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ELT in Local and Global Lives: from Policy to Classroom Practices

## Content Analysis of English Textbooks for Indonesian 7<sup>th</sup> Grade Students of Junior High School Using Littlejohn's Theory of Three-level Analysis

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### ABSTRACT

This study objectively investigates the aspects and nature of the textbook with the aim of describing the implications of the textbooks that align with the Merdeka curriculum and explaining the alignment between the implications of the investigated textbook and the learning objectives of the curriculum. The method used in this study is qualitative descriptive research. The data are sourced from two English textbooks used in seventh-grade junior high school in Indonesia. Documentation is employed as the primary method of the data collection techniques. Data collection and data analysis are conducted simultaneously, supported with checklists and task analysis sheets based on the foundational principles of material analysis or three-level analysis by Littlejohn (2011). The investigation of *English for Nusantara* and *Bahasa Inggris* reveals a comprehensive alignment with the learning objectives, or *capaian pembelajaran*, set by the Ministry of Education, Culture, Research, and Technology in the Merdeka Curriculum. The result of the study shows each investigated textbook offers a means to support achieving *capaian pembelajaran*. However, there is still a need for more tasks for some specific aspects within the materials, such as specific written extended discourse output and input like persuasive writing.

*Keywords:* Content Analysis; English Textbook; *Kurikulum Merdeka*

### INTRODUCTION

The Indonesian Ministry of Education and Culture has initiated the implementation of the latest curriculum known as the *Kurikulum Merdeka*. The emergence of the newly implemented curriculum encourages teachers to adapt their learning process to effectively obtain learning outcomes. Teachers are responsible to develop their own teaching material including selecting textbooks that are appropriate and suitable for classroom use. Selecting good teaching materials can help teachers achieve learning objectives in the curriculum. According to the curriculum, Teachers are obligated to rightfully choose textbooks as their teaching material for their own teaching learning activity.

With plenty of choices of textbook available, analysing the textbook content is crucial for determining its suitability and sustainability for classroom use. It is possible that teachers will face difficulties in selecting appropriate textbooks for their classroom, considering the limited time for pre-teaching activities and the amount of educational level or phase that the teacher must cover. Teachers need to analyse its content to find out whether it is aligned with the learning objective and support to achieve the outlined learning outcomes, also known as *Capaian Pembelajaran* (CP).

Several studies have been conducted on the analysis of textbooks, focusing on their implementation with *Kurikulum Merdeka*, including those by Tanto (2023), Senowarsito (2023), and Febraningrum and Suroso (2023). However, a notable issue observed in these studies is the subjective nature of the employed frameworks. In response to this concern, this research utilizes Littlejohn's theory (2011), recognized for its objectivity in material analysis. Littlejohn's material analysis, also known as "three-level analysis", is one of the most widely quoted and applied frameworks owing to its 'as they are' nature of analysis (Littlejohn, 2022).

Furthermore, the researcher identified some relevant studies of textbooks analysis in Indonesia that employed the three-level analysis proposed by Littlejohn (2011), including those by Rindawati et al. (2014), Fitria (2014), Fakhomah (2017), Lathif (2015), Maharani (2019), and Yulina (2021). However, with the emergence of the implementation of Indonesian current curriculum called *Kurikulum Merdeka*, the researcher finds that the research conducted in Indonesia supported by Littlejohn's three-level analysis are mostly carried out during the implementation of older curricula. This fact shows a shift in relevance over time, as the results of the studies are considered limited in their usefulness as references for textbook selection activities.

Based on the background mentioned above, the researcher aims to conduct the research entitled "Content Analysis of English Textbooks for Indonesian 7th Grade Students of Junior High School Using Littlejohn's Theory of Three-level Analysis". This researcher objectively investigates the aspects and nature of the textbook with the alignment of the current curriculum, *Kurikulum Merdeka*. The research analyses two textbooks that are widely used by teachers in teaching English to seventh grade junior high school students. These books are *English for Nusantara* and *Bahasa Inggris*. Both books are published with the claim of compatibility with the implementation of the recent curriculum, *Kurikulum Merdeka*. Through these levels of analysis, the researcher determines the aims, selection and sequence principles, roles of teacher and student, and demand on learners' process competence within the textbooks. These findings are studied to find the alignment with the learning objectives prevailed in the curriculum, resulting in a conclusion on whether the textbooks fulfil the needs of students and meet the expectations of their language comprehension or not. This research is designed to investigate the implications within English textbooks and their alignment with the *Merdeka curriculum*. To achieve the research objectives systematically, the researcher has asked two specific questions: First, what are the implications of the textbooks that align with the *Merdeka curriculum*? second, how are the implications of the textbook aligned with the learning objectives of the curriculum?

