use simple language to deal with situations likely to arise while traveling.	Promotes speaking skills that are applicable in real-world situations, focusing on communication in context.	6 out of 6	6	Prepares students for practical, everyday communication, aligning with the Merdeka Curriculum's emphasis on context-driven learning.
	Enter unprepared conversations on familiar topics (e.g., family, hobbies, work, travel) and describe experiences, dreams, hopes, and ambitions.	Encourages speaking fluency, spontaneity, and personal expression, supporting 21st-century communication skills.	5 out of 6	6	Focuses on conversational fluency and personal expression, promoting critical communication skills in informal settings
	Give reasons and explanations for opinions and plans.	Aligns with the Merdeka Curriculum's focus on critical thinking and reasoning in oral communication.	0	6	A key area for development; encourages deeper reasoning and explanation skills, enhancing persuasive and logical communication A key area for development; encourages deeper reasoning

					and explanation skills, enhancing persuasive and logical communication
	Narrate a story or describe the plot of a book or film, and describe reactions.	Supports expressive communication and storytelling, fostering creativity and verbal expression.	1 out of 6	6	Promotes creativity and verbal expression through storytelling, a key skill for both communication and self-reflection
Writing	Write simple texts on familiar topics, linking short discrete elements into a coherent sequence.	Promotes clear and logical writing, enhancing students' ability to structure and articulate ideas.	12 out of 12	12	Focuses on structured writing skills, crucial for students' ability to communicate clearly and logically in both academic and everyday contexts.
	Write personal letters describing events, experiences, and impressions.	Supports personal expression and writing practice, encouraging reflection and communication.	6 out of 6	6	Enhances reflective writing and personal communication, emphasizing emotional literacy and social interaction
Overall Total	Total Activities in Accordance with Merdeka Curriculum Indicators		67 out of 90	90	The activities align well with the Merdeka Curriculum's emphasis on competency-based, real-world learning, but there is room for

				improvement in oral reasoning.
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Based on the data provided, the English textbook activities largely align with the indicators set forth by the Merdeka Curriculum, focusing on the development of language skills, student-centered learning, and competency-based education:

1. The textbook aims to improve students' listening skills by including activities where students can understand the main points of clear standard speech on familiar topics like work, school, and leisure. It also focuses on understanding radio or TV programs on current affairs or topics of personal or professional interest when the delivery is slow and clear.

The **Merdeka Curriculum** prioritizes competency-based learning, emphasizing real-life, contextually relevant material. In **listening**, the textbook aligns with these objectives by offering activities that help students practice listening comprehension in meaningful situations. These activities reflect a focus on both fluency and understanding, promoting active learning and engaging with real-world contexts, which is essential for the development of listening skills in the 21st century. The textbook includes 9 out of 12 listening activities that match the indicators, reflecting a strong alignment with the **Merdeka Curriculum** goals.

Figure 4.5 example of listening task

Tough Challenge

3. Listen to some people talking about hand washing issues. Which main ideas are they talking about in the mini talks? Match the speaker and the main idea s/he is talking about.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

a. Sometimes people neglect rubbing the whole hand

b. How much soap do we use when washing hands?

c. Don't forget to dry your hands

d. Why hand washing is important and effective?

Indicator : Textbook suggests understanding the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.

Example from the textbook: An activity where students listen to a conversation people discussing about hand washing issues. The conversation covers familiar topics like hobbies and leisure activities, allowing students to practice identifying the main ideas in everyday speech.

Alignment with Merdeka Curriculum: The activity aligns with the **Merdeka Curriculum** by exposing students to real-life contexts, enhancing their ability to comprehend standard speech they are likely to encounter in daily life, such as in work, school, or leisure settings.

2. In the **reading** section, the textbook offers activities designed to help students understand factual texts on subjects that are related to their

interests. It includes texts that consist of high-frequency everyday vocabulary, and also encourages recognizing significant points in straightforward newspaper articles on familiar topics. The reading materials help students understand descriptions of events, feelings, and wishes. The **Merdeka Curriculum** emphasizes critical thinking, relevance to students' lives, and competency-based education. The reading activities in the textbook align with these by exposing students to texts that not only relate to their personal interests but also promote comprehension of current affairs and global issues. The inclusion of materials that support students' understanding of emotions, events, and personal experiences aligns with the curriculum's holistic approach to learning. There are 14 out of 18 reading activities that follow the indicators, showing a solid focus on developing students' reading comprehension and critical analysis skills.

Figure 4.6 example of reading task

30. Read the following adjectives that show qualities. Put a tick (✓) in the correct columns. See the examples!

Showing qualities	People	Things	Feelings
wonderful	✓	✓	✓
rich			
serious			
favorite			
clumsy			
inspiring			
curious			
famous			
incredible			
generous			

Indicator: Textbook suggests understanding factual texts on subjects related to their interests that consist mainly of high-frequency everyday

vocabulary.

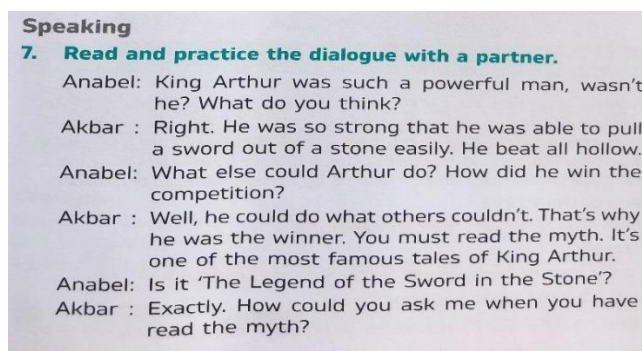
Example from the textbook: A reading passage about sustainable fashion, which discusses current trends and environmental impacts. The vocabulary used is relevant to students' everyday lives and helps them understand practical information.

Alignment with Merdeka Curriculum: The reading material reflects students' interests and provides exposure to global issues (such as sustainability), encouraging critical thinking and application of knowledge in everyday contexts.

3. The **speaking** activities in the textbook encourage students to use simple language to handle common situations, such as traveling or engaging in casual conversations about familiar topics like family, hobbies, and work. The textbook also includes activities where students can narrate stories, express their opinions, and provide reasons and explanations for their thoughts and plans. The **Merdeka Curriculum** highlights the importance of communication skills, collaboration, and student-centered learning. Speaking activities in the textbook support these goals by encouraging active, real-life conversations and fostering both fluency and creative expression. By including tasks where students describe experiences, dreams, and opinions, the textbook promotes both personal engagement and critical thinking, two core elements of the Merdeka Curriculum. With

11 out of 24 speaking activities meeting the indicators, the textbook demonstrates a significant effort in developing students' speaking skills. However, there is room for improvement, especially in encouraging more frequent activities that require giving reasons and explanations for opinions.

Figure 4.7 example of speaking task



Indicator: Textbook can exploit a wide range of simple language to deal with most situations likely to arise while traveling.

Example from the textbook: A role-playing activity where students practice asking for directions in English at an airport. They use simple phrases to understand and give directions in a travel-related context.

Alignment with Merdeka Curriculum: This activity supports the **Merdeka Curriculum** by promoting real-world communication, allowing students to apply language skills in practical scenarios, and developing their ability to use English confidently in travel situations.

4. The **writing** section of the textbook focuses on tasks where students write simple texts on familiar topics and organize their ideas in a

coherent sequence. It also includes activities like writing personal letters to describe events, experiences, and impressions. Writing is a crucial component of the **Merdeka Curriculum**, which encourages students to express themselves creatively and logically. The textbook supports these goals by providing a range of writing activities that help students practice writing in various formats, such as letters and simple descriptive texts. These activities promote clear and logical expression, which is essential for students' development of written communication skills in a flexible and independent learning environment. All 12 writing activities align with the indicators, highlighting a strong focus on developing students' writing skills in accordance with the curriculum's goals.

Figure 4.8 example of writing task

23. List some questions you want to ask and discuss your questions with friends and the teacher. One has been done for you.

No	Questions you want to ask	Answer after discussion with friends and the teacher
1.	How would you feel if you were in the same situation as The Rough-Face Girl, people were laughing and making fun of her because of her clothes? If it were you, would you be able to continue walking through the village or would you turn back?	Well, I think it is such a difficult question. The main purpose is to visit the invisible man. I think I should remind myself of that purpose so that I can find courage to accomplish my mission by ignoring people who mock me.
2.		
3.		

Indicator: Textbook suggests writing personal letters describing events, experiences, and impressions.

Example from the textbook: A writing activity where students write a letter to a friend describing a recent trip, including details about places they visited, people they met, and their impressions of the experience.

Alignment with Merdeka Curriculum: This task encourages creative expression and personal reflection, which aligns with the **Merdeka Curriculum's** goal of encouraging students to write for meaningful purposes and develop communication skills.

c) English Textbook Splash Smart Path to Learning English

Below is a table that analyzes the data from the English textbook " Splash Smart Path," showing which sections and activities align with the Merdeka curriculum indicators.

Table 4.3 The Result of the conformity of the Material with the *Merdeka* curriculum

Skill	Indicators	Alignment with Merdeka Curriculum	Number of Activities in Accordance	Total Number of Activities	Note
Listening	Textbook suggests understanding the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.	This aligns with the Merdeka Curriculum's focus on real-life, context-based learning, where students practice listening to everyday conversations.	7 out of 12	12	The activities support active listening skills, with 7 out of 12 aligning with the curriculum's competency-based approach.

	Textbook suggests understanding the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is slow and clear.	This activity helps students engage with various media, supporting competency in listening and comprehension of real-world topics, as per Merdeka's competency-based learning approach.	0	6	No specific activities were aligned here in the data.
Reading	Textbook suggests understanding factual texts on subjects related to personal interests that consist mainly of high-frequency, everyday vocabulary.	This supports the Merdeka Curriculum's emphasis on reading for understanding, with a focus on materials that students find engaging and relevant to their lives.	14 out of 18	18	14 out of 18 activities align well with Merdeka's competency-based and student-centered approach.
	Textbook suggests recognizing significant points in straightforward newspaper articles on familiar subjects.	This promotes critical reading and analysis, encouraging students to engage with current events and develop their reading	1 out of 6	6	Only 1 activity out of 6 aligns with this specific indicator.

		comprehension.			
	Textbook suggests understanding descriptions of events, feelings, and wishes, and the reading text must comply with Merdeka curriculum indicators.	This supports students' ability to understand more complex reading texts, which is crucial for developing language proficiency.	3 out of 6	6	3 activities out of 6 are aligned with the indicators.
Speaking	Textbook can exploit a wide range of simple language to deal with most situations likely to arise while traveling.	This encourages students to use simple but effective language in practical contexts, supporting their ability to speak confidently in real-life scenarios.	4 out of 6	6	4 activities out of 6 meet this indicator, focusing on practical language use.
	Textbook can enter unprepared conversations on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events) and can keep going comprehensively.	This is a core aspect of Merdeka's emphasis on developing communication skills and student-centered learning by engaging in spontaneous, real-world conversations.	5 out of 24	6	5 activities out of 6 support spontaneous and practical speaking skills.
	Textbook can briefly give	This activity aligns with	0	6	No activities

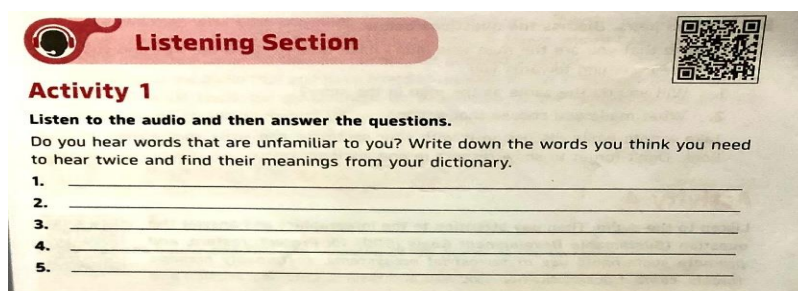
	reasons and explanations for opinions and plans.	Merdeka's focus on fostering independent thinking and the ability to articulate personal thoughts.			from the textbook specifically align with this indicator.
	Textbook can narrate a story or relate the plot of a book or film and describe reactions.	This supports the development of storytelling and expressive speaking skills, which are key for both academic and personal development.	2 out of 6	6	2 activities from the textbook meet this indicator.
Writing	Textbook suggests writing simple texts on familiar topics or personal interests by linking shorter discrete elements into a linear sequence.	This aligns with the Merdeka Curriculum's focus on independent writing, critical thinking, and clear organization of ideas.	12 out of 12	12	All activities align with this indicator, fully meeting Merdeka's goals for writing.
	Textbook suggests writing personal letters describing events, experiences, and impressions.	This supports self-expression and personal reflection through writing, a key component	12 out of 12	12	All activities support this indicator, demonstrating strong alignment with Merdeka's

		of Merdeka's focus on holistic education.			objectives for writing skills.
Overall Total	The activities align well with the Merdeka Curriculum's emphasis on competency-based, real-world learning, but there is room for improvement in oral reasoning.		60 out of 96	96	

Based on the data provided, the English textbook activities demonstrate alignment with various Merdeka Curriculum indicators across the four main language skills: Listening, Reading, Speaking, and Writing.

1. The **listening** activities in the textbook align with Merdeka's emphasis on competency-based learning, where students are expected to develop real-world listening skills. Specifically, 7 out of 12 activities focus on helping students understand the main points of clear, standard speech on familiar matters, such as those encountered in work, school, and leisure. This supports Merdeka's approach of equipping students with the skills to comprehend everyday conversations and contexts. However, there is no alignment with activities related to understanding radio or TV programs, which suggests a gap in the textbook's coverage of this aspect.

Figure 4.9 example of listening task

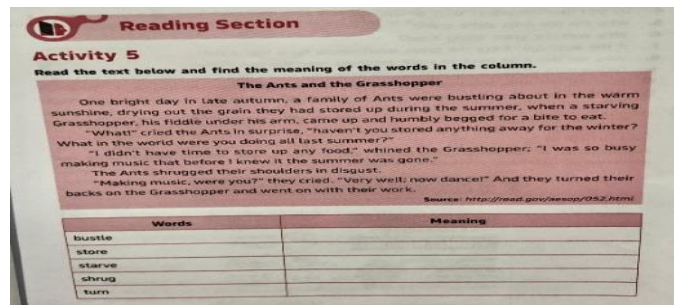


Example: The textbook features an audio activity where students listen to a conversation between two friends discussing their plans for the weekend. The activity asks students to identify details such as the activities the friends will do, the date, and the reason for their choice of plans.

