AN ANALYSIS OF THE FEASIBILITY OF ENGLISH TEXTBOOK "PATHWAY TO ENGLISH" FOR GRADE 10 SENIOR HIGH SCHOOL BASED ON THE CURRICULUM MERDEKA BY ERLANGGA PUBLISHER

THESIS

By:
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204101060010

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STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
DECEMBER 2024

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UNDERGRADUATE THESIS

Submitted to State Islamic University Islam Negeri KH. Achmad Siddiq Jember
to fulfill one of the requirements for A Bachelor's Degree (S. Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language and Education
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MOTTO

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَاۚ

"God does not burden any soul with more than it can bear,"

(Q.S. Al-Baqarah Verse: 286)*

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* Al-quran application, Arabic and English translation, version 1.22. https://quran.com/The Noble Quran - Quran.co

DEDICATE

From the deepest of my heart, I dedicate this thesis to:

1. My beloved parent, Alm. Mr. Matsofyan and Mrs. Suparmi, who have given me true love, prayers, support, motivation, encouragement, and everything for my life.
2. My beloved sister and brother, Lely Eka Lestari and Dude Fahri Juniawan, who have given prayers and support along my thesis process.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْمِ

All praise to Allah SWT., the almighty, the merciful and the owner of the universe who has blessed me with so many beautiful things in my life. This blessing has empowered me to finish my thesis.

In the process of finishing this thesis, the researcher has received many support and help from many people. Therefore, in this opportunity the researcher would like to thanks to:

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The researcher realized that this research is not perfect. Therefore, the researcher would like to accept any constructive suggestions to make this research better. Hopefully, this research is useful for the readers.

Jember, November 30th, 2024
The Researcher

Umi Mahfiroh Novianti
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ABSTRACT

Umi Mahfiroh Novianti, 2024: *An Analysis of The Feasibility of English Textbook"Pathway To English" For Grade 10 Senior High School Based on The Curriculum Merdeka By Erlangga Publisher*

Keywords: Feasibility, English Textbook, Kurikulum Merdeka

In early 2022, the Minister of Education, Culture, and Technology launched the Independent Curriculum to improve the quality of learning in Indonesia. This curriculum replaces the 2013 Curriculum with a more flexible approach and focuses on core material as well as the formation of students' character and competencies. One of the important elements in the implementation of the Independent Curriculum is the selection of appropriate textbooks.

The focus is research 1) How is the content of "Pathway to English" textbook aligned with the competencies of Kurikulum Merdeka for grade 10th students? 2) How is the language used of "Pathway to English" textbook aligned with the proficiency level of grade 10th students? 3) How is the materials presentation of "Pathway to English" textbook aligned with the learning outcome of Kurikulum Merdeka. The objectives of this study are 1) To know the content alignment of "Pathway to English" textbook with the competencies of Kurikulum Merdeka for grade 10 students. 2) To know the used language alignment of "Pathway to English" textbook with the proficiency level of grade 10 students. 3) To know the materials presentation alignment of "Pathway to English" textbook with the learning outcome of Kurikulum Merdeka.

This study used a type of descriptive qualitative content analysis research. This type of research was chosen because the discussion was related to the content of the textbooks published by Erlangga, to analyze whether the books are appropriate and relevant to the current curriculum. The conclusion this research 1) The feasibility analysis of the content in this textbook is very feasible and in accordance with the standards of the independent curriculum; 2) the feasibility of the language used in this textbook is very feasible, according to the cognitive level of grade 10 students; 3) The feasibility of presentation in this textbook is very feasible However, there are still variables that need to be considered.

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CHAPTER I

INTRODUCTION

This chapter is the introduction of the current research consisting of background of study, focus of research, research objective, significance of research, and definition of key terms.

A. Background of Study

In early 2022, the Minister of Education, Culture and Technology issued the Kurikulum Merdeka to improve the quality of learning in Indonesia. As the name implied, Kurikulum Merdeka compiled by the Minister of Education and Culture contains the concept of Independent Learning that can be incorporated into the learning process. Kurikulum Merdeka is a new curriculum with a new approach that replaces the Kurikulum 2013. Kurikulum Merdeka is an innovation of curriculum that tends to be more flexible and that focuses on core materials as well as the formation of student character and competence.[1] This curriculum's characteristics include supporting the return of project-based learning to help students develop soft skills and character of the student Profile Pancasila.[2] Additionally, it emphasizes essential material to optimize the time required to master basic competencies, including literacy and numeracy.

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[1] Ujang Cepi Barlian, Siti Solekah, and Puji Rahayu, "Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan," *JOEL: Journal of Educational and Language Research* 1, no. 12 (July, 2022): 2105–18, https://doi.org/10.53625/JOEL.V1I12.3015.

[2] "Beranda Sistem Informasi Kurikulum Nasional," accessed August 12, 2024, https://kurikulum.kemdikbud.go.id/.

The concept in curriculum merdeka is an indicator that give emphasis to student-centered learning. Through the learning process, not only depends on the education environment, but the students must also be able to learn independently and select a method that will be used in the learning process. Therefore, teachers have flexibility to choose the teaching devices that will be used in the learning needs and interests of students.

In the context of education, the curriculum has a significantly important role, this in line with Tyler's that the purpose of education is the basis of all curriculum activities.[3] Therefore, if schools are in lack of clear purpose, it cannot be denied that they will proceed without direction and will be in trouble to achieve the goals of education itself. Moreover, the existence of curriculum in education responds to the changes of social, economic, and technological challenges as well as provides students with the knowledge and skills the students need to succeed in their personal and professional lives.[4] Therefore, the curriculum is a crucial component that ensures the overall effectiveness and success of education.[5]

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Every change in the curriculum certainly has other impacts that happen. One of the happening changes is the source of learning and the learning practice process. sTo achieve the goals of the curriculum, there are several requirements that should be firstly filled. Namely, the availability of textbooks, the preparation of learning

[3] Ralph W. Tyler, *Basic Principles of Curriculum and Instruction* (Chicago: University of Chicago Press, 1949), chap. 1, doc. 25, https://shorturl.at/5uYdx.
[4] Tyler, 28.
[5] Allan C. Ornstein and Francis P. Hunkins, *Curriculum: Foundation, Principles and Issues, Seventh Edition, Pearson Education* (England: Pearson Educational Limited, 2018), 19, https://shorturl.at/hD3Lj.

strategies, and various learning tools. This needs to be thorough thus all aspects that support the implementation of the current curriculum can be realized appropriate and effective.

The implementation of Kurikulum Merdeka has a significant impact in English language learning. In the process of learning English, the used method is to bring activities that prioritize student participation, and it is the selection of material based on contemporary issues. Thus, the actively involved students indicate the improvement of students' critical thinking skill and experiences in English language skills.