## **METHOD**

This research focus is to objectively delve into the aspects and nature of the investigated textbook with the alignment with *capaian pembelajaran* prevailed in the curriculum, *Kurikulum Merdeka*. The outcome of this analysis is a comprehensive description and conclusion regarding the

aspects and nature delineated in the textbooks under investigation. The design for this study involves descriptive qualitative research. In this approach, the emphasis is placed on understanding phenomena through no-numeric exploration, utilizing text or images as the primary data sources (Creswell & Creswell, 2018). The research involves the collection of detailed information through the content analysis method to meticulously identify specific words, themes, or concepts within qualitative data. In the process of selecting textbooks for investigation, the researcher adhered to specific criteria, ensuring that the chosen textbooks met the following requirements: the textbook is intended for seventh-grade students in Indonesian junior high schools, and the selected textbook must be specifically developed in alignment with the current curriculum and bear the "*Kurikulum Merdeka*" label. Those textbooks were chosen in the initial phase of the selection process for investigation. The researcher identified them as among the most frequently used textbooks by teachers in classrooms implementing the newly introduced curriculum, *Kurikulum Merdeka*. Teachers primarily rely on these textbooks as the main sources for their teaching and learning activities in the classroom.

Documentation is employed as the primary method of data collection techniques. The documentation serves as a comprehensive approach to examining relevant materials, while the checklist schedule and task analysis sheets contribute additional layers of organization and detailed analysis to ensure the thorough investigation. Collected data is a descriptive form of data. The data collection of the study is supported by instruments. The key instrument of the research is the research itself (Prastowo, 2016). Furthermore, as this study aims to identify and analyse the aspects and nature within the textbooks and their alignment with the implemented curriculum, data collection is facilitated using checklists and task analysis sheets based on the foundational principles of material analysis by Littlejohn (2011).

To get a comprehensive and structured result, the result of data collection is deduced and presented based on the inductive-abstract principle. As a qualitative study, data collection and data analysis are carried out simultaneously where data collection plays an integral role in data analysis (Bungin, 2006). The obtained data is meticulously analysed to derive comprehensive and structured information, specifically focusing on identifying aspects that correlate with the curriculum. The study also establishes the relevance of the materials to the curriculum by objectively assessing whether they fulfil the stated claims of fulfilling the needs of both teachers and students in alignment with the *capaian pembelajaran* outlined in the curriculum. The process of displaying data at this stage involves presenting an organized set of information, providing the opportunity to draw conclusions. Since the data gathered in qualitative research is in text form, this step aims to simplify without compromising the actual nature and the depth of its content

## RESULT

### A. The implications of the investigated textbooks

The researcher conducted data collection using Littlejohn's theory of three-level analysis simultaneously alongside the data analysis. Accordingly, this section is divided into three parts, each corresponding to each level of the analysis. These levels provide a comprehensive analytical description of the investigated textbooks.

#### 1. Level 1 Objective Description

The first level of data collection and analysis, also known as the first level of analysis, is adapted from Littlejohn's (2011) theory. This phase aims to present the objective facts within the materials. Data collection in this phase is facilitated by a schedule for recording explicit aspects of the materials using checklists. The following paragraph describes the object aspects of the materials derived from this data collection process.

The data for this research are sourced from two books: *English for Nusantara and Bahasa Inggris*. The authors for *English for Nusantara* are Ika Lestari Damayanti, Yusnita Febrianti, Iyen Nurlaelawati, Pipit Prihanti Suharto, Aji Jehan Fellani, and Raymon Rahmadhani. Otong Setiawan authors *Bahasa Inggris. English for Nusantara* is published by *Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi*, whereas *Penerbit Yrama Widya* publish *Bahasa Inggris*. Both books were published in 2022.

The two investigated textbooks are intended for Indonesian 7th grade students at Junior High School, typically aged 12-15 years old. Both materials bear the *Kurikulum Merdeka* labels, claiming their credibility in aligning with the learning objectives outlined in the curriculum. These books serve as the main course for the teaching and learning process and are estimated for use over one school year. A prominent distinction between these two investigated textbooks is their format: *English for Nusantara* is available in digital form, while *Bahasa Indonesia* is available in physical form. *English for Nusantara* comes with two books including student's book and teacher's book. Meanwhile for *Bahasa Inggris*, it comes with only student's books. Furthermore, both content of the investigated textbooks is presented in multicolor.

The distribution of the material, including access and resources, is clearly well-defined between the students' book and the teacher's book. Since *Bahasa Inggris* has only student's book, it is evident that most of the content and resources are provided through the student's book. In contrast, *English for Nusantara* offers teachers more access to additional resources such as answers keys, work sheets and audio scripts. On the other hand, both routes of the material are specified, so teachers do not have to determine where to start or continue during the teaching and learning process. In terms of the material subdivision system, the two textbooks under investigation employ distinct methods for dividing each chapter. In *English for Nusantara*, each chapter is subdivided by unit, and every unit consist of several

tasks, for example, task 1, task 2, task 3, and so on. For *Bahasa Inggris*, each chapter is directly subdivided by the number of activities, for example, activity 1, activity 2, activity 3, and so on.