Alignment with Merdeka: This activity reflects the Merdeka Curriculum's emphasis on understanding clear speech in everyday contexts such as school or leisure. The activity encourages students to listen actively to familiar topics, which is an essential competency of language learning in Merdeka.

2. In the **reading** section, 14 out of 18 activities align with Merdeka Curriculum indicators. These activities encourage students to understand factual texts related to their interests and engage with high-frequency, everyday vocabulary. This supports Merdeka's focus on providing students with relevant, real-world materials that stimulate their critical thinking. The textbook also encourages students to recognize key points in newspaper articles on familiar subjects, although this alignment is limited to just 1 out of 18 activities. Additionally, 3 activities support comprehension of texts that describe events, feelings, and wishes, which aligns with the Merdeka Curriculum.

Figure 4.10 example of reading task



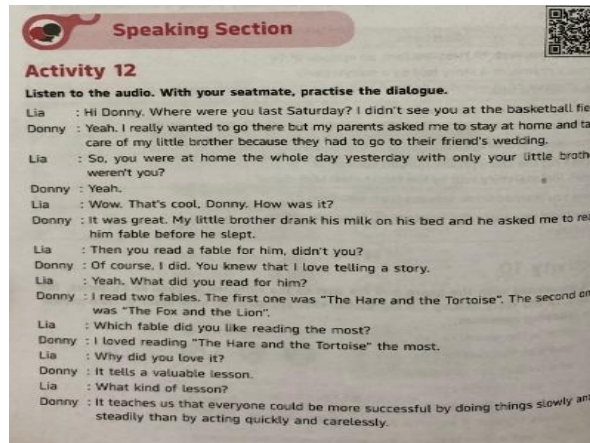
Example: One reading activity involves a passage about the importance of protecting the environment. Students are asked to identify the key points about environmental issues and the suggested solutions.

Alignment with Merdeka: This activity aligns with Merdeka's objective of encouraging students to engage with factual texts related to their interests, in this case, environmental issues. It promotes critical reading skills and provides content that is both relevant and important to current global discussions, encouraging critical thinking and reflection.

3. The **speaking** activities in the textbook show moderate alignment with the Merdeka Curriculum's focus on developing communication skills. Of the 24 activities, 11 align with the curriculum's emphasis on practical language use in real-life contexts, such as traveling and engaging in conversations on personal topics. However, there are gaps in other areas, such as activities that encourage students to give reasons and explanations for opinions, which are not addressed in the textbook. On the other hand, 2 activities support the ability to narrate a story or describe the plot of a book or film, demonstrating the textbook's focus on developing

expressive speaking skills. Overall, there is a strong emphasis on conversational skills, but some areas still need more focus, especially on explanation and reasoning.

Figure 4.11 example of speaking task



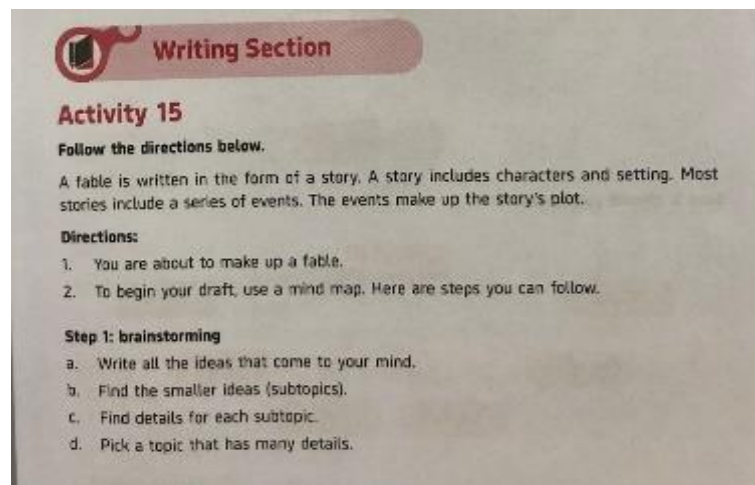
Example: Another speaking activity asks students to discuss their future plans and dreams with a classmate. They are encouraged to explain their reasons for these plans and how they hope to achieve them.

Alignment with Merdeka: This activity aligns with the Merdeka Curriculum's goal of enabling students to articulate their opinions and ideas. It fosters critical thinking and allows students to practice speaking with clarity and coherence, while also promoting self-expression and reflection.

4. The **writing** section is where the textbook most fully aligns with the Merdeka Curriculum. All 12 activities in this section are designed to support students in writing simple texts on familiar topics or personal interests by organizing their thoughts coherently. This aligns with Merdeka's emphasis on independent writing, critical thinking, and clarity

in communication. Furthermore, the textbook provides activities related to writing personal letters, which encourages students to express their thoughts, experiences, and impressions, further supporting Merdeka's student-centered approach to writing.

Figure 4.12 example of writing task



Example: In one writing activity, students are asked to write a letter to a friend, describing a recent experience or event, such as a holiday or a school project. The task requires students to link short sentences into a coherent text.

Alignment with Merdeka: This writing activity supports Merdeka's focus on helping students express themselves in writing. By linking shorter elements into a coherent sequence, students practice organizing their thoughts and communicating clearly.

4.2 Discussion

The analysis of the tenth-grade English textbook "**Bahasa Inggris, Pathway to English, SPLASH Smart Path to Learning English**" in terms of its

alignment with the Merdeka Curriculum reveals both strengths and gaps in meeting the curriculum's demands. The Merdeka Curriculum, which emphasizes student-centered learning, competency-based approaches, and the development of 21st-century skills, requires teaching materials that foster real-life application, critical thinking, and active participation. This discussion will explore the extent to which the textbook supports these goals, with reference to relevant theories and recent research on curriculum implementation.

1. Alignment with Student-Centered Learning

The Merdeka Curriculum is grounded in student-centered learning, which focuses on engaging students in meaningful learning experiences that encourage them to take responsibility for their own learning and make connections to their lives and futures. According to Freeman et al, student-centered learning improves engagement, motivation, and the application of knowledge in real-life contexts. In this study, the textbook's alignment with Merdeka's emphasis on real-world contexts is evident in several key areas⁴⁸.

For instance, the listening activities in the textbook are well-aligned with the Merdeka Curriculum's focus on real-life communication. 10 out of 12 activities involve understanding the main points of clear standard speech on familiar topics such as work, school, and leisure. This focus on everyday, context-based listening practices encourages students to engage with authentic spoken materials. This aligns with Bransford, Brown, and

⁴⁸ Freeman, M., & Stoddard, H. (2015). *Active learning: A practical guide for college faculty*. National Resource Center for The First-Year Experience and Students in Transition.

Cocking's assertion that real-world application is crucial in developing active listening skills and fostering competency-based learning⁴⁹. However, while the textbook includes 5 out of 6 activities that address listening to radio and TV programs on current affairs, it still lacks a full emphasis on diverse, authentic media, which is crucial in promoting critical thinking and exposure to global issues.

In speaking, the textbook encourages students to engage in conversations on everyday topics, such as family, hobbies, and travel. 17 out of 24 speaking activities align with this focus on real-life interactions, which is consistent with Vygotsky's social constructivist theory. Vygotsky's theory emphasizes that language learning is a social process, and that students learn best when they engage in meaningful dialogue with peers and teachers⁵⁰. This focus on spontaneous conversations mirrors the Merdeka curriculum's goal of developing practical communication skills. However, there is a gap in activities related to giving reasons and explanations for opinions, where 0 out of 6 activities are aligned. This limitation prevents students from developing higher-order cognitive skills such as reasoning and justifying opinions, which are critical in the 21st-century learning framework.

2. Competency-Based Learning and Skill Development

A central tenet of the Merdeka Curriculum is competency-based

⁴⁹ Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. National Academy Press

⁵⁰ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press

learning, which focuses on developing specific skills that students can apply in real-world contexts. In this regard, the textbook demonstrates both strengths and weaknesses. The reading activities in the textbook are mostly aligned with this goal. 14 out of 18 activities focus on understanding factual texts on personal interests and familiar topics, which is in line with the Merdeka curriculum's emphasis on reading for comprehension. As Sadler explains, formative assessments that focus on understanding materials relevant to the student's world are essential for fostering competence in critical reading⁵¹. However, only 1 out of 18 activities encourages recognizing significant points in newspaper articles on familiar subjects, which limits students' engagement with current events and global issues. This gap suggests the textbook could benefit from a stronger focus on analytical reading and understanding complex texts, which are vital for fostering global citizenship and critical media literacy.

In writing, the textbook excels in supporting competency development through creative writing and personal expression. 12 out of 12 activities are designed to help students write simple texts on familiar topics and personal letters that describe events and experiences. This reflects the Merdeka Curriculum's goal of fostering holistic education through independent writing, personal reflection, and the organization of ideas. According to Harris, writing activities that encourage personal expression

⁵¹ Sadler, D. R. (2010). *Beyond feedback: Developing student capability in complex appraisal*. *Assessment & Evaluation in Higher Education*, 35(5), 535-550

and self-reflection are crucial for developing a well-rounded learner, supporting both academic and emotional growth⁵². The alignment of these activities with Merdeka's goals suggests that the textbook provides solid support for students' writing development.

3. Real-Life Contexts and Practical Application

The Merdeka Curriculum aims to integrate real-life application in both the content and skills students develop. In terms of listening, the textbook successfully integrates real-life contexts into the materials, allowing students to engage with topics they may encounter in daily life, such as school, work, and leisure. This aligns with the work of Wiggins and McTighe, who argue that curriculum materials should focus on preparing students to perform tasks that mirror real-world challenges⁵³. However, the lack of alignment in the area of listening to radio/TV programs on current affairs highlights a gap in providing students with exposure to diverse sources of media and current events, which are necessary for developing media literacy and critical thinking.

In speaking, the textbook offers a range of activities that support conversational skills and the ability to narrate stories or describe experiences. However, it does not provide sufficient opportunities for students to engage in complex, unprepared discussions that challenge them to think critically and respond dynamically, as suggested by Facione in his

⁵² Harris, M. (2017). *Writing to learn: How to incorporate reflective writing in your classroom*. Routledge

⁵³ Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Pearson Education

work on critical thinking skills. Given that the Merdeka Curriculum emphasizes critical thinking and problem-solving as part of 21st-century skills, there is a need for the textbook to incorporate more activities that push students to reason and articulate their thoughts in unpredictable or challenging situations⁵⁴.

4. Holistic Education and Emotional Development

The Merdeka Curriculum is also focused on holistic education, which includes fostering emotional intelligence, social skills, and personal reflection. The writing activities in the textbook are well-aligned with this goal, as they encourage students to write personal letters and describe experiences. This type of writing activity is key to developing self-awareness and empathy, as suggested by Goleman, who emphasizes that emotional intelligence is an essential component of effective communication and social interaction⁵⁵.

However, the textbook could better support emotional and social learning by incorporating more activities that ask students to reflect on their own feelings and experiences in relation to global issues, as well as their personal growth. This would align more closely with the Merdeka Curriculum's goal of nurturing students who are emotionally and socially competent in addition to being academically skilled.

5. Limitations and Areas for Improvement

⁵⁴ Facione, P. A. (2015). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction. The Delphi Report*. The California Academic Press.

⁵⁵ Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books

While the textbook demonstrates significant alignment with the Merdeka Curriculum, several areas need improvement. Notably, there is a lack of activities that foster critical thinking and problem-solving skills, especially in speaking and listening tasks. Activities that require students to explain, justify, and defend their opinions are crucial for fostering higher-order thinking. As Bloom et al. noted in their work on the Revised Bloom's Taxonomy, the ability to analyze, evaluate, and create is fundamental for developing the competencies required in today's globalized world⁵⁶.

Additionally, the textbook's limited engagement with current events and media literacy in reading and listening activities is a significant gap. To better prepare students for a rapidly changing world, the curriculum should encourage critical engagement with diverse media sources and complex texts.

⁵⁶ Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. David McKay Company

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of an analysis English textbook “*Pathway to English textbook, Bahasa Inggris work in progress and SPLASH Smart Path to Learning English*” grade X based on *Merdeka* curriculum, it can be concluded as follows:

5.1 Conclusion

The "**Bahasa Inggris, Pathway to English, SPLASH Smart Path to Learning English**" textbook generally supports the **Merdeka Curriculum's goals** of student-centered learning, competency-based development, and real-life application. It effectively supports listening, speaking, and writing skills, with a strong focus on personal expression and communication. However, there are areas for improvement, particularly in fostering critical thinking, media literacy, and complex problem-solving skills. Strengthening these aspects would better align the textbook with the **Merdeka Curriculum's emphasis on holistic education**, preparing students for the challenges of the 21st century. By integrating more activities that encourage **higher-order thinking** and engagement with **current global issues**, the textbook could further enhance its suitability for the **Merdeka Curriculum's implementation**.

5.2 Suggestions

From the research, the author suggests:

1. For English Teachers

Teachers are expected to check in advance the relevance of the textbooks they use with the learning outcomes that are in line with the phases of the books used in the *Merdeka* curriculum. Teachers should not be completely dictated by textbooks, as the name of the *Merdeka* curriculum should give freedom to teachers to determine teaching materials not dependent on textbooks.

2. For further Researcher

For future researchers who want to research relevant topics, they can examine the content analysis of different books used by teachers based on the *Merdeka* curriculum. This research can be used as additional reference information.