Further, the existence of Kurikulum Merdeka in English subject also brings the change of materials source in teaching learning, especially the textbook that is used by the students to learn the English subject itself. In Kurikulum Merdeka, every teacher is given flexibility in determining and choosing textbooks to be used in the learning process. Many publishers have now issued textbooks by adapting to *Kurikulum Merdeka*.[6] The presence of books released by different publishers expands the choice of textbooks, a little so many options are accessible it is difficult to choose which textbooks are appropriate for the *kurikulum merdeka*. In addition, many teachers pay little attention to select textbooks that are appropriate for the *kurikulum merdeka* and students' needs.[7]

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[6] Laraswati Ariadnde Anwar, "Kebebasan Aturan Buku Pelajaran Patut Dipertimbangkan" *Kompas.Id*, September 4, 2019, https://www.kompas.id/baca/utama/2019/09/04/kebebasan-aturan-buku-pelajaran-patut-dipertimbangkan.
[7] PSKP, "Mengatasi Masalah Penyedian Buku Teks Kurikulum Merdeka,"*pskp.kemedikbud.go.id*, October 11, 2022, https://pskp.kemdikbud.go.id/clients/detail_kebijakan/323130/mengatasi-masalah-penyediaan-buku-teks- kurikulum-merdeka.

The importance of the role of textbooks in a learning process, as it influences teaching practices and learning outcomes in different groups of users.[8] Thus, textbooks play an important role in teaching learning process especially in developing countries.[9]

According to Tomlinson, a textbook is a book that provides the material of language learning.[10] Despite the impact of new technologies, textbooks will doubtless continue to play an important role in language teaching and provide a useful resource for both teachers and students.[11] This states that the role of textbooks in English language learning plays an important role to be the basis of source materials for the lesson content, while considering the skills taught to the students and the type of language practice that students are engaged in, therefore textbooks owned by students are considered as the main source of learning they have in the process of their English learning.[12]

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Further about textbook, textbook is one of learning material sources which is used by students while being based on the existing implemented curriculum, the textbook suitability is essential due to the requirement that the materials brought in

[8] Hein P.M. Krammer, "The Textbook as Classroom Context Variable," *Teaching and Teacher Education* 1, no. 4 (1985): 78-273, https://doi.org/10.1016/0742-051X(85)90015-0.
[9] Khalid Mahmood, "Conformity to Quality Characteristics of Textbooks: The Illusion of Textbook Evaluation in Pakistan," *Journal of Research and Reflections* 5, no. 2 (2011): 90-170, http://www.ue.edu.pk/jrre.
[10] Brian Tomlinson, *Materials Development in Language Teaching* (UK: Cambridge University Press, 2011), 93, https://books.google.co.id/books?id=TmhyTQji2UEC&printsec=frontcover&hl=id&source=gbs_vpt_read#v=onepage&q&f=false.
[11] Jack C Richards, *The Role of Textbooks in a Language Program* (UK: Cambridge University Press, 2015), 176.
[12] Felicia Lekatompessy, "An Evaluation of Survival English Textbook Used in Teaching Speaking for First Semester Students in English Education Study Program," *International Journal of Emerging Technologies in Learning* 8, no. 2 (December, 2019): 73–78, https://doi.org/10.15642/IJET2.2019.8.2.73-78.

the textbook can really support the goals and competencies set out in the curriculum.[13] In regard to it, assessing the conformity of a textbook with the curriculum can be used as a guideline for selecting textbooks that are suitable to be used in the teaching and learning process.[14] Based on the Regulation of the Education and Culture Minister of the Republic of Indonesia Article 6 Number 08 in 2016, qualified textbooks must meet four feasibility factors, namely content feasibility, presentation feasibility, language feasibility, and graphic feasibility. Based on the previously mentioned statements, a teacher, as the main subject of teaching, should actually know whether the textbook used by the students in teaching learning is satisfactorily feasible or not, because a teacher who is lack of knowledge on the feasibility of textbook used in the learning process will cause many problems, this in line with Jack C Richards stating that learning how to use and adapt textbooks is an important part of a teacher's professional knowledge.[15]

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Therefore, the researcher then believed that the availability of a feasible textbook is an important factor determining the quality of learning, especially when there is a change in the educational curriculum in this country, importance of textbooks for the change of education system in supporting the teaching and learning process.[16] Previous studies have found that textbooks are still considered

[13] Allan C. Ornstein and Francis P. Hunkins, *Curriculum: Foundation, Principles and Issues, Seventh Edition, Pearson Education*, 19.
[14] John Macalister and I. S.P. Nation, *Language Curriculum Design* (New York: Taylor & Francis, 210),https://books.google.co.id/books?id=2siLAgAAQBAJ&lpg=PP1&hl=id&pg=PR6#v=onepage&q&f=false.
[15] Richards, The Role of Textbooks in a Language Program.
[16] Heru Margianto, "Standarisasi Buku Pendidikan, Sebuah Keniscayaan." *Kompas.com*, accessed August 12, 2024, https://www.kompas.com/edu/read/2021/03/12/085230671/standarisasi-buku-pendidikan-sebuah-keniscayaan?page=all.

a main curricular and instructional tool by teachers when curriculum change happens.[17] Lack of knowledge mastery is one of the reasons why teachers still rely heavily on textbooks when teaching.[18] In practice, this condition means that the availability of textbooks has a major effect on the implementation of the curriculum. Reflecting on the experience of changes in the 2013 Curriculum, the problem of providing textbooks often has the potential to hinder the implementation of learning in schools.[19]

Further, Ritan, *et al.*, had actually provided a proof underlining that the availability of textbooks as the primary tool for teaching-learning is still not widely spread, it was stated that even in Senior High School of Lewolema where the research was conducted, the existence of textbook is still less, English teachers don't totally hold the required book for English subject references and neither the students in that school, so both the teachers and students just maximize the existing learning tool such as previous books and the online guidance and e-book provided by Ministry of Education to conduct the teaching and learning.[20] Moreover, Abdullah and Mulawarman also stated that the fact conveyed that many books are still found with incorrect material substance, which ultimately affects

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[17] T Janko and K Pešková, "Exploring Teachers' Perceptions of Curriculum Change and Their Use of Textbooks during Its Implementation. A Review of Current Research.," *Journal of Geography Education* 45, no. 1 (2017): 33–60, https://doi.org/10.18452/23097.
[18] Muhammad Muzakky and Albiansyah Albiansyah, "EFL Teachers' Perception toward the Use of 'Beyond' International Textbook," *Language Circle: Journal of Language and Literature* 15, no. 2 (April 26, 2021): 82-177, https://doi.org/10.15294/LC.V15I2.28246.
[19] Rida, "Sekolah Bingung Simpan Buku Kurikulum 2013" *Tribunjambi.com*, Desember 13, 2014, https://jambi.tribunnews.com/2014/12/13/sekolah-bingung-simpan-buku-kurikulum-2013?lgn_method=google&google_btn=onetap.
[20] Germana Oreng Ritan, Sora Leba Bartoldus, & Ummi Qalsum Arif, "Analisis Penerapan Kurikulum Merdeka Belajar (KMB) pada Pembelajaran Bahasa Inggris di SMA Negeri 1 Lewolema", *Jurnal Review Pendidikan dan Pengajar* 6, no. 4 (2023), 2472-2474.