The researcher has taken a sample of each material, investigating the sequence of activity in each book. For *English for Nusantara*, every chapter is started by learning objectives in the form of mind map, and then it continues with units of tasks consisting of number of sections. Each section can include five scopes of content: language features, reading, writing, listening, and speaking. Each chapter ends with enrichment, learning reflection, and wordbox. Enrichment is an additional task to broaden student comprehension of prior material, encouraging students to express their language ability in real-life situations. Through learning reflection, students can identify what they have learned during the lesson and make a self-assessment about their study results. Finally, a wordbox is a list of words that most likely appear in tasks to guide students to understand the semantic meaning of some unknown vocabularies. For *Bahasa Inggris*, every chapter is started by the learning objectives and a concept map, and then continues with tasks consisting of these activities: vocabulary building, listening, ways to say it (pronunciation), speaking, grammar review, reading, writing, viewing, presenting, and literacy activity. Every task activity sequence in each chapter starts with “getting started” task. Each chapter ends with a summary, reflection, and evaluation. A summary is a brief restatement of the discussed discourse in every chapter. Through reflection, students can facilitate themselves in assessing their progress in their language comprehension. Finally, an evaluation consists of multiple-choice, complex multiple-choice, brief questions, matching questions, and long answer questions.

## 2. Level 2 Subjective Analysis

In this level of analysis, the researcher deduces what teachers and learners will do regarding the usage of the investigated materials, focusing on analysing tasks by identifying them into categories to draw a bigger conclusion about the materials. The data collection and analysis are supported by a schedule for analysing tasks (Littlejohn, 2011). According to the fundamental theory of three-level analysis (Littlejohn, 2011), this level is based on the three fundamental questions: (1) “What is the learner expected to do?” (2) “Who with?” (3) “With what content?”. The overall number of tasks investigated in *English Nusantara* is 101 tasks, and *Bahasa Inggris* is 154 tasks. The percentage of every element within the instrument is considered dividing the number of task element with the overall number of tasks in each material. The following paragraphs describe the subjective analysis of the material derived from this data collection process. Each paragraph represents each of the fundamental questions.

The first part of task analysis is determining “what the learner is expected to do”. This involves three elements: turn-taking, focus, and mental operation. Turn-taking refers to the role learners need to assume. Based on the data collection, both investigated textbooks predominantly require a scripted response for their tasks, *English for Nusantara* includes 81 tasks (80% of the overall tasks), while *Bahasa Inggris* includes 97 tasks (63% of the overall tasks). While initiated response place second, 24%

for *English for Nusantara* (81 tasks) and 33% for *Bahasa Inggris* (51 tasks). The third ‘turn-take’ which students are not required to make a response are scored 2% (2 tasks) for *English for Nusantara* and 4% (6 tasks) for *Bahasa Inggris*. The second element is focus. both investigated textbooks predominantly require students to focus to the language meaning in majority of the tasks, *English for Nusantara* includes 83 tasks (82% of the overall tasks), while *Bahasa Inggris* includes 125 tasks (81% of the overall tasks). Meanwhile, language system focus is on the second place, *English for Nusantara* includes 10 tasks (10% of the overall tasks), while *Bahasa Inggris* includes 17 tasks (11% of the overall tasks). The last focus is the relation between language meaning, system and form, *English for Nusantara* includes 7 tasks (7% of the overall tasks), while *Bahasa Inggris* includes 12 tasks (8% of the overall tasks). The last element for this part is mental operation, referring to a mental process required during the learning process by the students. The most required mental operation in *Bahasa Inggris* is attending to an example or information (58 tasks or 38% of overall tasks); on the other hand, The most required mental operation in *English for Nusantara* is also attending to an example or information (70 tasks or 69% of overall tasks).

The second part of task analysis is determining “who with”. This part discusses the participation required in tasks. In *English for Nusantara*, most of the tasks require learner to do the tasks individually simultaneously (73 tasks or 72% of overall tasks). The other participation modes for *English for Nusantara* are learners in pairs simultaneously (19 tasks or 19% of overall tasks), learners in group simultaneously (5 tasks or 5% of overall tasks), teacher and learners (3 tasks or 3% of overall tasks), learner individually to the whole class (1 task or 1% of the overall tasks). In *Bahasa Inggris*, learner doing the tasks individually simultaneously is also the most task required participation mode (105 tasks or 68% of overall tasks). The other participation modes for *Bahasa Inggris* are learners in pairs simultaneously (20 tasks or 13% of overall tasks), learners to the whole class (10 tasks or 6% of overall tasks), learner in group simultaneously (9 tasks or 6% of overall tasks), teacher and learner (7 task or 5% of the overall tasks). learner individually outside the class (2 tasks or 1% of the overall tasks), learners in group outside the class (1 task or 1% of the overall tasks).