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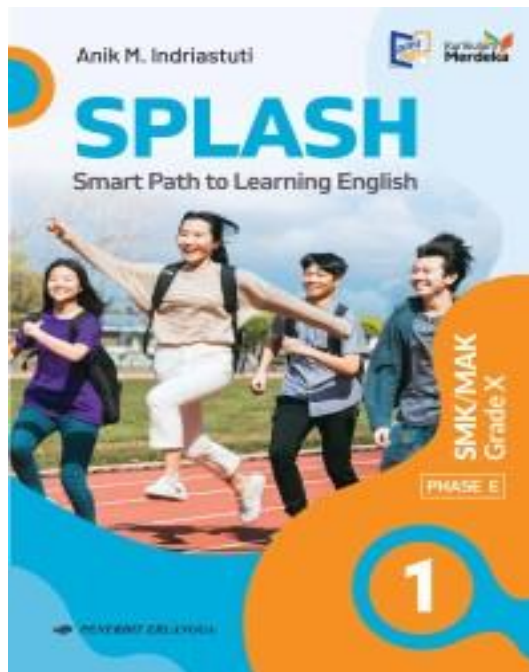
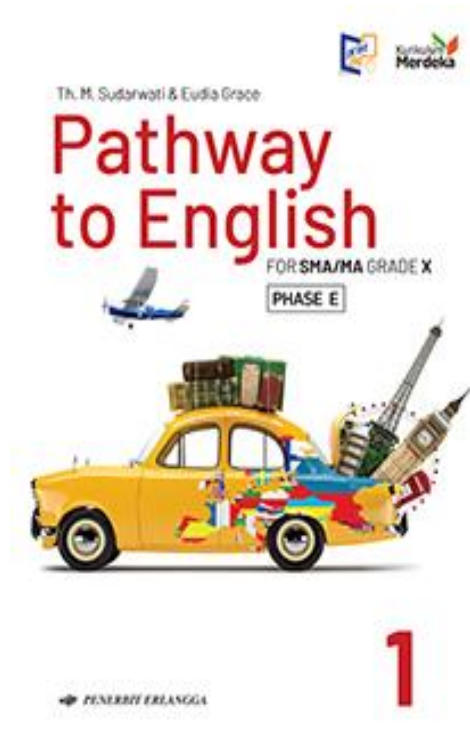
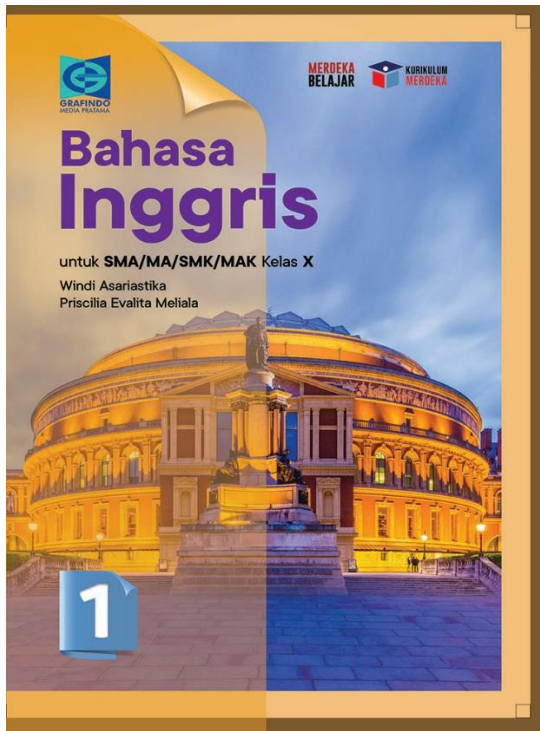
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AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	9/3/2024	Revisi bab 1 bagian delimitation	k
2.	3/8/2024	Revisi bab 2-3 dan penulisan judul per bab	k
3.	7/8/2024	Revisi Footnote bab 3	k
4.	12/8/2024	Acc untuk mengikuti seminar proposal	k
5.	11/12/2024	Revisi research question (Bab 2)	k
6.	13/12/2024	Revisi instrument penelitian	k
7.	16/11/2024	Acc instrument penelitian (rubric checklist)	k
8.	20/1/2025	Revisi Bab 4 (findings)	k
9.	22/1/2025	Revisi Bab 4 (findings)	k
10.	30/1/2025	Revisi bab 4 (discussion)	k
11.	5/2/2025	Revisi bab 5 (Conclusion)	k
12.			k

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MULAI BIMBINGAN	: 08 Maret 2024
AKHIR BIMBINGAN	:

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1.	9/3/2024	Revisi bab 1 bagian delimitation	k
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10.	30/1/2025	Revisi bab 4 (discussion)	k
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Tentang
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Rido Marsella Putri tanggal 22 Januari 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Jumat, 6 Desember 2024

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Menetapkan

- Pertama** : 1. **Dr. Eka Apriani, M.Pd** **19900403 201503 2 005**
2. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Rido Marsella Putri**

N I M : **20551056**

JUDUL SKRIPSI : **The Analysis of English Textbook used by Senior High School Students' in Rejang Lebong Regency**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 22 Januari 2025
Dekan,


Sutarto

- Tembusan :
1. Rektor
 2. Bendahara IAIN Curup;
 3. Kabag Akademik kemahasiswaan dan kerja sama;
 4. Mahasiswa yang bersangkutan;

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Masita Arianic, M.Pd
Instansi : IAIN Curup
Jabatan : Dosen

Telah membaca instrumen penelitian berupa lembar observasi yang akan digunakan dalam penelitian skripsi dengan judul "The Analysis of English Textbook Used by Senior High School Student's in Rejang Lebong Regency" oleh peneliti:

Nama : Rido Marsella Putri
NIM : 20551056

Program Studi : Tadris Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka masukan untuk instrumen tersebut adalah:

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Curup, 9 Januari 2025
Validator



Masita Arianic, M.Pd
NIP.

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini, selaku validator instrumen lembar observasi menerangkan bahwa:

Nama : Rido Marsella Putri
NIM : 20551056
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Analysis of English Textbook Used by Senior High School Student's in Rejang Lebong Regency

Setelah memeriksa dan mencermati instrumen penelitian, maka instrumen lembar observasi tersebut dinyatakan telah memenuhi validitas isi dan layak digunakan untuk penelitian.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Curup, 9 Januari 2025
Validator



Masita Arianic, M.Pd
NIP.

RATER LETTER

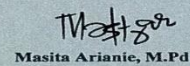
After verifying the documents' analysis that will be used in the research entitled " The Analysis of English Textbook Used by Senior High School Student's in Rejang Lebong Regency" arranged by :

Name : Rido Marsella Putri
NIM : 20551056
Study Program : English Study Program (TBI)
Faculty : Tarbiyah

With my undersigned :

Name : Masita Arianic, M.Pd
Institution : IAIN Curup
Position : Lecturer

Curup, Februari 2025
Rater



Masita Arianic, M.Pd

VALIDATION OF INSTRUMENT

Research Instrument

Qualitative research data is collected using a variety of methods and interestingly, one of these data collection methods is the researcher herself because this is the reason why most experts regard the researcher as an instrument.¹ Instrument used in this study is the researcher itself. The reason the researcher qualifies as an instrument is because the researcher has an expertise and deep understanding of the research topic and its various components. the researcher is the one who conducted the research and analysed the data.

In this research, researcher used the instrument to analyzed the data. Document Analyzed in this study using checklist rubric. According to Mukundan and Nimehchisalem a checklist is an instrument used to help teachers or researchers in the field of English Language Teaching (ELT) to evaluate teaching and learning resources such as textbooks.² The checklist rubric is used to see whether or not the English textbook is relevant to the Merdeka curriculum that refers to CEFR level B1. The researcher determined the criteria to analyzed the data used in the checklist rubric, high, low, and null base of the material suggested.

Rubric Checklist Instrument

Table 3.3 Rubric Checklist Instrument³

No	Element	H	L	N	Note
1	Listening H (High) : If the material in the textbook suggests to understand the main points of clear				• If the listening are designed to exposed students to clear standard speech on familiar topics in work.

¹ Wa-Mbalaka, "The Researcher as an Instrument in Computer Supported Qualitative Research: New Trends on Qualitative Research", Springer International Publishing 2020, page 13-41.
² Mukundan, "Evaluative Criteria of an English Language Textbook Evaluation Checklist", Journal of Language Teaching and Research, 3(1) 2012.
³ Council of Europe, Common European Framework of Reference for Languages Self-Assessment Grid, European Union and Council of Europe, 2004-2020.

	comply with CEFR level B1. L (Low) : If the material in the textbook contains less than half materials suggested. N (Null) : If the material in the textbook does not contain any material suggested.			
3	Speaking H (High) : Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on topics that are familiar, of personal interest pertinent to everyday life (e.g. family, hobbies, work, travel and current events) and can keep going comprehensibly in order to describe experiences and events, dreams, hopes and ambitions. Can briefly give reasons and explanations, for opinions and plans. Can narrate a story or relate the plot of a book or film and describe reactions. L (Low) : If the material in the textbook contains less than half materials suggested. N (Null) : If the			<ul style="list-style-type: none"> If the exercises emphasize communicative competence by encouraging students to express opinions, justify their viewpoints, and engage in dialogues. SM If the exercises suggest students practice delivering short talks which aids in organizing their ideas and improving public speaking skills. SM If the exercises emphasize communicative competence by encouraging students to express opinions, justify their viewpoints, and engage in dialogues. SM

	standard speech on familiar matters regularly encountered in work, school, leisure, etc. can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. L (Low) : if the textbook contains less than half material suggested. N (Null) : if the textbook does not contain any material suggested.				<ul style="list-style-type: none"> If the listening tasks are contextually relevant, encouraging students to engage with material that reflects real life situations. If the textbook including variety of listening tasks such as conversation, announcement, and instruction.
2	Reading H (High) : If the material in the textbook cover material suggest to understand factual texts on subjects related to his/her interests that consist mainly of high frequency everyday or job-related language. recognise significant points in straightforward newspaper articles on familiar subjects. understand the description of events, feelings and wishes and the reading text must				<ul style="list-style-type: none"> If the reading exercises require students to summarize, infer meanings, and discuss themes, which fosters deeper comprehension and the ability to think critically about texts. If the textbook contains varied exercises that cover a wide range of themes, allowing students to apply their knowledge in different contexts.

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100	100				

	material in the textbook does not contain any material suggested.						
4	<p>Writing</p> <p>H (High) :if the material in the textbook cover it material suggests to write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. <i>can write personal letters describing events, experiences and impressions</i></p> <p>L (Low) : if the textbook contains less than half materials suggested.</p> <p>N (Null) :if the textbook does not contain any material suggested.</p>			<p><i>WM</i></p> <ul style="list-style-type: none"> If the exercise suggest learners to produce simple connected text on familiar topics, helping them articulate their thoughts and experiences clearly. <p><i>WM</i></p> <ul style="list-style-type: none"> If the exercises that ask students to describe places, people, or events help them practice using descriptive language and expand their vocabulary. <p><i>WM</i></p> <ul style="list-style-type: none"> If the exercises support students to create dialogues based on given scenarios, which fosters their ability to use conversational language and understand context. <p><i>WM</i></p> <ul style="list-style-type: none"> If the textbook provides thematic prompts that require students to write about topics such as hobbies, future plans, or cultural events. 			

	<ul style="list-style-type: none"> Textbook suggests to recognise significant points in straight forward newspaper articles on familiar subjects 	√	√	√	-	√	-	
	<ul style="list-style-type: none"> Textbook suggests to understand the description of events, feelings and wishes and the reading text must comply with CEFR level B1. 	√	√	√	√	√	√	
Speaking	<ul style="list-style-type: none"> Textbook can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling 	-	√	√	√	√	√	In speaking skill's there are 17 from 24 activities in the textbook accordance with the indicators.
	<ul style="list-style-type: none"> Textbook can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and 	√	√	√	√	√	√	

RATTER

Listening	<ul style="list-style-type: none"> Textbook suggests to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, lecture, etc. 	√	√	√	√	√	√	In listening skill's there are 9 from 12 activities in the textbook accordance with the indicators.
	<ul style="list-style-type: none"> Textbook suggests to understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. 	√	√	√	√	√	√	
Reading	<ul style="list-style-type: none"> Textbook suggests to understand factual texts on subjects related to his/her interests that consist mainly of high frequency everyday 	-	-	√	√	√	√	In reading skill's there are 14 from 18 activities in the textbook accordance
	<ul style="list-style-type: none"> Textbook suggests to recognise significant 	√	√	√	√	√	√	

	<ul style="list-style-type: none"> Textbook suggests to write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence 	√	√	√	√	√	√	In writing skill's there are 10 from 12 activities in the textbook accordance with the indicators.
Writing	<ul style="list-style-type: none"> Textbook suggests to write personal letters describing 	√	√	√	√	√	√	
	<ul style="list-style-type: none"> Textbook suggests to understand the description of events, feelings and wishes and the reading text must comply with CEFR level B1. 	√	√	√	√	√	√	
	<ul style="list-style-type: none"> Textbook suggests to recognise significant points in straight forward newspaper articles on familiar subjects 	√	√	√	-	√	-	

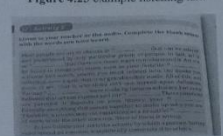
	points in straightforward newspaper articles on familiar subjects	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	with the indicators.
	<ul style="list-style-type: none"> Textbook suggests to understand the description of events, feelings and wishes and the reading text must comply with CEFR level B1. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
Speaking	<ul style="list-style-type: none"> Textbook can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	In speaking skill's there are 11 from 24 activities in the
	<ul style="list-style-type: none"> Textbook can enter unprepared into conversation on topics that are familiar, of personal interest pertinent to everyday life (e.g., family, hobbies, work, travel and current events) and can keep going 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	textbook accordance with the indicators.

	comprehensibly in order to describe experiences and events, dreams, hopes and ambitions	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
	<ul style="list-style-type: none"> Textbook can briefly give reasons and explanations for opinions and plans 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
	<ul style="list-style-type: none"> Textbook can narrate a story or relate the plot of a book or film and describe reactions. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
Writing	<ul style="list-style-type: none"> Textbook suggests to write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	In writing skill's there are 12 from 12 activities in the textbook accordance with the indicators.
	<ul style="list-style-type: none"> Textbook suggests to write personal letters describing events, experiences and impressions 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	

	points in straightforward newspaper articles on familiar subjects	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	with the indicators.
	<ul style="list-style-type: none"> Textbook suggests to understand the description of events, feelings and wishes and the reading text must comply with CEFR level B1. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
Speaking	<ul style="list-style-type: none"> Textbook can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	In speaking skill's there are 11 from 24 activities in the
	<ul style="list-style-type: none"> Textbook can enter unprepared into conversation on topics that are familiar, of personal interest pertinent to everyday life (e.g., family, hobbies, work, travel and current events) and can keep going 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	textbook accordance with the indicators.

linguistic features and present it.