Additionally, the language feasibility of this textbook alignment with the proficiency level of grade 10 students, with the used language in this textbook students can engage with the material while being challenged to enhance their language skills. students' confusion in the learning process.[21] Then, it can be assumed that the availability of a feasible textbook arranged with qualified and appropriate materials to support the teaching and learning in Kurikulum Merdeka is truly required.

Based on interviews in the preliminary study, researcher discovered the phenomenon that at the MA Baniy Kholile school, Textbook used in the learning process English in this school is a book entitled "Pathway to English'' published by Erlangga. The results of interviews conducted by researcher in English teacher in the school, that the textbooks used were quite feasible for in the English learning process.

Therefore, the fundamental excuses of choosing this textbook for analysis lies in the pressing need to ensure that the textbooks' materials used in the learning process align with students' comprehension levels and interests and is not based on assumptions from personal perceptions. Textbooks that do not meet these feasibility criteria can cause confusion and reduce learning effectiveness.[22] By analyzing this book, we aim to assess its suitability in terms of content, presentation, graphics, and language, and determine whether it

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[21] Abdullah S Abdullah S, Susilo Susilo, and Widyatmike Gede Mulawarman, "Analisis Kelayakan Buku Teks Bahasa Indonesia Untuk Siswa Kelas VIII Sekolah Menengah Pertama," *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya* 5, no. 3 (2022): 14-26, https://doi.org/10.30872/diglosia.v5i3.433.

[22] K. Mahmood, "Indicators for a Quality Textbook Evaluation Process in Pakistan," *Journal of Research and Reflections in Education* 3, no. 2 (2009): 158-176, http://www.ue.edu.pk/jrre.

meets the eligibility criteria required to support students' needs in learning English in the classroom.[23] This analysis also aims to avoid subjective judgments on the used book of “Pathway to English” in the chosen school and provide an evaluation and assessment which are more objective and factual-based.

According to Alan Cunningswoth, a good textbook must be able to meet the needs of students and facilitate their learning process which is in accordance with learning achievement targets determined by the curriculum.[24] This in line with Richard's statement that "Textbooks provide structure and syllabus for a program, help standard instruction, maintain quality, provide a variety of learning resources, being efficient, can provide effective language models and input, can train teachers, and are visually appealing".[25]

Therefore, based on what has been described above, the researcher was interested in conducting further research on feasibility analysis in an English textbook entitled "Pathway to English" Kurikulum Merdeka edition as the book chosen to be used in supporting English subject teaching and learning based on Kurikulum Merdeka implementation in the chosen school of MA Baniy Kholile especially for the tenth grade students, the researcher raises the title of the study "**AN ANALYSIS OF THE FEASIBILITY IN ENGLISH TEXTBOOK "PATHWAY TO ENGLISH" FOR GRADE 10 SENIOR HIGH SCHOOL KURIKULUM MERDEKA EDITION BY ERLANGGA**" with the aim of

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[23] Kemendikbud. Peraturan Menteri Pendidikan dan Kebudayaan No. 8 Tahun 2016 Tentang Buku yang digunakan oleh Satuan Pendidikan, pasal 2 ayat (3).
[24] Alan Cunningsworth, *Choosing Your Coursebook Alan Cunningswo* (Australia: Macmillan Education, 1995), 43.
[25] Richards, The Role of Textbooks in a Language Program.

objectively knowing the feasibility of the "Pathway to English" textbook Kurikulum Merdeka edition based on the concrete and factual analysis, not just only based on subjective assumption.

B. Focus of the Research

Based on the context of the research that the researchers explained above, the focus of this study includes:

1. How is the content of “Pathway to English” textbook aligned with the competencies of Kurikulum Merdeka for grade 10th students?
2. How is the language used of “Pathway to English” textbook aligned with the proficiency level of grade 10th students?
3. How is the materials presentation of “Pathway to English” textbook aligned with the learning outcome of Kurikulum Merdeka?

C. Objective of the Research

Based on the focus of the research above, the objectives to be achieved in this study include:

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1. To know the content alignment of "Pathway to English" textbook with the competencies of Kurikulum Merdeka for grade 10 students.
2. To know the used language alignment of “Pathway to English” textbook with the proficiency level of grade 10 students.
3. To know the materials presentation alignment of “Pathway to English” textbook with the learning outcome of Kurikulum Merdeka.

D. Significance of the Research

Researcher hoped that the implementation of this research could provide benefits to all parties. The benefits of this research are divided into two kinds, namely theoretical and practical.

1. Theoretically

   This research is expected to provide insight and reference in providing general knowledge on how to evaluate English textbooks before determining teaching materials.

2. Practically

   a. For Researcher

      This research is expected to add insight and knowledge in the field of education on how to determine English textbooks that are relevant and in accordance with the needs of students who will be used in grade 10 of Senior High School.

   b. Further Researchers

      This research is expected to be able to provide information about the quality of the feasibility of English textbooks that have been used by several educational institutions in Indonesia, so that further researchers can develop and find solutions to the problems found in researching the quality and feasibility of a textbook

c. For Authors and Publishers

   This research is expected to be used as a reference to improve the quality of English textbooks, both in terms of design and content, to be more in line with educational standards and student needs.

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E. Definition of Key Terms

This definition of key terms involved the understanding of important terms which became the point of attention set by the researcher, with the aim of avoiding misunderstandings about the term's meanings intended by researcher.[26]

1. Feasibility

   Feasibility can be meant as characteristics standard of being suitable, qualified, appropriate, and effective owned by the textbook in both helping and guiding the students to learn English based on the materials that had been early set and determined by the implemented curriculum. Regarding the current study, the researcher used the feasibility criteria combining the textbook standard of BSNP and feasible textbook criteria of Alan Cunningsworth, resulting three main criteria of feasibility, presented as follows: (1) Content Feasibility, (2) Language Feasibility (3) Presentation Feasibility.

2. Textbooks

   Textbooks can be defined as printed sources containing the teaching-learning materials and goals based on competencies set by a curriculum.[27] As the general fact widely spread, textbooks are functioned as the teachers' guidance in directing teaching and learning for the students in the side of materials systematics and appropriate alternatives method that fits with the taught materials, also, textbooks are used by the students to be the source

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[26] Tim penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: UIN Kiai Achmad Shiddiq Jember, 2021), 46.
[27] Tomlinson, "*Materials Development in Language Teaching."*

materials that are deeply learned to achieve the competencies based on the implemented curriculum of Kurikulum Merdeka. In the current study, the textbook used for analysis is the textbook entitled with “Pathway to English”, based on the consideration that the book is still not deeply analyzed before, the extent this current research took toward “Pathway to English” textbook aligned with the goals and requirements of Kurikulum Merdeka, specifically in the side of developing the four language skills including; listening, speaking, reading, and writing.