The third part of task analysis is determining “with what content”. This part discusses what kind of content the student must deal with and what kind of outcome they expected to have by completing the tasks. This part consists of two bigger elements: input to learner and output to learner, defining content input and the expected output. Each element discusses the form, source, and nature of the tasks. In *English for Nusantara*, most of the form of input for students consists of short written tasks (99 tasks or 98% of overall tasks), while of the input is sourced from the material (101 tasks or 100% of overall tasks). Additionally, the nature of content input is focused on language comprehension, such as listening, reading, pronunciation, etc., (55 tasks or 54% of overall tasks). In *Bahasa Indonesia*, most of the form of input for students consists of short written tasks (121 tasks or 79% of overall tasks), while of the input is sourced from the material (154 or 100% of overall tasks). Additionally, the nature of

content input is predominantly focused on language comprehension (101 tasks or 66% of overall tasks). Both textbooks are expecting output from student in the form of short written tasks, *English for Nusantara* includes 84 tasks (85% of the overall tasks), while *Bahasa Inggris* includes 113 tasks (73% of the overall tasks). Both textbooks output also sourced on the materials, meaning all the works done by the students are available in the material, *English for Nusantara* includes 76 tasks (75% of the overall tasks), while *Bahasa Inggris* includes 93 tasks (60% of the overall tasks). Furthermore, both textbooks' tasks are mostly natured in language comprehension, *English for Nusantara* includes 55 tasks (54% of the overall tasks), while *Bahasa Inggris* includes 101 tasks (66% of the overall tasks).

### 3. Level 3 Subjective Inference

This third level of analysis is undertaken to articulate goals of the materials and the standard of selection and structure both tasks and content this final level integrates insights from the initial and secondary levels to establish an implication about the principle embedded within the investigated materials. There are several aspects to be stated in this part, including aims, principle of sequencing, principle of selection, subject matter and focus of subject matter, types of teaching/learning activities, participation, classroom roles of teachers and learners, learner roles in learner, and role of the material as a whole.

#### a. *English for Nusantara*

The first aspect is aims. Every chapter in this book has its own learning objectives; however, the researcher has deduced the overall objectives of the book. This book aims to provide opportunities for middle school students, specifically 7th grader, to explore the English language at an initial stage, implementing the learning outcomes, or *capaian pembelajaran*, in *Merdeka curriculum*. The second aspect is the principle of sequence. Each unit in every chapter contains these task types: language comprehension practices, discussion, and expression of ideas or information. The content's topics discussed in the materials are personal identity, culinary, home, and school- related information. The material selected on these language focuses: grammar, pronunciation, vocabulary, and functions. The third aspect is the principle of sequencing. For tasks, each unit follows the same sequence: language features, reading, writing, listening, speaking, and enrichment. One topic can be discussed in more than one chapter; However, there is no specific sequence for each chapter's topics. The fourth aspect is subject matter and focus of subject matter. This material discussed several aspects, such as general topics (personal identity, culinary, home, and school). Some linguistic items such as lexemes and sentences and metalinguistics comprehension about how to form a sentence using selected words and use them in context are also the focus of subject matter. The fifth aspect is types of teaching and /learning activity. The material prioritizes activities focused on understanding language meaning. Most tasks require scripted responses, emphasizing activities where learners attend to provided examples or information. This focus on language comprehension is evident with emphasis on reading, writing, listening, and speaking skills. The sixth aspect is participation. Most of the tasks require the learner to

work individually simultaneously. The seventh aspect is classroom roles of teachers and learners. Teachers are meant to lead and encourage the classroom guided by the material, providing students instructions, and supporting resources like audios and worksheets based on the material. Teachers also monitor and check students' works' result. The eighth aspect is learner roles in learning. Students take a role in completing the tasks according to the instructions, actively participate in classroom activity. Additionally, they also acquire knowledge about language meaning, form, and its relation and apply it in real-life context. The last aspect is the role of the material as a whole. The material provides a base structure for teaching learning process, guiding activities in form of tasks to be conducted by the teacher and learner. It also Provide a means to assess students' language comprehension.

b. *Bahasa Inggris*

The first aspect is aims. In every start of chapter, learning objectives are stated; however, the researcher has formulated the overall objectives of the book. This book aims to develop students' communication competency both in oral and written. The material is also aiming to encourage students to have the awareness about the essence of the importance of learning English to strengthen the sense of competition within the global society. This book is oriented on language use, encouraging students to use the language communicatively and interactively, not focusing on dogmatic language rules. This book also accommodates the student's essential need to be literate in this modern era, proposing profil pelajar pancasila based on the Merdeka curriculum.

The second aspect is the principle of sequence. Each unit in every chapter contains these types of tasks: language comprehension practice, discussion, and expressing ideas or information. The content's topics discussed in the materials are personal identity, feelings, internet, food, technology, folktale, and advertisement. For the language focus, the material emphasizes grammar, pronunciation, vocabulary, and functions. The third aspect is the principle of sequencing. For tasks, each unit follows the same sequence: "getting started", vocabulary building, listening, ways to say it (pronunciation), speaking, grammar review, reading, writing, viewing, presenting, and literacy activity. This kind of task can appear in more than one chapter; However, there is no specific reason for sequencing in each chapter's topics. The fourth aspect is subject matter and focus of subject matter. This material discussed several aspects, such as general topics (personal identity, feelings, internet, food, technology, and advertisement). Fictional items like folktale are also discussed in the material. Some linguistic items such as lexemes and sentences and metalinguistics comprehension about forming a sentence using specific vocabularies and its usage in context are also the focus of subject matter. The fifth aspect is types of teaching and /learning activity. The material is mostly focused on understanding language meaning rather than language rules or form. Most tasks require scripted responses, emphasizing activities where learners attend to examples or information, for example, listening to an audio, reading a paragraph, and so on. The focus on language comprehension has a clear emphasis on skills such as, reading, writing, listening, and speaking. The sixth aspect is participation mode. Most of the tasks