Figure 4.25 example listening task



As we can see in the table above, the listening element is found in this chapter of the textbook on pages 140 activity 2.. On page 140 presented audio about graffiti, after listening to audio about the graffiti students are asked to fill in the blank space (see figure 4.25). This is in line with the existing grid at CEFR level B1 element listening which states that so that students can understand the main points clearly from standard audio about things that are already known often found at school. The researcher therefore places a checklist in this chapter.

After the researcher analyzed it, the speaking element from this chapter is not present in the textbook. ^{There is not} Nothing in the assignments or materials demonstrates anything about speaking. The researcher ^{did give} do not gave this chapter a checklist level in the speaking component as a result.

the material in the textbook is in accordance with the CEFR grid level B1 in the writing element, the researcher placed a high level on the writing element in this chapter.

c) English Textbook Splash Smart Path to Learning English

Table 4.3 The Result of the conformity of the Material with the Merdeka curriculum

Book : Splash Smart Path to Learning English
 Published : Published by Erlangga the Amk M. Indriastuti
 Objective : To analyze the material contained in the English textbook "Splash Smart Path to Learning English" in accordance with the Merdeka curriculum which refers to CEFR level B1
 Instruction : Give checklist (✓) for the level based on the indicator of each unit/chapter

Skill	Indicators	Unit/Chapter						Note
		1	2	3	4	5	6	
Listening	<ul style="list-style-type: none"> Textbook suggests to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. 	✓	✓	✓	✓	✓	✓	In listening skill's there are 7 from 12 activities in the textbook
	<ul style="list-style-type: none"> Textbook suggests to understand the main point of many radio or TV programmes on current 	✓	-	-	-	-	✓	accordance with the indicators.

	book or film and describe reactions.							
Writing	<ul style="list-style-type: none"> Textbook suggests to write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence 	✓	✓	✓	✓	✓	✓	In writing skill's there are 12 from 12 activities in the textbook accordance with the indicators.
	<ul style="list-style-type: none"> Textbook suggests to write personal letters describing events, experiences and impressions 	✓	✓	✓	✓	✓	✓	
The result of English textbook SPLASH which accordance with the indicators								44 / 66 activities

1. What Fables Do You Like To Read?

The first chapter of this book is titled What Fables Do You Like To Read?. This chapter describes the educational objectives that students should understand after studying this chapter: students will be able to identify a fable as a narrative, student will be able to understand the definition, the generic structures, and the language features of a fable, students will be able to process, interpret, and evaluate

Speaking	Indicators	Unit/Chapter						Note
		1	2	3	4	5	6	
	<ul style="list-style-type: none"> Textbook can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling 	✓	✓	✓	✓	✓	✓	In speaking skill's there are 11 from 24 activities in the textbook
	<ul style="list-style-type: none"> Textbook can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events) and can keep going comprehensibly in order to describe experiences and events, dreams, hopes and ambitions 	-	-	-	-	-	-	accordance with the indicators.
	<ul style="list-style-type: none"> Textbook can briefly give reasons and explanations for opinions and plans 	✓	✓	✓	✓	✓	✓	
	<ul style="list-style-type: none"> Textbook can narrate a story or relate the plot of a 	✓	✓	✓	✓	✓	✓	

	affairs or topics of personal or professional interest when the delivery is relatively slow and clear.							
Reading	<ul style="list-style-type: none"> Textbook suggests to understand factual texts on subjects related to his/her interests that consist mainly of high frequency everyday 	✓	✓	✓	✓	✓	✓	In reading skill's there are 14 from 18 activities in the textbook accordance with the indicators.
	<ul style="list-style-type: none"> Textbook suggests to recognise significant points in straightforward newspaper articles on familiar subjects 	-	✓	-	✓	-	✓	
	<ul style="list-style-type: none"> Textbook suggests to understand the description of events, feelings and wishes and the reading text must comply with CEFR level B1. 	-	-	-	✓	✓	✓	

FINDINGS

1. Famous Athletes I Know

Figure 4.1 example of listening task

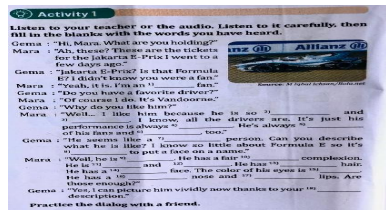


Figure 4.2 example of listening task

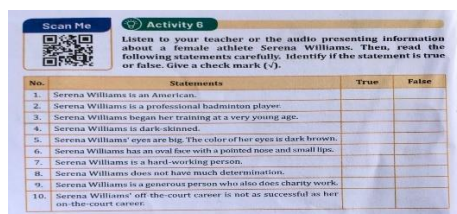


Figure 4.3 example of speaking task

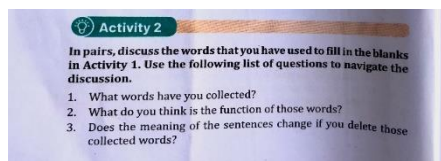


Figure 4.4 example of speaking task

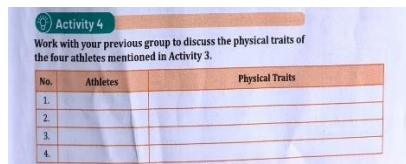


Figure 4.5 example of speaking task

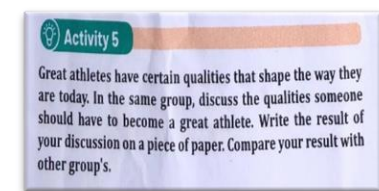


Figure 4.6 example of reading task

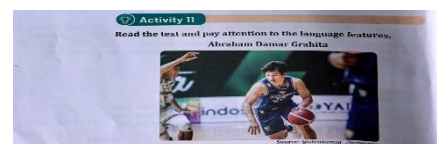


Figure 4.7 example of reading task

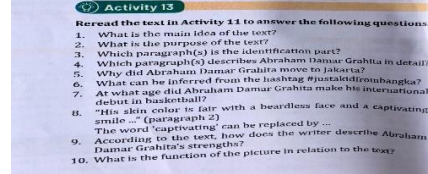
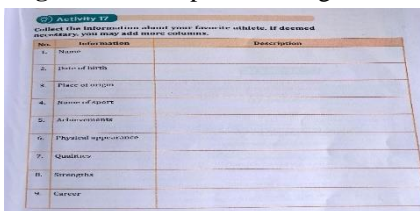


Figure 4.8 example of writing task



2. Sport Events I went to

Figure 4.9 example of listening task

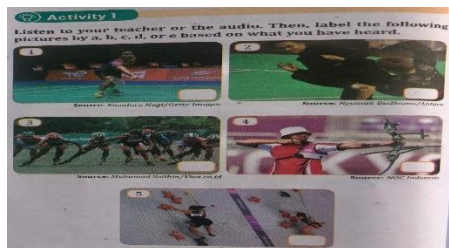


Figure 4.10 example of listening task



4.12 example of reading task

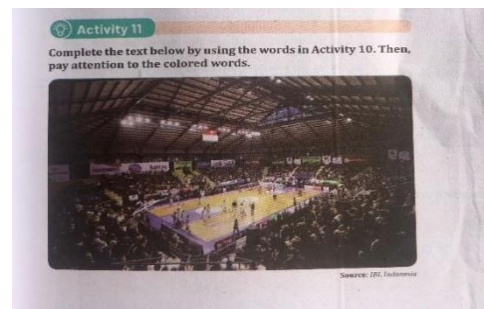


Figure 4.13 example of reading task

Activity 13

Work in a group of four. Identify the main idea of each paragraph of the text in Activity 11.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Figure 4.14 example of writing task

Activity 20

Write a recount text of your past experience based on the answer that you have collected in Activity 20. The length of the text should be at least 150 words. Pay attention to its generic structure and language features.

3. How Sports keep Us Healthy

Figure 4.15 example of listening task

Activity 13

Complete the text by filling out the blanks.

Whether you have years of unhealthy eating, or you simply want to change your diet, here are three heart-healthy diet tips. Once you know which foods to eat more of and which foods to limit, you'll be on your way toward a heart-healthy diet.


- Control your portion size.** How much you eat is just as important as what you eat. Controlling how much you eat can help you shape up your diet, as well as your waistline. Here are a few simple tips to control your portion size.
 - Use a small plate or bowl to help control your portions.
 - Eat more _____ nutrient-rich foods, such as fruits and vegetables.
 - Eat smaller amounts of high-calorie, high-sodium foods, such as refined, processed or fast foods.
- Limit unhealthy fats.** Limiting how much _____ and trans fats you eat is an important step to _____ your blood cholesterol and lower your risk of coronary artery disease. There are simple ways to cut back on saturated and trans fats:
 - Trim fat off meat or choose lean meats with less than 10% fat.
 - Use less butter, margarine and shortening when cooking and serving.
 - Use low fat _____ when possible for a heart-healthy diet. For example, top a baked potato with low-sodium salsa or low-fat yogurt rather than butter, or use sliced whole fruit or low-sugar fruit spread on toast instead of margarine.
- Choose low-fat _____.** Lean meat, poultry and fish, low-fat dairy products, and eggs are some of the best sources of protein. Choose lower fat options, such as skinless chicken breasts rather than fried chicken patties, and skim milk rather than whole milk.

Adapted from <https://www.medicinenet.com/cholesterol/article.htm>

Figure 4.19 example of listening task

Activity 10

Read the following article interviewing several people about their healthy lifestyles.



Indah

I work for 12 hours in front of the computer in 6 days. It hurts my back, it really irritates me. A friend of mine suggested that I take a yoga class, she said that yoga will help me to reduce the need for pain medication. Surprisingly, it is an effective, all-natural stretching in relieving pain. Besides, it improves mobility in people suffering from lower back pain.

Ari

Tennis is an excellent sport for improving health, mental toughness, physical strength, and agility. Simply do it. Tennis can burn a few hundred calories per hour depending on your weight and the intensity of your game. To maintain a healthy weight, combine this activity with a healthy diet. So that's why I encourage you to play tennis at least once a week.

Syari

At least two times a week, I go swimming with my sister. I believe swimming improves memory function and thinking skills when we do it regularly. This helps me in my job as a teacher since it reduces inflammation and insulin resistance in the brain, which promotes the growth of new brain cells. Swimming also boosts my mood, anxiety, and stress levels, so it allows the brain to think more efficiently.

Figure 4.17 example of speaking task

Activity 9

Work in a group of four. Discuss one sport that is easy to do in a pandemic situation. Tell your purpose giving the tips and elaborate the tips to do the sport. Write the result of your discussion below.

Figure 4.18 example of reading task

Activity 11

Read the text in Activity 10. Match the person to the correct statement. The person may be chosen more than once.

Indah	I take a yoga class because of my friend's recommendation.
Ari	I think sport can increase your mental toughness.
Syari	I spend my time working in front of a computer almost every day.
Indah	Swimming helps my brain to think more effectively.
	To burn a lot of calories per hour, I choose tennis.
	I have back pain and it bothers me.
	You need to have a healthy diet besides doing sports.
	Teaching is my work, so I need to do sports to improve my memory.
	Running can make you be more discipline.
	I just do sport to release my back pain.

Figure 4.20 example of writing task

Activity 20

Write a procedure text giving tips to do sports or exercises.

- Write a procedure text about sports or exercises that help you maintain your health. To ease the writing process, collect the information that will be helpful later on. Use the following questions as a guide.
 - What sport do you like to do in your free time?
 - Why do you choose that sport?
 - What do you need to prepare before doing the sport?
 - How do you do the sport? Give some steps or tips.
- Write or type it on a piece of paper. The length of the text should be at least 150 words.

4. Healthy Foods.

Figure 4.21 example of listening task

Activity 1

Listen to the following dialog. Fill in the blanks with the words you heard as you listen.

Ahmad: I heard that you had an appendectomy.
 Irvan: Yes, I did. I think I have to start eating _____.
 Ahmad: What kind of food do you usually eat?
 Irvan: I like eating _____ foods and drinking soda.
 Ahmad: Is that really all you eat?
 Irvan: Yes.
 Ahmad: Whoa. How do you _____ to only those foods and drinks? Why don't you start eating fruits and vegetables? They are healthier, for sure.
 Irvan: Well, that's the problem. It's hard for me to eat vegetables. I try my best, but I don't like it.
 Ahmad: Actually, fruits and veggies are really good for you. You can ask your mother to cook them for you, to make it more _____.
 Irvan: Alright, I'll try.


Activity 2

Answer the following questions according to the conversation in Activity 1.

- What are they talking about?
- What happened to Irvan?
- How does Ahmad suggest Irvan to be healthier?
- Mention foods/dishes that contain vegetables and fruits!

Figure 4.22 example of listening task

Activity 8
Listen to the audio or to your teacher presenting information about graffiti, a healthy staple food, look for difficult words, and list them. Then, with your teacher, find their definitions.



Scan QR

No.	Difficult Words	Meaning

Figure 4.23 example of reading task

Activity 9
Read the following article. Then, answer the questions.

Grffiti is Vandalism



Grffiti has been a long controversial issue in our society. Some may think it is a form of artistic expression, while others oppose it entirely. In Australia, we are blessed with nature's beautiful surroundings. I feel uncomfortable seeing chaotic tags on a public wall. I have reasons why I see graffiti as an act of vandalism.

First, most graffiti is done randomly without the permission of the owner. Those so-called "artists" go wherever they want and damage other people's property. This will cause chaotic situations when everyone can spray or scribble anything they like on other people's property.

Second, it damages the view. Everyone likes admiring aesthetically appealing images and views, but marking or tagging public spaces will not do so. Those opposed may argue that graffiti is a kind of free artistic expression. However, freedom should be an act of consideration and respect for the public. Therefore, graffiti should be considered illegal.

Third, graffiti gives bad influences on younger children. Some graffiti presents the public with provocative images and rude expressions which can exert bad influences on younger children. Children at young ages should be taught to do the right things as it helps for their future life as an adult. Having people do graffiti in areas where it is prohibited is a real downfall to children just to catch a glimpse.

Last, graffiti drives away business. Many people associate graffiti with a general decline in the area, indicative of crime and gangs. Merchants lose business because customers feel the area is no longer safe.