3. Kurikulum Merdeka

Kurikulum Merdeka is a learning plan system that provides flexibility to educators to create quality learning that suits the needs and learning environment of students.[28] There is an overview of the four English language skills in the Kurikulum Merdeka for tenth grade students at senior high school:

a. Listening Skills: Students are expected to be able to listen and understand discussions or presentations in English, as well as identifying key ideas that are relevant to topics that are close to contextual. In this phase, it is very supportive of the ability of students to understand and communicate effectively with Listening Skills.

b. Reading Skills: Students are expected to be able to read and understand different types of texts, identify important details, main ideas, and the author's purpose, and make inferences to understand the implicit information in English. Good reading skills can give students critical

[28] PSKP, Mengatasi Masalah Penyedian Buku Teks Kurikulum Merdeka.

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thinking and connect the text to a more personal experience or context.

c. Speaking Skills: Students are expected to be able to speak use English to express opinions on issues relevant to the lives of youth and discuss their interests. Thus, in this phase students provide opinions, make comparisons, and use non-verbal elements such as body language, speech speed, and tone of voice to be understood in various contexts.

d. Writing Skills: Students are expected to be able to write different types of fiction and non-fiction texts, through guided activities, demonstrate learners' awareness of the reader's goals and targets. They plan to write, review and rewrite various text types by demonstrating self-correction strategies, including punctuation and capitalization. Thus, in this phase students can convey ideas using vocabulary and common verbs in their writing.

e. Presentation Skills: Students are expected to be able to present information using various presentation modes to suit the reader/viewer and to achieve different goals, in printed and digital form.

f. Viewing Skills: Students are expected to identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts. This means that students not only read the text but are also able draw conclusions or interpret implied information visual texts or other media to understand the content and information conveyed.

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CHAPTER II

LITERATURE REVIEW

This chapter is a literature review consisting of the description of previous research related with the current research completed with a table of similarities and differences between the current research and previous research, this part also consists of the theoretical framework.

A. Previous Research

The previous research context, there are several research topics that are related to the current research, such as:

First, Journal by Encik Siti Adilah, Lalu Nurtaat, Henny Soepriyanti, 2023. Journal Ilmiah Profesi Pendidikan. at the title "An Analysis of Textbook "English in Mind: Student's Book Starter" for The Seventh year Students of Junior High School Based on Merdeka Curriculum". This study focused on the identification of the material presented in this book, this study aims to describe the material presented in English textbooks that are appropriate for grade VII. The method used is qualitative with a type of descriptive research and content analysis techniques, The object of research in this study is in the form of an English textbook "English in Mind: Student's Book Starter" published by Cambridge University Press. The results of this study used the assessment of the Cunningsworth rubric which cover Goals and Approach, Design and Organization, Content Language, Skills, Topics, Methodology, Teacher's Books, and Practical concerns. The result of this study is a textbook feasible used for the seventh-year student at Junior High School

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Based on Merdeka Curriculum.

Second, Journal by Abi Anandi, David Geba, and Fransiskus Xaverius Mukarto, 2023. at the title “An Analysis of Writing Activities in Indonesian English Course-book Based on The Revised Bloom’s Taxonomy”. Eurasian Journal of Educational Research. The focus in this study is on the of Writing Activities in the Bahasa Inggris for Grade Eleventh students. As for this study using content analysis as research methods, all the writing activities in the book were identified categorized into the six hierarchical categories of the revised Bloom’s Taxonomy. The object of the research is the book "Bahasa Inggris Tingkat Lanjut" For Senior High School Grade Eleventh has 4 Chapters. The research interpreted the data by providing the frequencies and percentages of the findings in a table.

Third, Journal by Asma Alhusna, 2018. Journal of RESIDU. at the title “An Analysis of Tasks In “Active English” The Course book Used by Elementary School of Khairah Ummah Padang”. This study focuses on the types of tasks contained in the book "Active English" and their characteristics. The method used in this study is descriptive qualitative, the instrument used is an evaluation checklist of 3 assessors; lecturers, teachers, and researchers then the data is processed by describing the types of tasks contained in the book "Active English". The results in this study are five points that can be concluded, various listening skill tasks, various speaking skill tasks, various reading skill tasks, various writing skill tasks and good task characteristics in the book "Active English" for grade 4 elementary school students. The types of assignments contained in the book "Active English" grade 4 elementary school have varied and the characteristics are good in general.

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Fourth, Journal by Intan Permata Sari, Anfauzia Rozani Syafei, Sitti Fatimah, 2018. Journal of English Language Teaching, at the title "An Analysis of the Activities in Bahasa Inggris Textbook for Tenth Grade Student's Published by The Indonesian Ministry of Education and Culture". This study focuses on analyzing the quality of books in terms of the activities provided by English textbooks. This study both analyzed grade 10 English textbooks published by the Ministry of Education and Culture. The method used from this research. The result in this study is that this English textbook can be categorized as a good textbook because there is only one category that is rarely found in this textbook which is to ask students to make grammatical discoveries from simple exercises and for other criteria it is sufficient the number of activities provided by this book.

Fifth, Journal by Zulfa Nabila, Muhammad As'ad, .2023. E-Journal (English Education and Literature Journal), at the title "The Analysis of Directive Speech acts Used in English Textbook Entitled Bahasa Inggris Textbook for Senior High School Grade XI". This study focuses on investigating the directive speech acts used in Bahasa Inggris textbook for senior high school grade XI. Descriptive qualitative of document study method was implied in this research. The source of data in this research is Bahasa Inggris textbook for senior high school grade XI published by Indonesian Ministry of Education and Culture. Document analysis was used to collect the data. The steps are looking for the English textbook entitle Bahasa Inggris textbook for senior high school grade XI, then reading the textbook and analyze the directive speech acts in the English textbook. The researcher used theory of Kreidler in 1998 to analyze the type of directive speech acts. In this

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research, the researcher applied the technique of data analysis based on Miles, *et al.*, theories. The data were analyzed through three steps, those are data condensation, data display and conclusion drawing/verification. The result showed that 93 data of directive speech acts are found in the textbook.

Table 2.1
Similarities and Differences of Previous Research

No	Research Title	Similarities	Differences
(1)	(2)	(3)	(4)
1	Journal by Encik Siti Adilah, 2023. "An Analysis of Textbook "English in Mind: Student's Book Starter" for The Seventh year Students of Junior High School Based on Merdeka Curriculum".	a. Analyzed an English textbook. b. The method uses qualitative research.	a. The Previous Research focused on the identification of the material presented in in English textbooks that are appropriate for grade VII. b. Instruments subject this Research used only the checklist of Alan Cunningsworth 1995.
2	Journal by David Geba Abi Anandi, Fransiskus Xaverius Mukarto, 2023. "An Analysis of writing activities in Indonesian English coursebook based on the revised Bloom's Taxonomy".	a. Analyzed an English textbook.	a. The Previous research focused on to identify the Writing activities in the "Bahasa Inggris Tingkat Lanjut" textbook for Senior High School Grade Eleventh students. b. The method of this study is content analysis. c. Instruments Categories of the revised Bloom's Taxonomy.