require the learner to work individually simultaneously during the learning process. The seventh aspect is classroom roles of teachers and learners. Teachers follow the basic structure from the material, encouraging students to actively participate in the learning process, providing students instructions, and supporting resources. Teachers also guide students, as a model, to pronounce some words, phrases, or sentences in the material. Teachers also monitor and check students' works' result and its progress throughout the lesson. The eighth aspect is learner roles in learning. Students take a role in actively participating in classroom activity by completing the tasks according to the instructions. Additionally, students are also expected to acquire not only language knowledge and comprehension, but also general knowledge to be able to implement it in real-life situations. The last aspect is the role of the material. The material takes a role as a base structure for classroom use by guiding activities in form of tasks to be conducted by the teacher and learner simultaneously. As a teaching material, it also Provide a means to assess students' language comprehension.

B. The alignments between the textbooks with the learning objectives of the curriculum

Based on decret issued by the head of BNSP, the Ministry of Education, Culture, Research, and Technology (Permendikbudristek No. 008, 2022), Learning outcomes, or in Bahasa Indonesia, *Capaian Pembelajaran*, is implemented by every school in Indonesia to outline the competency that must be achieved by the students in every phase. For elementary, junior high, and senior high school, *Capaian Pembelajaran* is established on each subject. There are two kinds of *Capaian Pembelajaran*: General objective and Elements objectives. Elements objectives specifically consist of three elements: listening - speaking, reading - viewing, and writing - presenting. For the present study which 7 grade textbooks are the subject of research, the following paragraph provides the elaboration of learning objective for phase D both in general and per-elements.

According to the Ministry of Education, Culture, Research, and Technology (Permendikbudristek No. 008, 2022) this is the general objectives of English subjects for seventh grade students: "Seventh grade of junior high school is a part of phase D. by the end of the phase D, students are expected to use spoken, written, and visual text to interact and communicate in more diverse contexts as well as in formal and informal situation. Students can use various kind of text such as narratives, descriptives, procedures, special texts (short message, advertisement) and authentic texts as a main reference in learning English on this phase. Students use the English language to discuss and express their wishes or feelings. Their comprehension in understanding written texts becomes more developed and their inferential ability begins to emerge through understanding implied information. They produce English visual and written texts structured with more diverse vocabularies. They understand the goal and audience of the written and visual texts that they have produced in English."

According to the Ministry of Education, Culture, Research, and Technology (Permendikbudristek No. 008, 2022) this is the learning objectives for the element of listening and speaking: "By the end of phase D, students use English to interact and exchange ideas, experiences,

interests, opinions, and views with teachers, peers, and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons, and stating preferences. They explain and clarify their answer using basic sentence structure and verb tenses”.

The second is the learning objectives for the element of reading and viewing: “By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal, or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.”

The third element of the learning objective is dealing with writing and presenting. This is the explanation of the third element of *capaian pembelajaran* based on Merdeka curriculum: “By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative, and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail and vary their sentence construction in their writing. Student express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency”.

Drawing on the previously explained learning objectives (*capaian pembelajaran*), the researcher has identified key aspects within each element of those objectives. The research then compares each identified aspects with deduced data from the first, second, and third level of analysis to assess the alignment of the investigated textbooks with the learning objectives outlined in *Merdeka curriculum*. This part testifies the claims made by the investigated textbooks, looking into their true aspects and nature.

#### 1. General Objectives

The first general objective within the *Capaian Pembelajaran* aims to develop students’ ability to understand and use spoken, written, and visual texts for communication and interaction in various formal and informal contexts. It is evident that to help students achieve that objective, the material should provide various forms of text. In *English for Nusantara*, based on the first and second level of analysis, the student is provided with range of input from written words, phrases, or sentences (99 tasks or 98% of overall tasks), graphics (71 tasks or 70 of the total tasks) to aural words, phrases, or sentences (25 tasks or 25% of overall tasks). Meanwhile for *Bahasa Inggris*, students are primarily exposed to written words, phrases, or sentences (121 tasks or 79% of overall tasks), graphics (36 tasks or 23 of the

total tasks) to aural words, phrases, or sentences (14 tasks or 9% of overall tasks). In conclusion, both investigated textbooks offer a rich diversity of content, incorporating written, aural, and visual formats. This variety supports and facilitates students' achievement of learning objectives. In conclusion, when it come to the diversity if text that the student must learn, each investigated text has a lot of diversity of text ranging from written, aural, and visual form, facilitating students to fulfil their need to achieve the learning objective.