5. Graffiti, A Beautiful Art.

Figure 4.25 example of listening task

Activity 2
Listen to your teacher or the audio. Complete the blank spaces with the words you have heard.

Most people see art as objects in ¹⁾ _____ that can be adored and understood by only particular group of people. In fact, art is so ²⁾ _____ that there are many ways to understand it. Art can be found in things you enjoy, such as your favorite ³⁾ _____ a movie you watch, poems you most related into, the books you collected, even a quilt that your grandmother made. All of this, and more, is art. That is why there isn't one agreed-upon definition. Various ⁴⁾ _____ were made by famous scholars, but many believed that art can express and stir ⁵⁾ _____. These emotions are personal. It depends on your history, your ⁶⁾ _____ basically everything that comes together to make up who you are. Therefore, a person may see something as a beautiful ⁷⁾ _____ of work, while the other does not. None of them is wrong.

As Leo Tolstoy said, art is the activity by which a person, having experienced an emotion, intentionally transmits it to others.

Activity 2
Listen to the following story. Complete the story by filling out the blank spaces as you listen.

Three little pigs set out to build their own houses in the winter. The first pig built a house of ¹⁾ _____, because they made the pig warm. The second pig built a house of ²⁾ _____, because it made the pig warmer. The third pig took the time, searched for bricks and dirt, and built a brick house and a ³⁾ _____. They were all very tired after building their homes, and went to bed. At night, a giant hungry sheep came to their ⁴⁾ _____. Feeling hungry, the sheep ate all the straws and hays from the pigs' homes. The pigs, woken up by the sudden snow, ⁵⁾ _____ and caught cold. The third, being warm and safe, slept soundly and didn't hear the other pigs knocking at the door.

Figure 4.26 example of reading task

Activity 23
Work in pairs. After identifying the topic sentence of each paragraph, add other information about kimchi.

Figure 4.27 example of writing task

Activity 17
What are your thoughts on graffiti? Is it art or is it vandalism? Consider your stance regarding graffiti. Explain your position on graffiti. Look at Activity 11 to help you write the draft of your expository writing.

Introduction	
Argument 1	
Argument 2	
Argument 3	
Conclusion	

Activity 18
Write your expository writing about graffiti in 150-200 words. Write it on a piece of paper or type it.

Figure 4.29 example of listening task

Activity 4

Listen to a fractured story about "Little Red Riding Hood." Arrange the jumbled events based on the story you hear. Write the number 1-10 to put the jumbled events in order.

"Remember, don't talk to strangers!" Her mother said.

One day, Little Red Riding Hood's mother gave her a basket of some cake. She told her to walk through the forest to her grandmother's house, where her grandmother lay sick in bed.

Once upon a time, at the edge of a big forest, a little girl lived with her mother.

She always wore a red hat and cape and was called Little Red Riding Hood by everyone who knew her.

On the way, Little Red Riding Hood met the Big Bad Wolf.

Little Red Riding Hood came back home with the empty basket. Her mom was angry because she forgot to bring the cake for her grandmother. She ate them with the wolf.

"To my grandmother's house. She is not feeling well. I brought some cakes for her. Do you want some?" said Little Red Riding Hood. "Growl... the wolf's stomach was growling."

"Thank you for the cakes, little girl. It was very delicious. The Big Bad Wolf. They ate all the cakes and Little Red Riding Hood. That's why she had to send the cake to her grandmother."

"Where are you going little girl?" he asked with his big eyes.


"Sure, let's eat together," said the Wolf happily.

Figure 4.30 example of reading task

Activity 6

Read the story carefully.

Cinderella Rex



Source: Holly Hatton

Once before time, there was a dinosaur named Cinderella Rex. Cinderella Rex loved to dance. But her stompmother did not let her dance. She had to clean up after her mean stompsisters. One day, a letter came. Everyone was invited to a ball at the castle. Cinderella Rex was finally going to dance! But first, she had to help her stompsisters get ready.

"There is no time left," her stompmother said. "You are not ready." They left without Cinderella Rex.

Figure 4.31 example of writing task

Activity 17

Work in groups of four. Let's make a fractured version of a classic story.

1. Choose a short classic or traditional story.
2. Each of you tells the story.
3. Write the traditional version of the story.
4. Make a draft of the changes that you want to do to the traditional version.
5. Complete the text organizer.
6. Write the complete fractured version in the table.

b) English Textbook Pathway to English

Figure 4.32 example of listening task

LET'S BEGIN

3. Scan the QR code and listen to some students talking about stories with their classmates.

4. Match the speaker's story with the listener's reaction to the story. Drag a line from the speaker to the listener. You may drag the line more than once.

Speaker 1
Speaker 2
Speaker 3

a. And then? What happened to the man? Were they getting mad with the girls?
 b. Yes! The old people were yelling at each other in front of the child. How could they?
 c. Really? I don't believe it. He lost one of his arms just because his wife found out what he had done.
 d. Was that? What a pity! I think it was a sad story. What do you think?
 e. How do you think the man felt when he was going to be mad at them?
 f. What else? Was the man in a hurry to buy sheepskins?
 g. He was a hardworking man. How could life not be fair to him?
 h. Is it? Your story makes my blood boil.

Figure 4.33 example of listening task

Tough Challenge

5. Listen to the recording once again. Fill in the table with the information that you have just listened to.

Speaker 1	Speaker 2	Speaker 3
The location where the story happened:	The location where the story happened:	The location where the story happened:
Who are the characters in the story?	Who are the characters in the story?	Who are the characters in the story?
The conflict developed in the story:	The conflict developed in the story:	The conflict developed in the story:

Figure 4.34 example of reading task

30. Read the following adjectives that show qualities. Put a tick (✓) in the correct columns. See the examples!

Showing qualities	People	Things	Feelings
wonderful	✓	✓	✓
rich			
serious			
favorite			
clumsy			
inspiring			
curious			
famous			
incredible			
generous			

Figure 4.35 example of speaking task

Speaking

7. Read and practice the dialogue with a partner.

Anabel: King Arthur was such a powerful man, wasn't he? What do you think?
 Akbar: Right. He was so strong that he was able to pull a sword out of a stone easily. He beat all hollow.
 Anabel: What else could Arthur do? How did he win the competition?
 Akbar: Well, he could do what others couldn't. That's why he was the winner. You must read the myth. It's one of the most famous tales of King Arthur.
 Anabel: Is it 'The Legend of the Sword in the Stone'?
 Akbar: Exactly. How could you ask me when you have read the myth?

1. Lens of understanding.

Figure 4.36 example of speaking task

10. Practice the dialogue between Jane and Lucy in pairs. Use your cell phone to record your conversation. Send the best recording to your teacher.

Figure 4.37 example of speaking task

8. Create a short dialogue with your friend to practice using cliché questions followed by open ended questions in your conversation. Follow the steps.

- Choose one of the stories below as your topic to discuss.
 - Rough-face girl
 - Cinderella
 - Sangkuriang
 - Harry Potter
 - The Children of the Limokon
- Consider any situations of your own.
- Use some expressions to show your interest in the conversation.

Figure 4.38 example of writing task

32. Based on the picture in Task 31, write a paragraph about the character. Start your description with the following sentence.

Many years ago there lived in America one of the strongest monsters on earth- a troll whose name was _____

Figure 4.39 example of writing task

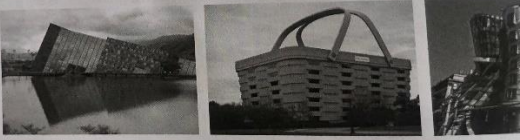
23. List some questions you want to ask and discuss your questions with friends and the teacher. One has been done for you.

No	Questions you want to ask	Answer after discussion with friends and the teacher
1.	How would you feel if you were in the same situation as The Rough-Face Girl, people were laughing and making fun of her because of her clothes? If it were you, would you be able to continue walking through the village or would you turn back?	Well, I think it is such a difficult question. The main purpose is to visit the invisible man. I think I should remind myself of that purpose so that I can find courage to accomplish my mission by ignoring people who mock me.
2.		
3.		

2. Unlock The Ideas to Arts
Figure 4.40 example of listening task

WHILST-LISTENING

2. Listen to the people describing three buildings. Which building is each speaker describing?



Picture 1 Picture 2 Picture 3

The Basket Building, USA The Dancing House, Prague The Lanyang

Figure 4.41 example of listening task

Tough Challenge

3. Listen to three guides describing the three unique buildings to their tourists. Fill in the table with the information that you have listened.

The Lanyang Museum	
Location	
The building area	
What does it look like?	SHAPED LIKE A BASKET
The Basket Building	
Location	
What does it look like?	
The Dancing House	
Location	
How long was the house completed?	
Function	
What does it look like?	

Figure 4.42 example of reading task

13. Read these two texts carefully.

The Giant Glass Slipper Building of Taiwan

The Giant Glass Slipper Building is a unique building built in the heart of the modern city of Taipei, Taiwan. It is a 10-story building that is made of glass and is shaped like a glass slipper. The building was designed by the architect Frank Gehry and was completed in 2016. It is a landmark building in Taipei and is a popular tourist attraction.

The Giant Glass Slipper Building of Taiwan





The Giant Glass Slipper Building is a unique building built in the heart of the modern city of Taipei, Taiwan. It is a 10-story building that is made of glass and is shaped like a glass slipper. The building was designed by the architect Frank Gehry and was completed in 2016. It is a landmark building in Taipei and is a popular tourist attraction.

Casa Terracotta

In 2012, architect Octavio Medeiros completed a building in the city of Curitiba, Brazil. The building is made of terracotta and is shaped like a terracotta tile. The building was designed by the architect Octavio Medeiros and was completed in 2012. It is a landmark building in Curitiba and is a popular tourist attraction.

Figure 4.43 example of reading task

15. Read these reviews from the visitors and state whether these statements are True or False.

	Jolien, 22, Singapore. Reviewed: 17 May A bright blue crystal shoe. It is worth a visit, ice place to take photos for couples.
	Vincey, 25, Sidney, Australia Reviewed: 21 July They also put the "LOVE" lock so the whole place looks so romantic and blissful for the couple.
	Divia, 35, Pamplona, Spain Reviewed: 12 December Great architecture. Want to visit again with my family.
	Daniel, 30, Hong Kong Reviewed: 2 June What were the authorities thinking when they built the building? It's so disrespectful.

1) From the reviews, we know that all the reviewers of the Giant Glass Slipper Building. ()
Reason: _____

2) From Daniel's review, we know that Daniel may be fond of the function of the building. ()

Figure 4.44 example of speaking task

Speaking 1

5. In pairs, practice the dialogue with your friend. Then answer the questions.

Passenger 1: They say that the train will arrive late today.
 Passenger 2: Uhm-hm
 Passenger 1: I hope it will arrive in five minutes.
 Passenger 2: Mm-hm
 Passenger 1: So that we won't be late to the airport.
 Passenger 2: Yeah, I hope so.

Figure 4.45 example of writing task

7. Create a short dialogue with your friend to practice using back-channeling in your conversation. You can choose any topics and any situations of your own.

3. was Declared as a Pandemic
Figure 4.46 example of listening task

WHILST-LISTENING

6. Listen to the speaker telling about the 1918 Spanish Flu. Then, based on the story, rearrange the jumbled sentences chronologically.

1.	It is believed the soldiers of World War I were the disease carriers.
2.	Immediately, the influenza outbreaks began in Spain.
3.	Nearly 50 million people died during the pandemic.
4.	In the same year, the pandemic ended, but ever since then the virus mutated into a more severe influenza virus.
5.	The Spanish flu caused a global pandemic in 1918.
6.	When the war finished in 1919, the soldiers returned home with the flu virus inside their bodies.

Figure 4.47 example of reading task

20. Read Text 1 and answer these questions.

- 1) How does the writer describe the Bubonic Plague?
- 2) Why is it so described?
- 3) When did the plague begin?
- 4) How long did the plague last in Europe?
- 5) Draw a chain of paths to describe how the Bubonic Plague arrived in Europe.

Figure 4.48 example of reading task

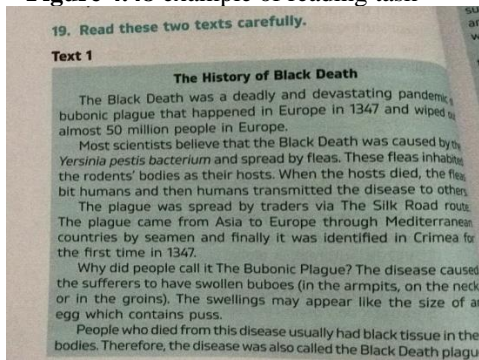


Figure 4.49 example of reading task

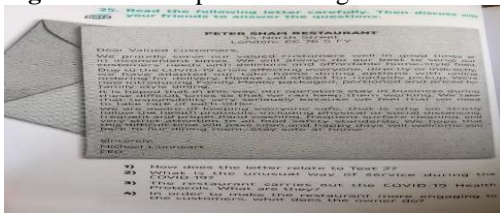


Figure 4.50 example of speaking task

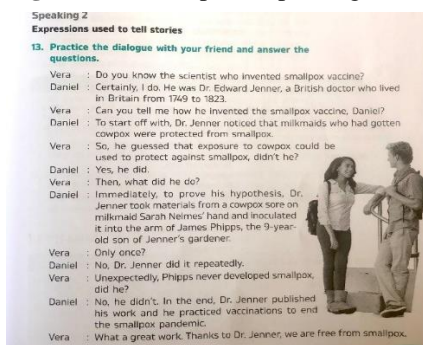


Figure 4.51 example of writing task

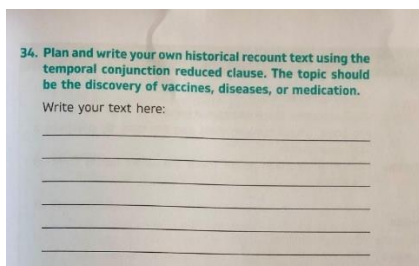
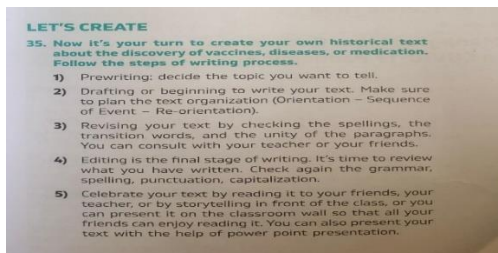