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(1)	(2)	(3)	(4)
3	Journal by Asma Alhusna, 2018. "An Analysis of Tasks In "Active English" The Coursebook Used by Elementary School of Khairah Ummah Padang".	a. Analyzed an English textbook. b. The method uses qualitative research.	a. The Previous research focused on the types of tasks (listening, speaking, reading, writing) and their characteristics tasks for textbooks grade 4 elementary school students. b. Instruments subject use evaluation checklist of task.
4	Journal by Intan Permata Sari, Anfauzia Rozani Syafei, Sitti Fatimah, 2018. "An Analysis of The Activities in "Bahasa Ingris" Textbook for Tenth Grade Student's Published by the Indonesian Ministry of Education and Culture".	a. Analyzed an English textbook.	a. The Previous research focused on the quality of books in term of the activities provided by English textbook. b. The method used is content analysis to evaluate the activities in the textbooks. They analyzed the extent to which the activities encourage grammatical discovery and other learning criteria. c. Instruments subject this Research is an evaluation format by Tomlinson in 2011.
5	Journal by Nabila, Zulfa As'ad, Muhammad, 2023. "The Analysis of Directive Speech acts Used in English Textbook Entitled Bahasa Inggris Textbook for Senior High School Grade XI".	a. Analyzed an English textbook. b. Method uses qualitative research	a. The Previous research focused on the investigation of the directive speech acts used in Bahasa Inggris textbook for senior high school grade XI. b. Instruments' subject is the use of the theory of Kreidler in 1998 to analyze the type of directive speech acts.

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B. Theoretical Framework

1. Textbooks

a. Definitions of Textbooks

According to Sitepu a book is a collection of paper containing information that is printed, arranged systematically, tied, and on the outside given a protector made of thick paper, cardboard or other materials.[29] The textbooks there are in a particular field of study, which are standard books, compiled by experts in that field for instructional purposes and purposes, which are equipped with teaching infrastructure that is harmonious and easy to understand by its users in schools and colleges so as to support a teaching program.[30]

According to the Regulation of the Minister of National Education Number 22 of 2022 states that primary, secondary, and tertiary textbooks are mandatory reference books for use in primary and secondary education units or universities that contain learning materials in the context of increasing faith, devotion, noble morals and personality, mastery of social sciences and technology, increasing sensitivity and aesthetic abilities, improvement of kinesthetic and health skills prepared based on national education standards.[31]

b. The Role of Textbooks

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[29] Bintang Sitepu, *Penulisan Buku Teks Pelajaran*. (Bandung: PT. Remaja Rosdakarya, 2012).
[30] Djago Tarigan dan Henry Guntur Tarigan. *Telaah buku teks bahasa Indonesia.* (Bandung: Angkasa, 1986).
[31] Kemendikbud. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 22 Tahun 2022 tentang Standar Mutu Buku, Standar Proses dan Kaidah Pemerolehan Naskah, serta Standar Proses dan Kaidah Penerbitan Buku.

Therefore, Alan Cunningsworth states Textbook as "a book giving instruction in a subject used especially in schools".[32] Therefore, the good textbook is seen as a resource in achieving goals and objectives that have been set according to the needs of learners. Textbooks have many roles in the ELT and can serve as:[33]

1) A resource for presentation material (Spoken and written)

   Textbooks provide material that can be presented to students well in a way oral and written. This could be reading texts, dialogues, and other information relevant to language learning.

2) A source of activities for learners practice and communicative interaction

   Textbooks can also as a source of various activities designed to help students practice their language skills and interact communicatively with other students.

3) A reference sources for learners on grammar, Vocabulary, pronunciation, etc.

   Textbooks often include grammar rules, vocabulary lists, and pronunciation guides that can be important references for students in their learning.

4) A source of stimulation and ideas for classroom language activities.

   Textbooks can provide creative ideas for language activities in the classroom that can stimulate students' interest and make learning more engaging.

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[32] Alan Cunningsworth, *Choosing your Coursebook.*
[33] Alan Cunningsworth. *Choosing your Coursebook*, 7.

5) A syllabus (where they reflect learning objectives which have already been determined).

Textbooks are designed to suit the learning objectives set by the curriculum, therefore can be used as a guide for classroom learning.

6) A resource for self-directed learning or self-access work.

Textbooks can also be used by students as a resource for self-directed learning outside the classroom or for self-access work, where students can study additional material or review what has been covered in class.

7) Support for less experienced teachers who have yet to gain confidence.

Textbooks can be a tool for teachers to understand learning material and ideas for planning and managing class more effectively.

c. Function of Textbooks

In general, a book contains information about various ideas, the author's thoughts, or knowledge to pass on to the reader.[34] Therefore, books have function as a medium of information initially in handwritten form, then printed and lately in electronic form. In a broad context, textbooks contain material that students can learn in accordance with curriculum objectives and are stages in achieving educational goals, both the goals of institutional education and the goals of national education.

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According to Prastowo Textbooks have functions for students, As follows,[35]

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[34] Pusat Perbukuan, *Pemilihan dan Pemanfaatan Buku Teks Pelajaran yang Memenuhi Syarat Kelayakan*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2006.)

[35] Andi Prastowo. *Pengembangan bahasan ajar tematik dan praktik* (Jakarta: Kencana, 2014)

1) Students can study without teachers or friends. Students can learn independently by reading textbooks and doing assignments contained in books. It refers to a student's ability to learn independently without direct help from a teacher or interaction with classmates. They do this by reading material from textbooks and completing the tasks that are in them.
2) Students can learn anytime and anywhere. Students can adjust their study time and study location as needed. It emphasizes the flexibility of time and place in the learning process. Students are not tied to a specific schedule or location; They can learn according to their convenience and availability.
3) Students can learn at their own pace; This means students are given the freedom to learn in methods that suit their individual abilities and understanding. They are not tied to the pace of classroom learning or the needs of the group.
4) Students can study according to their own choice; It emphasizes students' freedom to choose materials and learning methods that suit their individual interests, needs, and learning styles.
5) This reflects efforts to support students in developing the skills and attitudes necessary to learn independently without relying significantly on external assistance.
6) Guidelines for students who will direct all their activities in the learning process and are the substance of competencies that must be learned or mastered here refer to instructions or guidance given to students to assist them in managing and directing their own learning activities. This guideline

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includes the competencies they must achieve or master in learning process.