Furthermore, the second aim within the general objective is to produce and understand various kinds of text and know its goals and audience. These texts include narrative, description, procedure, special text, and authentic text. In *Bahasa Indonesia*, the textbook quite significantly emphasizes written extended discourse by providing extended discourse output as the third most appeared output (11 tasks or 7% of the total tasks). This indicates that the material provides plenty of opportunities for students to produce various kinds of text format. In contrast, *English for Nusantara* offer fewer tasks output from students in form of written extended discourse (3 tasks or 3% of the total tasks). In conclusion, each textbook provides tasks to facilitate opportunities for students to produce extended discourse in the form of a variety of text.

Additionally, the general objective's third aim is to express wishes and feelings. Ideally, to support achieving this objective, the material has to offer some kind of encouragement in the form of instructional tasks for students, so they can be able to express and discuss their wishes and feelings in English. For *English for Nusantara*, the third most mental operation required is expressing own ideas or information (26 tasks or 16% of total tasks). Meanwhile for *Bahasa Inggris*, the mental operation "expressing own ideas or information" is placed second (39 tasks or 25% of the total tasks). Based on the investigation of the nature of tasks in level 2, both *English for Nusantara* and *Bahasa Inggris* encourage students to express personal opinions. Both materials offer a similar balance: *English for Nusantara* has 12 tasks (12% of the total tasks) for input and 10 tasks (10% of the total tasks) for output. Besides, *Bahasa Inggris* has 31 tasks (20% of the total tasks) for input and 31 tasks (20% of the total tasks). Despite both materials having enough tasks that support this objective, *Bahasa Inggris* may offer a more well-rounded approach to achieving the general objective of expressing wishes and feelings. Finally, the last general objective is understanding implied information. To achieve this goal, a task must provide a rich and detailed context, presenting a wide variety of examples that students must attend. The most mental operation required in both materials is attending to example or information, 58 tasks (38%) for *Bahasa Inggris* and 70 tasks (69%) for *English for Nusantara*. Additionally, the task format required also influences the way students understand implicit meaning. Ideal format to support this objective is open-ended tasks that required student to initiate their own responses, encouraging students to go beyond the literal meaning. In *English for Nusantara*, the second turn-take is initiate response (24 tasks or 24% of the total tasks). Initiate response is also placed second in *Bahasa Inggris*

(17 tasks or 11% of the total tasks). While both materials offer opportunities for implied information, *English for Nusantara* provides a higher frequency of tasks initiating student's own responses.

## 2. Listening-Speaking

In element of listening and speaking, the first aim is to make students be able to interact and exchange ideas, experiences, interests, opinions, and views. In both textbooks, the output sourced from students are placed second of overall sources within the materials, *English for Nusantara* (76 tasks or 76% of the total tasks) and *Bahasa Inggris* (93 tasks or 60% of the total tasks). Output sourced from students means that the result of the work done by the student is obtained from them and does not exist in the material. Most of the student-sourced output comes from discussion tasks that require initiating responses. There are several discussion tasks in both materials, *English for Nusantara* has 10 tasks (10%), and *Bahasa Inggris* has 18 tasks (12%). In conclusion, both materials facilitate discussion among students, encouraging them to exchange their ideas with one another.

The second aspect of listening-speaking elements is to comprehend the main ideas and relevant details on a variety of general information. This objective goes beyond simply understanding words. It involves active comprehension of the main ideas, and the important relevant details presented in spoken communication on wide general topics. Ideal tasks criteria to facilitate this objective are ones that require students to apply to the general knowledge. Based on the research findings, there are several tasks that require mental operation in applying general knowledge. In *English for Nusantara*, there are 17 tasks (17%) that require general knowledge. While *Bahasa Inggris* has 31 tasks (21%) that require general knowledge from students. Therefore, incorporating more tasks requiring application of general knowledge in both materials can significantly enhance students' listening and speaking skills.

The last objective within the element of listening and speaking is discussion using basic sentence structures and verb tenses. By the end of the lesson, students are expected to not only be able to exchange ideas but perform discussions with structured manner using appropriate sentence structure and verb tenses. Achieving this objective requires tasks that have content related to metalinguistic comprehension and linguistic items. It is evident that the two investigated materials have metalinguistic comprehension and linguistic items as their nature of tasks, *Bahasa Inggris* has 38 tasks (25%) focused on linguistics and 30 (19%) tasks focused on metalinguistic comprehension. Besides, *English for Nusantara* has 28 tasks (28%) focused on metalinguistic comprehension and 41 tasks (41%) focused on linguistic items. In conclusion, both materials facilitate achieving the objective of discussion using basic sentence structure and verb tenses.

## 3. Reading-Viewing

The first aspect within the reading-viewing elements focuses on student's ability to read and respond to simple texts. To achieve this objective, tasks should provide students with various kinds of simple texts. Based on the evidence within the research findings, that both textbooks heavily emphasize written short discourse as input (99 tasks, or 98% for *English for Nusantara* and 121 tasks, or 79% for

*Bahasa Inggris*). Additionally, tasks that assess understanding of short texts often require scripted responses. *English for Nusantara* contains 81 tasks (80%) that require scripted responses, while *Bahasa Indonesia* contains 97 tasks (63%). These findings indicate that both materials facilitate students' ability to develop a thorough understanding of short texts.