Figure 4.52 example of writing task



4. Good Habbits During Pandemic
Figure 4.53 example of listening task

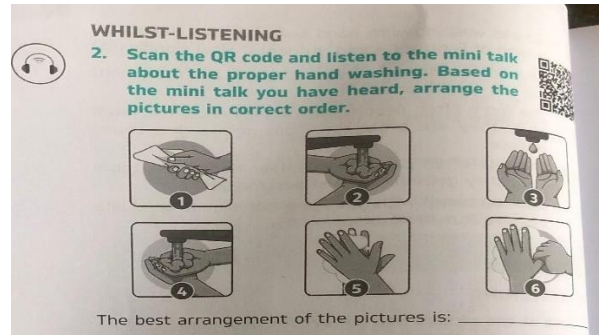


Figure 4.54 example of listening task

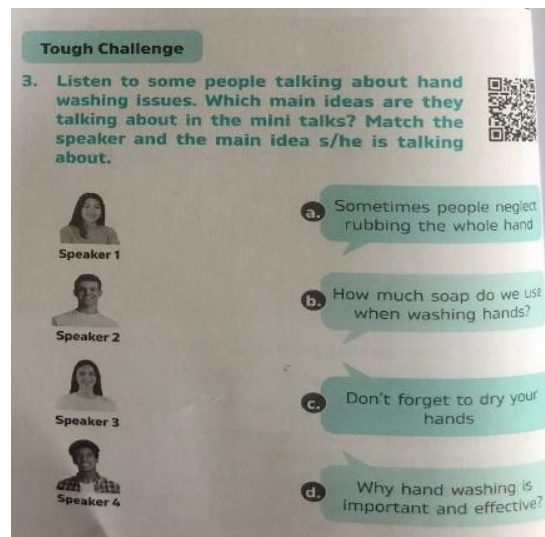


Figure 4.55 example of reading task

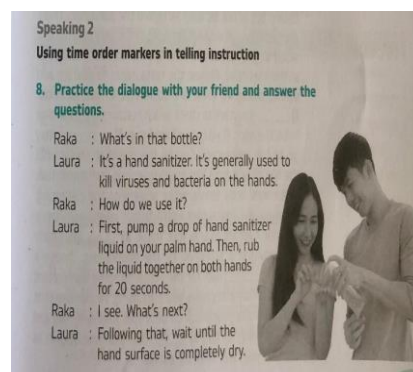


Figure 4.56 example of reading task

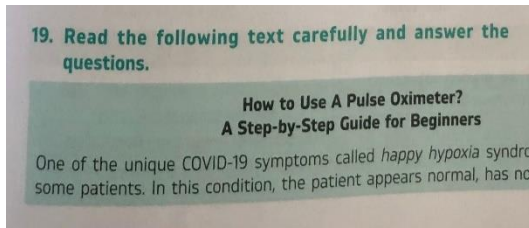


Figure 4.57 example of speaking task

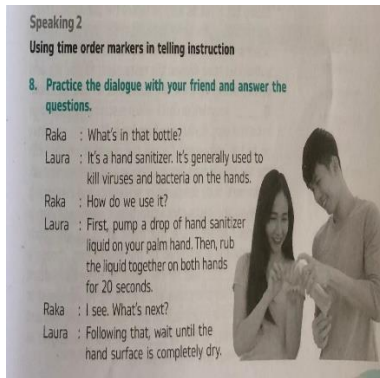


Figure 4.58 example of speaking task

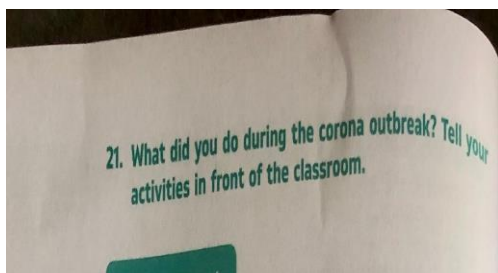


Figure 4.59 example of writing task

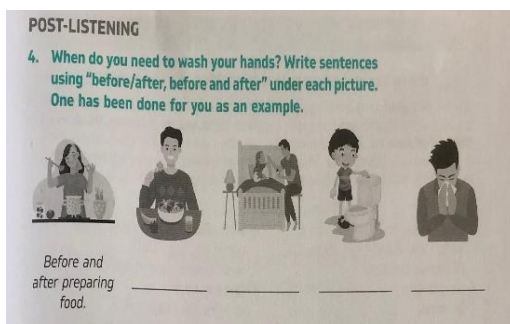
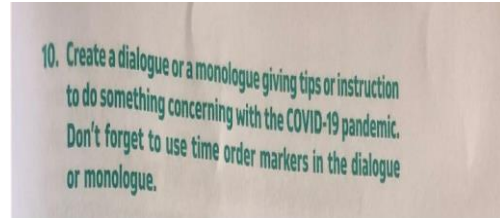


Figure 4.60 example of writing task



5. Smart Teenagers in a Smart Community

Figure 4.61 example of listening task

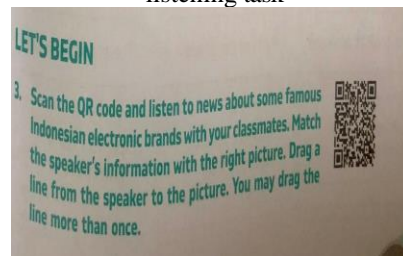


Figure 4.62 example of reading task

14. Read the following statements. Decide whether these statements are True or False based on the information in Text 1.

Statements	TRUE	FALSE
1. The company offers various automatic pet feeders to suppliers at the same price.		
2. You can buy an automatic feeder per unit directly from the supplier.		
3. The suppliers sell automatic feeders around the world online.		
4. The customers must meet the suppliers face to face before buying the products.		
5. If you want to purchase automatic feeders at a low price, you should choose products with MOQ notes.		
6. If we compare the automatic pet feeders, we can see that the most famous feeders purchased are product number 1.		
7. The possible reason customers purchased product number 1 is due to the price arranged from Rp150,000-Rp900,000.		

Figure 4.63 example of reading task

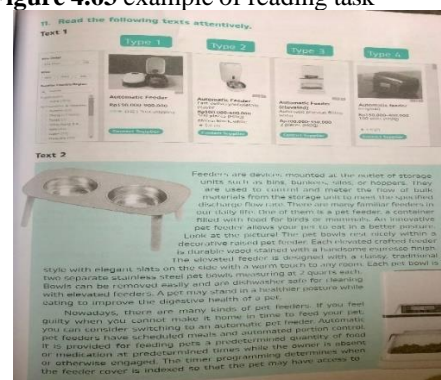


Figure 4.64 example of speaking task

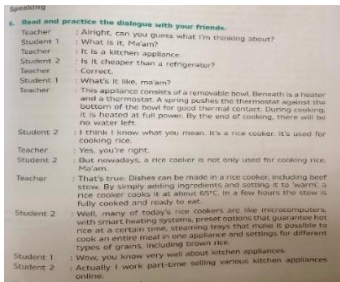


Figure 4.65 example of speaking task

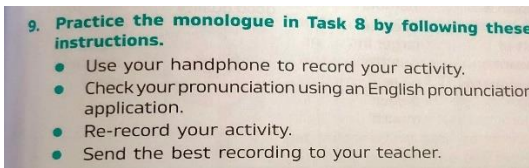


Figure 4.66 example of writing task

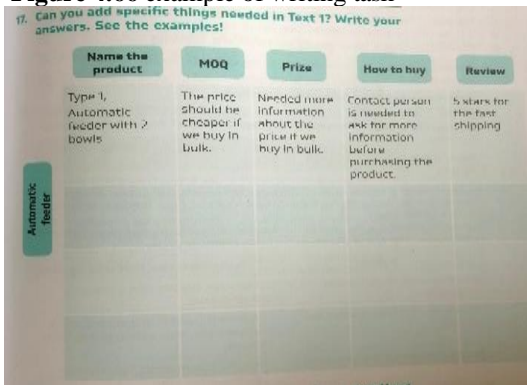
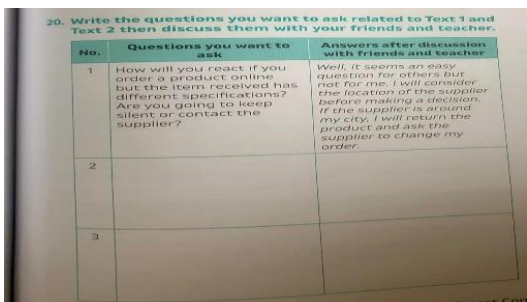


Figure 4.67 example of writing task



6.Help The Planet We Call Home

Figure 4.68 example of listening task

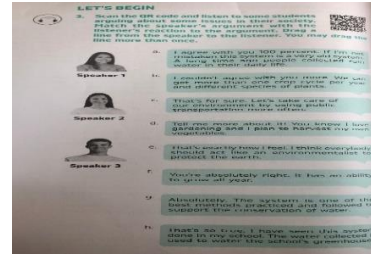


Figure 4.69 example of reading task

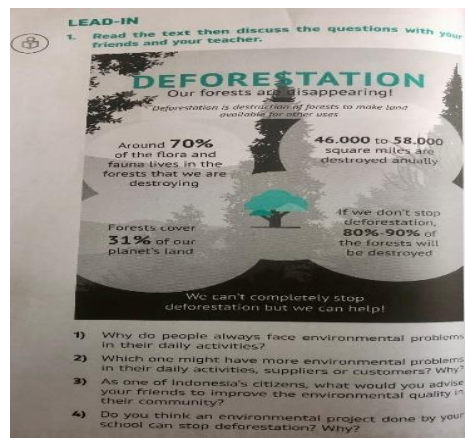


Figure 4.70 example of reading task

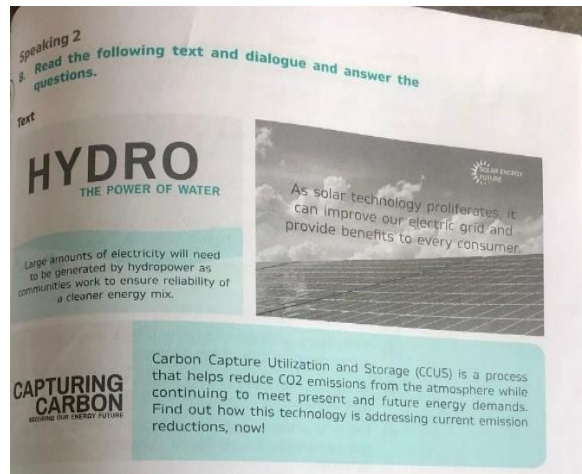


Figure 4.71 example of reading task

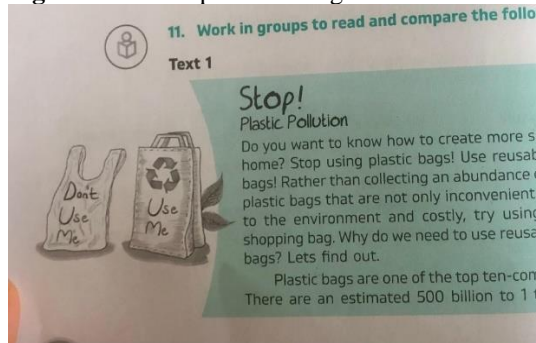


Figure 4.72 example of speaking task



Figure 4.73 example of speaking task

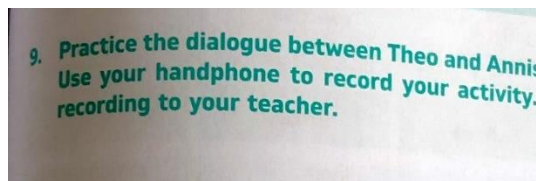


Figure 4.74 example of writing task

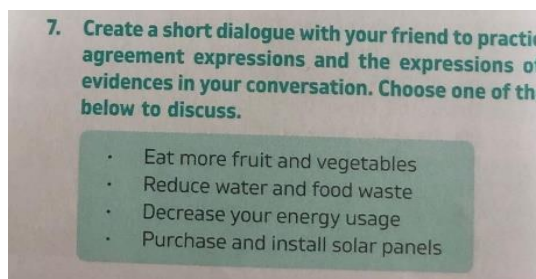
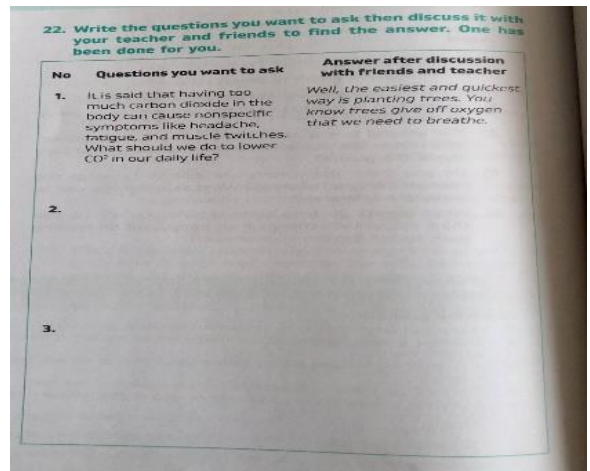


Figure 4.75 example of writing task



c) English Textbook Splash Smart Path to Learning English

Table 4.3 The Result of the

1. What Fables Do You Like To Read?

Figure 4.76 example of listening task

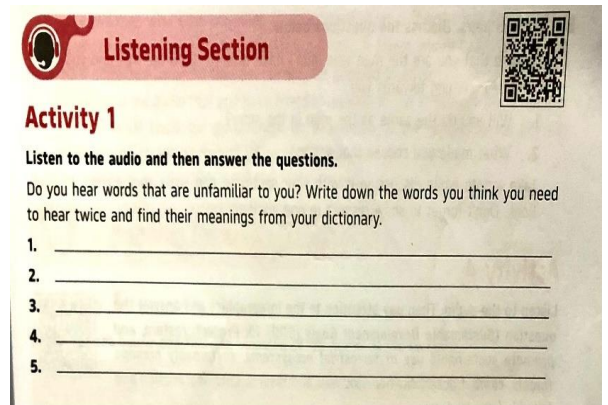


Figure 4.77 example of listening task

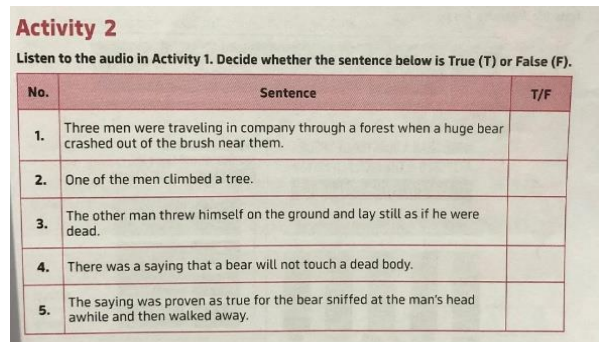


Figure 4.78 example of reading task

Reading Section

Activity 5
Read the text below and find the meaning of the words in the column.