2. Textbook Feasibility

Fundamentally, feasible is defined as characteristic of capability of being used or dealt with successfully in the implementation of certain program.[36] The term feasibility in this study refers to the textbook's suitability and high quality as well as the effectiveness as a resource for improving the English language skills of students. The number of factors, listed below, are taken into consideration while determining feasibility,as follows:

a. Criteria of Textbook Feasibility

Textbooks as a very important instrument in a learning process and must be able to support and facilitate the learning process. Therefore, any educational institution or teacher involved in the learning process needs to pay attention to the quality of the textbooks used. In assessing the feasibility of a book, you can use some of the available instruments such as a credential test instrument that is guided by BSNP (*Badan Standard Nasional Pendidikan).*[37]

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1) According to BSNP that teaching book must meet four elements of qualification, namely content qualification, presentation qualification, language qualification, and graphic qualification.[38]

a) The feasibility aspect of content relates to what material is presented

[36] Merriam-Webster. "Feasible. In Merriam," *Webster.com dictionary*. retrieved October 5, 2024. https://www.merriam-webster.com/dictionary/feasible

[37] BSNP, *Instrumen Penilaian Tahap I dan II Buku Teks Pelajaran Pendidikan Dasar dan Menengah*, 2014

[38] BSNP, *Instrumen Penilaian Tahap I dan II Buku Teks Pelajaran Pendidikan Dasar dan Menengah*.

in the textbook. The feasibility aspect of content in a textbook includes:

(1) The suitability of the material to the curriculum.

The suitability of the material to the curriculum refers to the extent to which the content of the book matches the standards and learning objectives set out in the education curriculum. The book should cover topics that are relevant to the targeted subject and level of education. Thus, books should support an effective and efficient learning process. The curriculum merdeka implements contextual teaching, in line with Brian Tomlinson emphasizes the importance of contextual and engaging materials, which is evident in the textbook's inclusion of diverse, real-world text types.[39]

(2) The accuracy of the material.

The accuracy of the material in the book is crucial to ensure that the information presented is correct and reliable. This includes checking the facts, data, and references used in the book. Accurate material helps students understand concepts correctly and avoid misconceptions. The authors should conduct in-depth research, verify information from reliable sources, and seek review from experts or editors to ensure the content is free from errors or discrepancies.The accuracy of the material affects not only the quality of the book but also the credibility of the author and publisher. With accurate material, the book can be a reliable and useful learning

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[39] Brian Tomlinson, *Materials Development in Language Teaching*.

resource for students.[40]

(3) The learning support materials.

The learning support materials include various additional elements that assist students in understanding and applying the material from the book.[41] These can be illustrations, diagrams, tables, case examples, or practice problems relevant to the topic. These support materials are designed to clarify difficult concepts and may include interactive or multimedia activities to facilitate active learning. The presence of support materials helps to enrich the learning experience and improve student understanding. Thus, support materials play an important role in supporting a well-rounded and enjoyable learning process.

b) The feasibility aspect of language in a textbook is crucial because language is the primary tool for conveying material to readers. The language used must be appropriate to the reader's level and communicated clearly and effectively in the learning process. The feasibility aspect of content in a textbook includes:

(1) The suitability with Students Developmental Level

The language used in textbooks must be in accordance with development level and students' comprehension.[42] This makes

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[40] BSNP, *Instrumen Penilaian Tahap I dan II Buku Teks Pelajaran Pendidikan Dasar dan Menengah*.
[41] BSNP, *Instrumen Penilaian Tahap I dan II Buku Teks Pelajaran Pendidikan Dasar dan Menengah*.
[42] BSNP, *Instrumen Penilaian Tahap I dan II Buku Teks Pelajaran Pendidikan Dasar dan Menengah*.

certain vocabulary and sentence structure in accordance with age and level reader education. In the even that language is too complicated or too simple it will hinder students' comprehension and motivation. In line with Jean Piaget, the language used in textbooks has been too suitable for the level of student development level cognitive.[43] The language used should suit students' social- emotional development level. Because implementation of SEL in school results in positive outcomes, including better social behavior, academic achievement, and reduced emotional distress.[44]

(2) Communicative

The communicative function of language in textbooks refers to its role in delivering information clearly and effectively.[45] The readability of a text simplifies understanding and understanding of how a text is written.[46] This is achieved using concise, precise, and straightforward sentences, accompanied by a writing style that is engaging and easy to follow. Additionally, authors are encouraged to provide concrete examples and illustrations to reinforce key concepts. Effective communication establishes a connection between the author and the reader, thereby enhancing the learning

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[43] Jean Piaget, *The Origins of Intelligence in Children* (New York: International Universities Press)
[44] Weissberg, RP, Durlak, JA, Domitrovich, CE, & Gullotta, TP. *Mengapa Pembelajaran Sosial dan Emosional Penting bagi Siswa* (2011).
[45] BSNP, *Instrumen Penilaian Tahap I dan II Buku Teks Pelajaran Pendidikan Dasar dan Menengah*.
[46] Rita Karmila Sari, "Analisis Keterbacaan Teks Bahasa Inggris dalam Buku Ajar Wajib di Sekolah Menengah Pertama dengan Menggunakan Formula Flesch", 2.

process through interactive engagement.

(3) Coherence and Cohesion of Ideas

Coherence and cohesion in textbook language involve organizing information logically and consistently, ensuring a smooth flow of ideas. Cohesion structures ideas clearly, starting with an introduction and progressing logically with clear transitions. Coherence ensures that all elements of the material are interrelated and support comprehensive understanding. This enhances the learning process by providing a clear and structured approach to the material. Together, they ensure interrelated elements that enhance understanding and support a structured learning process.

c) The feasibility aspect of presentation is related to how something is packaged and presented such as the regularity and coherence of concepts presented in a student book. The feasibility aspect of presentation in a textbook includes:

(1) The technique of presentation

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The presentation techniques refer to the methods and strategies used to convey information in a book or learning material. These techniques include the use of visuals such as graphs, tables and images, as well as text formats such as bullet points and subheadings. The use of effective techniques can facilitate understanding and make the material more interesting. In addition, presentation techniques should consider the target audience, such as students or

readers, to ensure that information is presented in a way that suits their needs. Thus, appropriate presentation techniques are essential to improve the quality and effectiveness of learning materials.

(2) Learning Presentation

The learning presentation covers how the material is presented in a book or learning module.[47] It involves the structure and organization of the content, as well as the way the material is structured to facilitate learning. A good presentation should have a logical and organized flow, from introduction to in-depth discussion, with appropriate repetition and summary. The use of visual elements, such as diagrams and illustrations, as well as exercises and examples, is also an important part of learning presentations. The purpose of these presentations is to make it easier for students to understand and remember information. An effective presentation, the learning process will become more structured and rewarding.