The second aspect focuses on students' ability to locate and evaluate main ideas and specific information. To achieve this objective, materials need to conclude reading tasks that require not only surface comprehension (like understanding semantic meaning of words) but also analytical comprehension. These tasks should prompt students to identify main ideas and detailed information for some specific kinds of text. Extended discourse provided students with sources for analysis. Additionally, applying language rules, particularly language structures, is a crucial mental operation for achieving this objective. *English for Nusantara* has 3 tasks (3% of total tasks) that involve extended discourse and 18 tasks (18%) that require applying language rules. Similarly, *Bahasa Inggris* has 9 tasks (6% of total tasks) with extended discourse and 22 tasks (14%) requiring applying language rules. In conclusion both materials lack a significant number of tasks containing extended discourse. This limitation might necessitate teachers to incorporate additional resources alongside these books to fully achieve learning objectives.

The final aspect within this element delves into facilitating student's ability to analyse the purpose behind a text and draw conclusions based on unstated information. This skill is crucial for understanding the deeper meaning and message conveyed by the author. To achieve these objective tasks should encourage students to select information from a text, categorize selected information, and attend to examples or information. It is evident that both investigated materials contain some mental operation that supports the objective of understanding the deeper implicit meaning. In *English for Nusantara*, these are mental operation that support the objective: select information (55 tasks or 54% of total tasks), categorize selected information (15 tasks or 15% of the total tasks), and attend to examples or information (70 tasks or 69% of total tasks). Besides, in *Bahasa Inggris*, these are mental operation that support the objective: select information (30 tasks or 19% of total tasks), categorize selected information (11 tasks or 7% of the total tasks), and attend to examples or information (58 tasks or 38% of total tasks).

#### 4. Writing-Presenting

The final aspect within this element delves into facilitating student's ability to Communicate ideas and experiences by creating and presenting simple, organized paragraphs using specific vocabulary and simple structure. Achieving this objective requires tasks that encourage students to discuss things in more organized and structured ways. It is evident that both investigated textbooks contain discussion tasks. Other than that, there are tasks that provide language rules or forms about the usage of specific vocabulary and simple structure. It can clearly be seen on the focus aspect within the material. *English for Nusantara* has 10 tasks (10%) focused on language rules or forms, while *Bahasa*

*Inggris* has 17 tasks (11%). While both textbooks include discussion tasks and address vocabulary and structure, incorporating more tasks that encourage organized paragraph writing could further strengthen students' communication skills.

The second aspect of the writing-presenting element is to create persuasive text using simple and compound sentences. By properly understanding the persuasive text, students can present arguments in a clear, concise, and impactful manner, influencing the audience to agree with their perspectives in real-life situations. To achieve this goal, understanding metalinguistics is crucial. This includes the ability to effectively express your own ideas. Applying language rules, particularly grammatical sentence structures, is also a crucial mental operation for achieving this objective in writing. Based on the research findings, *English for Nusantara* has 18 tasks (18%) focused on language rules, while *Bahasa Inggris* has 22 tasks (14%). While the current textbooks may not explicitly address the rules of persuasive writing, their content provides a foundation for students to develop their own perspectives. This created an opportunity for teachers to guide students in creating persuasive written arguments.

The third aspect of the writing-presenting element is to Express ideas with past, present, and future tenses, time markers, adverb of frequency, and common conjunctions. Based on the research findings, these are the mental operations found that can support achieving the objective: applying language rules (18 tasks, or 18% for *English for Nusantara* and 22 tasks or 14% for *Bahasa Inggris*), deducing language rules (8 tasks, or 8% for *English for Nusantara* and 4 tasks or 3% for *Bahasa Inggris*), expressing own opinions or information (26 tasks, or 26% for *English for Nusantara* and 39 tasks, or 25% for *Bahasa Inggris*), and formulating language rules (1 task, or 1% for *English for Nusantara* and 1 task, or 1% for *Bahasa Inggris*). The nature of these kinds of tasks that facilitate expressing ideas using specific parts of speeches is considered metalinguistics because it involves an awareness of how language functions. *English for Nusantara* has 28 tasks (28%). Besides, *Bahasa Inggris* has 30 (19%) tasks focused on metalinguistic comprehension. Thus, the emphasis on metalinguistic comprehension through these tasks within the investigated materials can significantly enhance the ability to express ideas across different tenses and contexts.

The final aspect of the writing-presenting element is to be able to spell new words and understand punctuation. By achieving this objective, the expectation lies on students' ability to conduct clear communication and professional presentations. Based on the research findings, there are the mental operations found that can support achieving the objective: applying language rules (18 tasks, or 18% for *English for Nusantara* and 22 tasks, or 14% for *Bahasa Inggris*), deducing language rules (8 tasks, or 8% for *English for Nusantara* and 4 tasks, or 3% for *Bahasa Inggris*), and arranging information (5 tasks, or 5% for *English for Nusantara* and 9 tasks, or 6% for *Bahasa Inggris*). Most of these tasks that support achieving this objective come in the form of short written responses (8 tasks, or 8% for *English for Nusantara* and 4 tasks and 3% for *Bahasa Inggris*), because the answers to the tasks

have already prevailed in the textbooks. Despite existing materials providing a foundation (18-22% of the total tasks), incorporating more exercises in spelling and punctuation can significantly empower students for making clear and advanced communication in English.