The Ants and the Grasshopper

One bright day in late autumn, a family of Ants were bustling about in the sunshine, drying out the grain they had stored up during the summer. The Grasshopper, his fiddle under his arm, came up and famously begged for a bit of food. "What?" cried the Ants in surprise, "haven't you stored anything away?" "What in the world were you doing all last summer?" "I didn't have time to store up any food," whined the Grasshopper, "making music that before I knew it the summer was gone." The Ants shrugged their shoulders in disgust. "Making music, were you?" they cried. "Very well, now dance!" And they turned their backs on the Grasshopper and went on with their work.

Source: <http://read.go>

Words	Meaning
bustle	
store	
starve	
shrug	
turn	

Figure 4.79 example of reading task

Activity 7
Read the text in Activity 5 once again and answer the following questions and discuss your answer with your seatmate.

- Who begged for food?
- Where is the story set?
- What is the main idea of the story?
- Do you like the story? Why or why not?
- Why did the Ants store grain?
- Why was the grain being dried?
- If the Ants didn't dry the grain, what would have happened?
- Why did the Ants have to store anything away for the winter?
- Do you think storing anything away for the winter would be a great idea?
- How did the Ants feel when the Grasshopper explained why he begged?
- After reading the story, has it made a significant impact on your time management? Explain your answer.
- What will you do differently in your daily life after reading the story?

Figure 4.80 example of speaking task

Speaking Section

Activity 12
Listen to the audio. With your seatmate, practise the dialogue.

Lia : Hi Donny, where were you last Saturday? I didn't see you at the basketball field.
Donny : Yeah, I really wanted to go there but my parents asked me to stay at home and take care of my little brother because they had to go to their friend's wedding.
Lia : So, you were at home the whole day yesterday with only your little brother, weren't you?
Donny : Yeah.
Lia : Wow, that's cool, Donny. How was it?
Donny : It was great. My little brother drank his milk on his bed and he asked me to read him a fable before he slept.
Lia : Then you read a fable for him, didn't you?
Donny : Of course, I did. You know that I love telling a story.
Lia : Yeah, what did you read for him?
Donny : I read two fables. The first one was "The Hare and the Tortoise". The second one was "The Fox and the Lion".
Lia : Which fable did you like reading the most?
Donny : I loved reading "The Hare and the Tortoise" the most.
Lia : Why did you love it?
Donny : It tells a valuable lesson.
Lia : What kind of lesson?
Donny : It teaches us that everyone could be more successful by doing things slowly and steadily than by acting quickly and carelessly.

Figure 4.81 example of writing task

Writing Section

Activity 15
Follow the directions below.

A fable is written in the form of a story. A story includes a series of events. The events make up the plot.

Directions:

- You are about to make up a fable.
- To begin your draft, use a mind map. Here are steps you can follow:

Step 1: Brainstorming

- Write all the ideas that come to your mind.
- Find the smaller ideas (subtopics).
- Find details for each subtopic.
- Pick a topic that has many details.

Figure 4.82 example of writing task

Activity 16
After finishing Activity 15, follow the directions below.

A. Write your story planner.
After developing the mind map, incorporate your ideas into a story planner.

Story Planner	Answer
Orientation <ul style="list-style-type: none"> Introduce the main characters Introduce the story setting Develop the characters and setting 	
Complication (conflict) <ul style="list-style-type: none"> The events that led up to the conflict The conflict or problems in the story The character's reactions to the conflicts 	

2. What Is It?

Figure 4.83 example of listening task

Listening Section

Activity 1
Listen to the audio and then answer the following question.

Do you hear words that are unfamiliar to you? Write down the words you think you need to hear twice and find their meanings from your dictionary.


- _____
- _____
- _____
- _____
- _____

Figure 4.84 example of reading task

Reading Section

Activity 5
Read the text below and find the meaning of the words in the column.

Borobudur Temple



Borobudur Temple is one of my favourite places to visit. It is the largest Buddhist temple in Indonesia and is located in Magelang, Central Java. This temple is so wonderful because there are 504 Buddhas with meditative postures and six different hand positions throughout the temple.

In Buddhist belief, Borobudur was built in the Mandala style which reflects the universe. The structure of the building is square with four entrances and a circular center point. When we view the temple from outside to inside, we can see that it is divided into two main parts. They represent the natural world, with three zones on the outside and the realm of Nirvana in the center.

Zone 1 is called *Kamadhatu*, which means the natural world that is seen and is being experienced by current humans. Kamadhatu consists of 160 reliefs that explain the Karma-wibhanga Sutra, namely the law of cause and effect. The hood at the base has been permanently removed so that visitors can see the relief hidden at the bottom. A photo collection of all 160 relief photos can be seen at the Borobudur Temple Museum, located in the Borobudur Archaeological Park.

Zone 2 is called *Rupadhatu*, which means the transitional realm, where humans have been freed from worldly affairs. Rupadhatu consists of a gallery of stone relief carvings and Buddha statues. There are 328 Buddha statues which also have reliefs on the carvings. According to Sanskrit manuscripts, this section consists of 1,320 reliefs in the form of Gandavyuha, Lalitavistara, Jataka, and Awadana. The whole stretches for 2.5 km with 1,212 panels.

Zone 3 is called *Arupadhatu*, which means the highest realm, the house of God. Three circular porches lead to the central dome or stupa which represents the resurrection from the world. There are no ornaments or decorations here, which means that it represents the highest purity. The porch consists of a circular stupa with holes, inverted bells, and it

Figure 4.85 example of reading task

Activity 4

Read and follow the instruction below (Sustainable Development)

Everyone in the world is expected to have a house where they live with their family. But, in fact, some people can't afford to have a house. If you find your friend living in poverty, what could you do to help them? Write an answer in one or a few paragraph/s. Don't forget to show respect.

Figure 4.86 example of reading task

Activity 7

Read the text in Activity 5 again and answer the questions. Compare answers with your friend.

1. What is the largest Buddhist temple in Indonesia?
2. Where is Borobudur Temple?
3. What is the Borobudur Temple style?
4. Do you like to explore Indonesian heritage sites? Explain your answer.
5. Why has the hood at the base been permanently removed?
6. Why are there no ornaments or decorations in Arupadhatu section?
7. If there had been no restoration in the early 20th century, what would have happened to Pawon Temple and Mendut Temple?
8. What is the debate about the central stupa?

Figure 4.87 example of speaking task

Activity 3

Describe your house using your own words, in two or three paragraphs. Use the vocabulary to help you build your paragraph (you may choose words as many as you like).

Vocabulary list			
garage	bedroom	bathroom	living room
kitchen	dining room	utility room	veranda
garden	basement	guest room	fence
yard	cupboard	window	door
sofa	pillow	bed	staircase
library	bookcase	roof	floor

Figure 4.88 example of speaking task

Speaking Section

Activity 11

Listen to the audio. With your seatmate, practise the dialogues.

Dini : Hello, Jack. What are you doing?
 Jack : I am washing my mother's car.
 Dini : Wow. Is this a new car?
 Jack : Yes, it is. My mum just bought this yesterday.
 Dini : Can you tell me why she chose this model?
 Jack : This is her favourite model. She wanted a yellow passenger seats.

Figure 4.89 example of writing task

Writing Section

Activity 14

Descriptive texts are usually organized to include an introduction to the subject of the text, characteristic features of the subject, and significant attributes.

Directions:

1. You are about to write a descriptive text about a person who is very successful and famous in his/her field.
2. You really want to become like him/her in the future when you graduate from school.
3. You love to know the latest information on every single thing about this person. Ask your friend for his/her social media or magazine or television or newspaper or online news.
4. To begin your draft, use a mind map. Here are steps you can follow.

Step 1: brainstorming

- a. Write all the ideas that come to your mind.
- b. Find the smaller ideas (subtopic).

Figure 4.90 example of writing task

Activity 10

A. Get acquainted with the genre and the cast of the film that you have watched in Activity 9. Then answer the following question.

1. What is the genre?
2. Who was the director?
3. Who was the producer?
4. Who created the music?
5. Is there tagline? If so, what is it?
6. When was it released?

B. Now, make a summary about the documentary that you have watched in Activity 9 by describing the content of the film.

Figure 4.91 example of listening task

Listening Section

Activity 1

Listen to the audio and answer the question below.

Do you hear words that are unfamiliar to you? Write down the words you think you need to hear twice and find their meanings from your dictionary.

1. _____
2. _____
3. _____
4. _____
5. _____

Figure 4.92 example of reading task

Reading Section

Activity 4

Read the texts below. Then answer the following questions.

Text 1

Four Steps to Start a Manual Car

Do you know how to start a manual car? There are four steps to do it. Here they are.

First, you need to insert your car key into the ignition.

Second, you need to make sure that your car is in neutral. Press down the pedal on the clutch until it hits the floor. After that, you move the gear level into the neutral (central) position.

Third, you need to make sure the handbrake, which can be found on the centre console or behind the gear on the passenger side of the driver's seat, is on. Before you switch on the ignition and start your car, ensure that the handbrake is at a 45-degree angle.

Last, once the car is in neutral, you are ready to turn the key in the ignition and start the car. To let the engine get up to speed, you need to wait for a few seconds before driving away.

Text 2

Five Steps to Start an Automatic Car

Do you know how to start an automatic car? There are five steps to do it. Here are the five steps you need to know.

First, you need to insert your car key into the ignition and turn it to the third or on position.

Second, you need to press the brake pedal. An automatic car only has two pedals. There are the brake at the centre and the accelerator on the right. Do not forget to press the former.

Third, you need to reverse the gear level to 'D'. Automatic transmission cars may have some forms of D such as D, D1, D2, and D3. Move the gear level to the D position to let the car move.

Fourth, you need to lift your foot from pressing the brake as slowly as possible.

Fifth, you need to press the accelerator to make the wheels start rotating at a safe speed like 30 or 40 km/hour for new drivers.

Figure 4.93 example of reading task

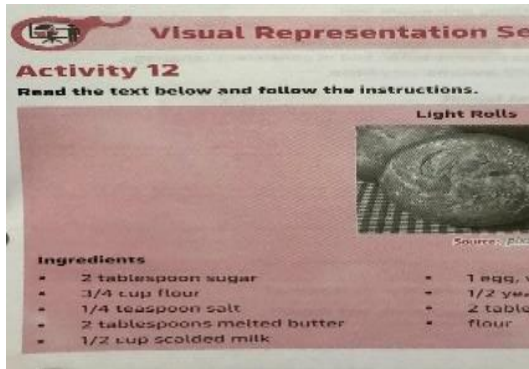
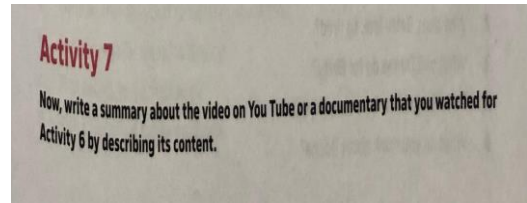


Figure 4.97 example of writing task



4. Which Issues So You Agree with ?

Figure 4.98 example of listening task

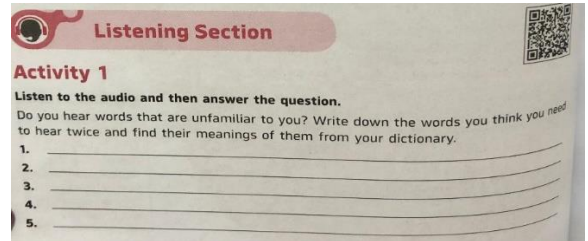


Figure 4.94 example of speaking task

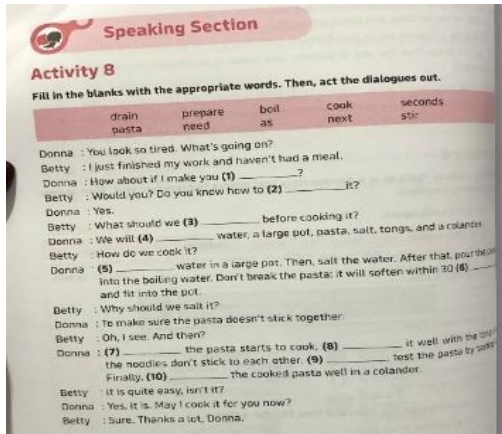


Figure 4.99 example of reading task

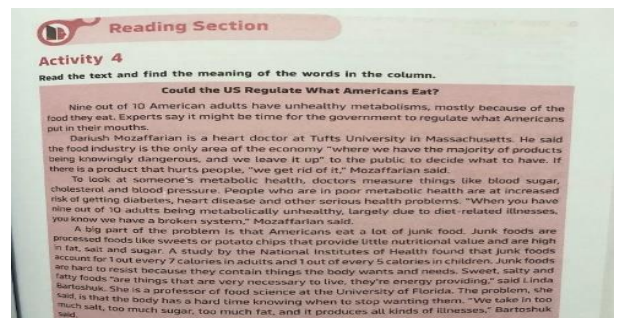


Figure 4.95 example of speaking task

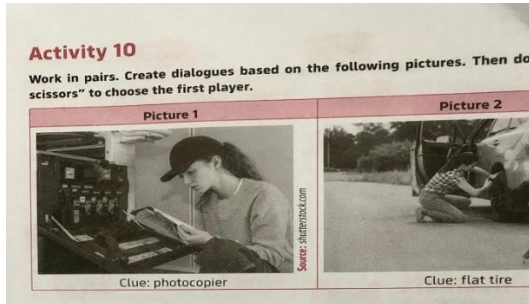


Figure 4.100 example of reading task

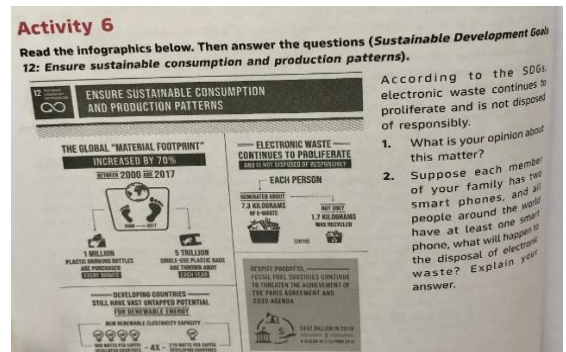


Figure 4.96 example of writing task

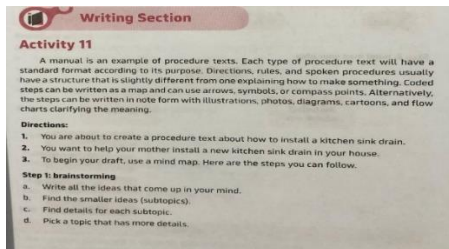


Figure 4.101 example of reading task

Activity 5
 Read the text in Activity 4 again. Compare and discuss your answer with your partner.