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(3) Completeness of the presentation

The completeness of presentation refers to the extent to which the material presented includes the introduction section, content section and ending section.[48] A complete presentation provides sufficient context, explains concepts in detail, and provides adequate examples. Thus, the reader or student gains a thorough

[47] Kemendikbud. *Peraturan Menteri Pendidikan dan Kebudayaan No. 8 Tahun 2016 Tentang Buku yang digunakan oleh Satuan Pendidikan*.
[48] Kemendikbud. *Peraturan Menteri Pendidikan dan Kebudayaan No. 8 Tahun 2016 Tentang Buku yang digunakan oleh Satuan Pendidikan*.

understanding and does not feel confused or uninformed. This makes presentation an effective and holistic tool in supporting the learning process.

2) Other than the feasibility standard stated by BSNP (Department of National Education Standard) above, the criterion of feasible textbook is also proposed by Alan Cunningsworth stating that textbook feasibility aspects cover:[49]

a) Aim and Approach

Focuses on the desired learning objectives and the methods used to achieve them. Learning objectives should be clear, specific, and appropriate to the needs of the students. The approach used should be relevant to the learning context, whether it is for general communication, academic, or other specific purposes. This evaluation includes whether the book facilitates interactive, independent, or collaborative learning, as well as how the material is presented to achieve the learning objectives.

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b) Design and Organization

Covers the structure and layout of the book. A good book should have an attractive design that is easy for students to follow. The organization of the material should be logical and progressive, ensuring that basic concepts are introduced first before moving on to more complex topics. This also includes ease of navigation, the presence of an

[49] Alan Cunningsworth. *Choosing your Coursebook.*

index, clear tables of contents, and grouping of material by theme or skill.

c) Language Content

Language Content relates to the language content presented in the book. This includes vocabulary selection, grammar, and the authenticity and relevance of the language used. The book should provide a variety of texts that reflect the use of English in various real-life contexts. The language content should be accurate, up-to-date and appropriate to the students' ability level, and include a variety of language varieties such as formal, informal, spoken and written.

d) Skills

Focuses on developing the essential language skills of reading, writing, listening and speaking. A good book should provide balanced practice for each of these skills and support the development of critical and analytical thinking skills. The evaluation also looks to the extent to which the book provides activities that encourage the integration of skills, for example through tasks that combine reading and writing or listening and speaking.

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e) Topic

Teaching Topic covers the choice of topics covered in the book. Topics should be relevant, interesting, and in line with students' interests and needs. The topics chosen should encourage active student participation and can be used to develop critical thinking and analysis

skills. Topics should also cover relevant cultural, social, and scientific issues, helping students to develop a broader understanding of the world around them.

f) Methodology

Methodology relates to the teaching methods advocated by the book. A good book should support a variety of teaching methods, ranging from direct teaching to project-based learning. The recommended methodology should be based on the latest research in language education and should be flexible, allowing teachers to adapt it to the specific needs of the classroom. The book should provide clear guidelines for the implementation of those methods and offer a variety of activities that support different learning styles.

g) Teacher's Book

The Teacher's Book is a guide that accompanies the student book, providing additional information, tips, and strategies for teaching. The book should help teachers understand the objectives of each unit, provide suggestions for classroom management, and offer solutions to problems that may arise during instruction. A good teacher's book also includes answers to student exercises, as well as ideas for additional activities that can be used to enrich learning.

h) Practical Considerations

Practical Considerations include practical factors that affect the use of the book in the classroom. These include the availability and price

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of the book, ease of use, and the book's compatibility with the technology available in the classroom. The ideal book should be affordable, easily accessible to students and teachers, and compatible with other teaching aids such as audio, video, or learning software. In line with the statement that a good learning resource are those that are easily accessible and affordable for teachers and students and can be used in various learning situations.[50]

3. Kurikulum Merdeka

The Kurikulum Merdeka structure is divided into two main learning activities, namely: (a) regular or routine learning which is an extracurricular activity; and (b) student profile strengthening project Pancasila.[51] in the Merdeka curriculum there are phases that must be achieved by students and divides the level of materials which are going to be given to the students is classified into what it states as "Phase", and especially for the 10th grade of Senior High School, it is placed in the "Phase E".[52]

a. English subject in Merdeka curriculum

The English language subject in the Merdeka curriculum focuses on strengthening English language skills in the six language skills of listening, speaking, reading, viewing, writing, and presenting. The Learning

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[50] Sekutu, M., & Samaka, M. *Sumber Daya Pendidikan Terbuka dan Teknologi Seluler untuk Mempersempit Kesenjangan Pembelajaran Tinjauan Internasional Penelitian dalam Pembelajaran Terbuka dan Terdistribusi*, 14, 14-27

[51] Kemendikbud. *Kurikulum Merdeka*, diakses di https: //kurikulum.kemdikb.pergi .pengenal/

[52] Kementrian Pendidikan Kebudayaan Republik Indonesia, "Penerapan/Capaian Pembelajaran SD-SMA Bahasa Inggris." kemdikbud.go.id, https://guru.kemdikbud.go.id/kurikulum/referensi-penerapan/capaian-pembelajaran/sd-sma/bahasa-inggris/fase-es/.

Outcomes of these six English skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and is equivalent to level B1.[53]

The Common European Framework of Reference for Languages (CEFR), a framework for teaching, learning, and assessment in language education, seems to be increasingly recognized in language education contexts around the world. The CEFR has been applied in several contexts outside its country of origin and has influenced many aspects of language education around the world. Including affecting learning outcomes in the new Indonesian curriculum, the *Merdeka* curriculum.

The minimum Learning Outcomes for these six English language skills refer to the Common European Framework on References for Languages: Learning, Teaching, Assessment (CEFR) and is equivalent to level B1. Level B1 (CEFR) reflects a visible description of the learners' level of ability:

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1) Maintaining communication and communicating what is desired, in various contexts with clear delivery.
2) Comprehensively state the main thought to be expressed.
3) Maintain communication even though there are still occasional pauses.

b. Learning Achievement (CP) in Phase E

In the concept Kurikulum Merdeka classifies education strata based on

[53] Council of Europe**.** "Common European Framework of Reference for Languages: Level Descriptions.*"* Diakses dari https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions.

Phase *(Fase)*; Phase E is the classification of the 10th grade of senior high school. In this phase, at the end of phase E, students are expectedly able to communicate successfully in English depending on the context, goal, and target audience using spoken, written, and visual modes. Students work with a variety of formal texts, such as reports, accounts, expositions, procedures, tales, and real texts. Students discuss themes that are acceptable for their age and share their wishes and thoughts. Students read for knowledge acquisition and to hone their implicit inference abilities. Also, students create a range of written and graphic messages while keeping in mind their objectives and intended audience.

Table 2. 2
English Subject Elements Phase E and Their Descriptions[54]

Elements	Description
Listening-Speaking	At 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-verbal elements such as gestures, speed and pitch to be understood in some contexts.

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[54] Kementrian Pendidikan Kebudayaan Republik Indonesia, "Penerapan/Capaian Pembelajaran SD-SMA Bahasa Inggris." kemdikbud.go.id, https://guru.kemdikbud.go.id/kurikulum/referensi-penerapan/capaian-pembelajaran/sd-sma/bahasa-inggris/fase-es/.