## DISCUSSION

Based on the research findings, the result of data collection and analysis shows that both investigated textbooks show a comprehensive alignment with the learning objective, or *capaian pembelajaran*, according to *Merdeka* curriculum. These alignments can be determined during the data collection and analysis, investigating the implications within the textbooks using instruments based on the fundamental theory of this research, theory of three-level analysis by Littlejohn (2011). Littlejohn (2011) proposed that this framework facilitates teacher-analyst investigating materials as it is. Moreover, the result of the research reveals a comprehensive and objective result regarding the aspects and nature of the textbooks, helping the researcher to determine the claim of the textbook and to test whether the claim is true. This aligns with prior research evaluating the three-level of analysis by Pemberton (2019) stating that this process (the three-level of analysis) allows researcher to conduct course book analysis with a principal that stays faithful and aligns to its claims, omitting any bias and assumptions.

Furthermore, based on the research findings, it is evident that the investigated textbooks reveal some implications that align with learning objectives within the curriculum. Using data collection instrument adapted from the material analysis or three-level analysis proposed by Littlejohn (2011), the researcher has determined that both textbooks act as a main course of the lesson, providing a wide variety of tasks incorporating written, aural and visual formats, supporting student's to be able to understand and produce various kinds of text. This aligns with a decree issued by the Ministry of Education and Culture (Permendikbud, No. 8 2016) stating that a textbook must contain a main source to achieve basic competence and core competence. Besides, being a main course of a lesson, investigated textbooks offer a means to help teachers to conduct a more structured and veritable teaching and learning process. This shows the clear function of textbooks proposed by Tomlinson (2011), that textbooks provide direction to achieve the possibility of the expectation of what will be done in a lesson and reflection on what has been done by the teacher and students. Additionally, the research findings also indicates that both textbooks offer most of the classroom resources to be utilized during the lesson, meaning that it helps teachers to conduct teaching and learning process without bearing a huge responsibility to collect all the resources such as means for assessment and evaluation, teaching media, and so on. This corresponds with the theory by Grainger (2010) that employing textbooks is an accessible and efficient method to alleviate the burdens placed on teachers.

It is crucial to analyze the implications within the textbooks to ensure their alignment with students' needs based on the curriculum requirements. Cunningsworth (1995) states that there is a need

to investigate specific items that are dealt with within the textbooks related to a student's learning need including syllabus requirements. Investigating the alignments between the implication of the investigated textbooks and the learning objective of *Merdeka* curriculum, *capaian pembelajaran*, the researcher has implied that these textbooks are designed to meet the learning objectives during the teaching and learning process. This implication is supported by the research findings revealing that majority of aspects within the learning objective are covered by the investigated textbook including the general objectives and specific elements of objectives (listening - speaking, reading - viewing, and writing – presenting). However, there is still a need for improvement for these textbooks in helping the achievement learning objectives. Some specific aspects of the objective need to be given more weight by providing more tasks in the form of written extended discourse output and input like persuasive writing. This aligns with a statement from Richards (2001) discussing drawbacks of implementing textbooks which is a possibility of inaccurate presentation of the requirements for students' needs to fulfil the educational requirements delineated in the prevailing curriculum. Furthermore, the researcher believes that these flaws lying in the investigated textbooks can provide opportunity for teachers for using their own method and resources to cover the need of students in acquiring knowledge that the textbooks do not cover.

## CONCLUSION

The investigation of *English for Nusantara* and *Bahasa Inggris* reveals a comprehensive alignment with the learning objective within the *Merdeka* curriculum. The alignment of these textbooks with the *Merdeka* curriculum implies that they are designed to meet the learning objectives, or *capaian pembelajaran*, set by the Ministry of Education, Culture, Research, and Technology. This alignment corresponds with the research finding retrieved from data collection and analysis using Littlejohn's theory of three-level of analysis that it is evident that each investigated textbook offers a means to support achieving *capaian pembelajaran*. Both textbooks provide a wide variety of tasks incorporating written, aural, and visual formats, supporting student to be able to understand and produce various kinds of text. *English for Nusantara* has a more emphasis on initiate response in expressing personal opinions or information. Comparatively, *Bahasa Inggris* emphasizes more on extended discourse. Moreover, both materials facilitate tasks involving discussion, grasping general and specific ideas, and structured communication using basic sentence structures and verb tense. However, to increase the possibility of achieving learning objectives, a need for more tasks is recommended for some specific aspects within the materials such as specific written extended discourse output and input like persuasive writing. Despite these aspects for improvement, it is evident that both textbooks provide a complete means for achieving the educational goals set out in the implemented curriculum, *Merdeka* curriculum.



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