1. What is the main topic of the text?
2. How many paragraphs are there in the text?
3. Are there any opinions in the text?
4. Do you like the way the text is presented? Explain your reason.
5. What will you do in your daily life after reading the text?

Figure 4.102 example of speaking task

Speaking Section

Activity 9
 Fill in the blanks with the appropriate words/phrases. Then, act the dialogue.

Dialogue 1

levels	sugar	chicken	hungry	junk food	coke	category
--------	-------	---------	--------	-----------	------	----------

Daddy : Whoamm. I am so (1) _____. I want to buy some fried (2) _____ and coke for lunch.
 Dessy : Fried chicken and (3) _____. ? Both of them are (4) _____.

Figure 4.103 example of speaking task

Activity 11
 Work in pairs. Create dialogues based on the following pictures. Then do "rock, paper, scissors" to choose the first player.

Picture 1 Clue: fast food	Picture 2 Clue: juice
---	-------------------------------------

Figure 4.104 example of speaking task

Speaking Section

Activity 9
 Fill in the blanks with the appropriate words/phrases. Then, act the dialogues out.

Dialogue 1

levels	sugar	chicken	hungry	junk food	coke	category
--------	-------	---------	--------	-----------	------	----------

Daddy : Whoamm. I am so (1) _____. I want to buy some fried (2) _____ and coke for lunch.
 Dessy : Fried chicken and (3) _____. ? Both of them are (4) _____.

Figure 4.105 example of speaking task

Activity 11
 Work in pairs. Create dialogues based on the following pictures. Then do "rock, paper, scissors" to choose the first player.

Picture 1 Clue: fast food	Picture 2 Clue: juice
---	-------------------------------------

Figure 4.106 example of writing task

Writing Section

Activity 12
 Follow the directions below.

In an analytical exposition text, the writer or author usually uses words that express his/her feelings or ideas such as: feel, realize, believe, experience, sense, know, think, or doubt. The challenge in writing a good analytical exposition text is to use a mix of emotive language or images that are supported by hard evidence or other people's opinions.

Directions:

1. You are going to write an analytical exposition text about the use of plastic drinking bottles.
2. You want to reduce plastic waste thrown into the river.
3. To begin your draft, use a mind map. Here are the steps you can follow.

Step 1: brainstorming

- a. Write all the ideas that come up in your mind.
- b. Find the smaller ideas (sub topic).
- c. Find details for each sub topic.
- d. Pick a topic that has more details.

Figure 4.107 example of writing task

Activity 8
 Now, make a summary about the documentary, the YouTube video, the film, the episode of TV series, or the drama that you watched in Activity 7 by describing its content.

5. Share Your Story

Figure 4.106 example of listening task

Listening Section

Activity 1
 Listen to the audio and answer the questions.

Do you hear words that are unfamiliar to you? Write down the words you think you need to hear twice and find their meanings from your dictionary.

1. _____
2. _____
3. _____
4. _____
5. _____

Figure 4.107 example of reading task

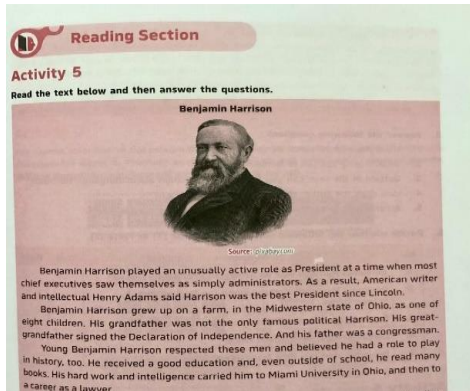


Figure 4.108 example of reading task

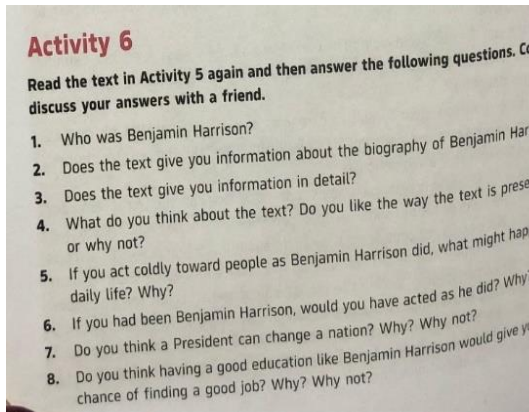


Figure 4.109 example of speaking task

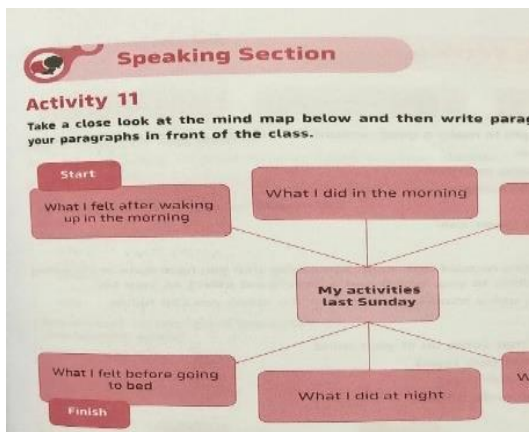


Figure 4.110 example of speaking task

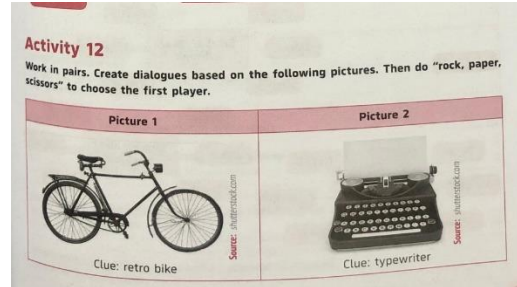


Figure 4.111 example of writing task

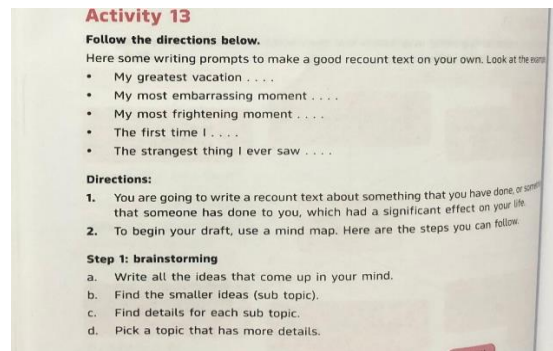
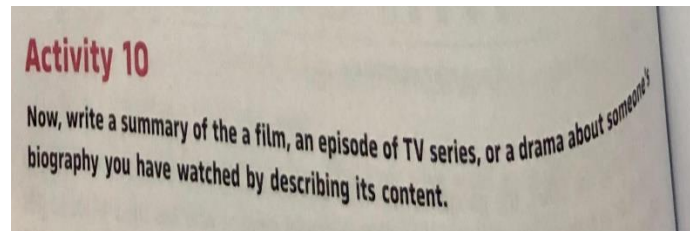


Figure 4.112 example of writing task



6. How Do We Write Report texts?

Figure 4.113 example of listening task

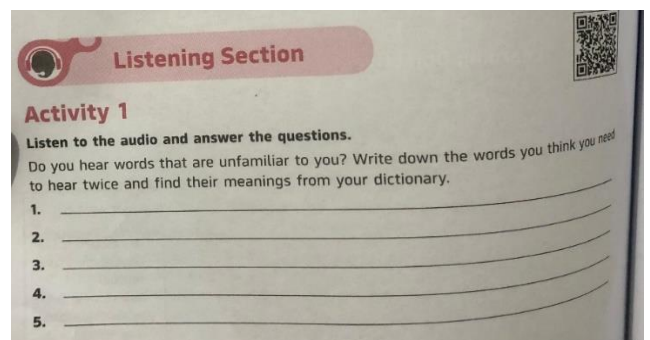



Figure 4.114 example of reading task

Reading Section

Activity 6
Read the text and find the meaning of the words in the column.

Hail



Hail is a form of precipitation consisting of solid ice that forms inside updrafts. Hail can damage aircraft, homes and cars, and can be deadly to people.

Hailstones are formed when raindrops are carried upward by thunder into extremely cold areas of the atmosphere and freeze. Hailstones then grow with liquid water drops that freeze onto the hailstone's surface. If the hailstone grows large enough, it will fall. However, if the water freezes bubbles can escape and the new ice will be clear. The hail falls when the updraft can no longer support the weight of the hailstone, which can become large enough or the updraft weakens.

Figure 4.115 example of reading task

Activity 7
Read the text in Activity 6 again and answer the questions below. Compare and discuss your answers with a friend.

1. What is the main topic of the text?
2. How many paragraphs are there in the text?
3. Are there any opinions in the text?
4. Do you like the way the text is presented? Why or why not?
5. In Indonesia, hail sometimes falls together with heavy rain. Have you ever seen that?
6. When you walk home in the rain and see hail, what do you do?
7. Why is hail dangerous?
8. How does hail form?
9. Can hail fall in a big city?
10. According to the text, how does hail fall?
11. After reading the text, has it changed your perspective about hail?
12. Could you draw a picture about hail? If so, draw one.

Figure 4.116 example of speaking task

Activity 15
Fill in the blanks with appropriate words/phrases. Then, act the dialogues out.

Dialogue 1

intense earthquake determine waves movements

Natalie : Do you know what (1) _____ is?
Helga : Yes, I do. It is an (2) _____ shaking of the Earth's surface.
Natalie : What causes the shaking?
Helga : The shaking is caused by (3) _____ in the Earth's outermost layer.
Natalie : How do we measure earthquakes?
Helga : The energy from an earthquake travels through Earth in vibrations called seismic (4) _____. Scientists can measure these seismic waves on instruments called seismometers. Scientists can (5) _____ the time, location, and intensity of an earthquake from the information recorded by a seismometer.

Dialogue 2


urban predicted urbanization easier half

Wana : Have you ever heard about (1) _____?
Lisa : Yes, I have. It refers to the increasing number of people that live in (2) _____ areas.
Wana : How many people in the world live in urban areas?
Lisa : According to The United Nations, (3) _____ of the world's population lived in urban areas at the end of 2018. By 2050, it is (4) _____ that 64.1% and 80.2% of the developing and developed world respectively will be urbanized.
Wana : It looks like most people prefer to live in urban areas than in villages, don't they?
Lisa : Yeah, it might be because living in urban areas makes it (5) _____ to find jobs, good health services, and good education.

Figure 4.117 example of speaking task


Activity 16
Work in pairs. Create dialogues based on the following pictures. Then do "rock, paper, scissors" to choose the first player.

Picture 1



Clue: komodo

Picture 2



Clue: earthquake

Figure 4.118 example of writing task

Writing Section

Activity 17
Follow the directions below.

Directions:

1. You are about to make a factual report text about gender equality in the labour market.
2. To begin your draft, use a mind map. Here are the steps you can follow.

Step 1: brainstorming

- a. Write all the ideas that come up in your mind.
- b. Find the smaller ideas (subtopic).
- c. Find details for each subtopic.
- d. Pick a topic that has more details.

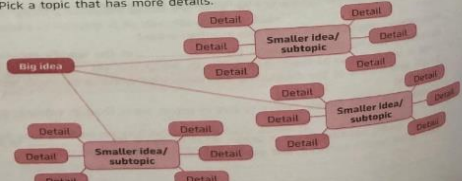


Figure 4.119 example of writing task

Activity 13
Now, write a summary about the film, an episode of TV series, or a drama you have watched in Activity 11 by describing its content.

DOCUMENTATION OF RESEARCHER



BIOGRAPHY



Rido Marsella Putri, also known as Rido, Marsella, or Sella, was born on March 27, 2002, in Curup, Rejang Lebong, Bengkulu. She is the second daughter of Mr. Akeramdhan and Mrs. Rika Gustiani. The author began her education at SD Negeri 07 Curup Tengah, and graduated in 2014. She then continued her studies at SMP Negeri 02 Curup Tengah from 2014 to 2017. Afterward, she continued senior high school at SMAN 04 Rejang Lebong from 2017 to 2020. In

2020 the author was registered as a student at the State Islamic Institute of Curup, Faculty of Tarbiyah (Education), English Tadris Study Program. The author chose the English Language Teaching program because she has loved learning English since school and aspires to master the language. In 2025, she successfully graduated and earned the Bachelor of Education degree.

Rido Marsella Putri is a cute girl. She always applies the principle that one should not be afraid to progress, even if the journey is longer and more challenging. She also believes that one 'should never compare their progress to others'. She has life moto is "Every challenge is a step closer to greatness" and "Dream big, work hard, and make it happen." With these principles, mottos, and the support and efforts she put into writing this thesis, she successfully completed her studies. Finally, the author expresses her deep gratitude to Allah SWT and thanks all parties who have contributed to the completion of this thesis, entitled: "The Analysis of English Textbook Suitability Used by Senior High School Students Based on the Implementation of Merdeka Curriculum Indicators in Rejang Lebong Regency." With this thesis, hopefully can increase understanding and provide benefits in education and society.