Elements	Description
Reading-Presenting	At the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, exhibitions, 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 of 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-Viewing	At 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.

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CHAPTER III

RESEARCH METHOD

This chapter illustrates the process of conducting the research project. Next, the chapter consists of several parts namely research design and approach, research instruments, data collection techniques, data analysis. The description on this part is as follows.

A. Approach and Design of Research

This research used a qualitative approach. Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting.[55]

This research is classified into the type of content analysis research of qualitative. This type of research was employed due to the problems being discussed which were related to the content of English Textbooks published by Erlangga, to analyze whether the textbook has been relevant and appropriate with the implemented curriculum nowadays regarding its feasible or unfeasible. The meaning of word "text" is not intended to restrict content analysis to written material but also could be in form of art, images, maps, sounds, symbols, and video

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[55] Creswell, J.W, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (United Kingdom: Sage Publications, 2007), 35, https://books.google.co.id/books?id=DetLkgQeTJgC&printsec=frontcover#v=onepage&q&f=false.

Meanwhile, on this study the analyzed object is in the concrete form of text especially textbook used by senior high school students to learn English subject at school. In summary, this research is qualitative descriptive approach with content analysis design that is primarily used to describe the results of feasibility analysis on the textbook entitled with “Pathway to English” of Kurikulum Merdeka edition published by Erlangga, the analysis based on various aspects such as content, language, presentation and the relevance of the implementation Curriculum.

B. Research Objects

The object of research is a situation that describes or explains a situation of the object to be studied to obtain a clear picture of the research.[56] The research object in this research is the English textbook “Pathway to English” Curriculum Merdeka edition by Erlangga which is used in grade 10 at MA Baniy Kholile. This textbook "Pathway to English" was chosen as the object of research because published by publisher Erlangga, does not published directly by the Ministry of Education and Culture. This provides a different perspective in the preparation of the material, so it is interesting to analyze its conformity with the Merdeka Curriculum standards. Moreover, this textbook uses an innovative approach through modern features such as QR Code that support multimedia-based learning, making it more interactive and able to increase students' interest in learning. However, the result of preliminary observation that students had difficulties in understanding the content of the textbook and made the students not interested in learning.

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[56] Sugiyono Dr, *Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D* (Bandung: CV Alfa Beta, 2015).

C. Research Instruments

A research instrument is a tool used to collect data in a study.[57] In this research employed the feasibility criteria checklist that has been modified from BSNP standards and Cunningsworth Theory. This Scoring rubric is specifically formulated to analyze the textbooks that are the primary focus of this study and validated by English Lecture. The scoring rubric instrument that was employed was based on specific criteria that had been determined by both BSNP and Cunningsworth's theory of analyzing textbook feasibility. In the scoring rubric instrument, there are several criteria that are evaluated; (1) Feasibility of content, which includes variables such as the suitability of materials with the curriculum (ATP & CP), material accuracy, and supporting learning materials. (2) Feasibility of language, which includes variables such as the suitability of materials with students' development level, communicative aspects, and the coherence and cohesion of ideas. (3) Feasibility of presentation, which includes presentation techniques, the learning presentation, and the completeness of the presentation.

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D. Data Collection Techniques

Based on the research object to be studied, the data collection technique that will be used in this research is Content Analysis. In this research, content analysis technique was used to evaluate the textbook "Pathway to English". This process begins by determining the units of analysis, such as chapters, subchapters, and paragraphs, that will be evaluated. Therefore, categories were developed to classify

[57] Sugiyono Dr, *Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D.*

data based on aspects such as suitability to the curriculum. Especially in this study, the researcher used the checklist forms containing the assessed components of feasibility based on its content feasibility, language feasibility, and presentation feasibility.

The first step of collecting the data was the researcher made checklist in tables containing the characteristics of every point that is being analyzed completed with the scoring rubric that will be filled by the researcher, in this side the characteristics follows to the BSNP standard modified with Cunningsworth's theory. Then, the researcher took the analysis based on the determined aspects and took general result of analysis, (1) analyzing the data intensively reading samples from the textbook, (2) using the checklist forms that has been modification, (3) interpreting the results of the analysis in the form of percentages based on the level of suitability, and (4) comparing the results with other theories of textbook evaluation and drawing conclusion.

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E. Data Analysis

According to Miles, Huberman, and Saldana stated that Data analysis in qualitative research is carried out at the time of data collection and after the completion of data collection in a certain period.[58] With the aim of answering this research question, the researcher used the descriptive qualitative in analyzing the data. In the process of analyzing the data, the researcher did several steps, regarding

[58] Miles, MB, Huberman, AM, & Saldana, J. *Qualitative Data Analysis a Methodes Sourcebook Edition 3* (United Kingdom: Sage Publication, 2014). 69. https://books.google.co.id/books?id=p0wXBAAAQBAJ&lpg=PP1&hl=id&pg=PR9#v=onepage&q&f=false.

to the research question, in the first step that the researcher did was deeply reading the Textbook entitled with “Pathway to English” to understand the content and find several involved points based on the analysis. After that, the researcher then underlined several points which are classified and relevant with the aspects of feasibility proposed by BSNP standards and Cunningsworth Theory. To do it, the researcher made the form of table containing the aspects of feasibility completed with its points based on BSNP standards, seen on this appendix 4 page 70.

Then, the researcher giving a score on any characteristics of feasibility based on its specific points in every aspect, after that the researcher then analyzed while taking general note for the characteristics owned by the textbook being analyzed that is “Pathway to English”, the result will be in the form of description.

F. Data Validity

Moleong stated that triangulation is a data validity verification technique that uses something other than data for comparison or checking purposes.[59] This study uses the theory of triangulation as the basis for the development of research instruments. In compiling the feasibility assessment instrument on textbooks, the researcher combined two textbook evaluation theories, namely the theory from BSNP (National Education Standards Department) and Alan Cunningsworth's theory. This approach is in line with Denzin's opinion, which states that theoretical triangulation occurs when researchers use more than one theoretical perspective to understand or evaluate a phenomenon.[60]

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[59] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2017).
[60] Norman K. Denzim, *The Research Act: A Theoretical Introduction to Sociological Methods* (United States: 2009).

Then, the researcher uses the judgment expert approach, where the expert opinion is asked as an assessor where the experts provide an assessment based on their experience, competence, and deep understanding of the topic being researched. In this study, to ensure the validity and reliability of the instrument that has been developed, the researcher asked for validation from English lecturers who are experts in their fields to assess the suitability of the content of the instrument. Fraenkel and Wallen emphasized that validation by judgment experts is an important step to ensure that research instruments are able to evaluate what should be evaluated accurately and relevantly.[61] This opinion is reinforced by Lynn, who explains that validation by experts contributes significantly to content validity, which is the extent to which the instrument covers all aspects or indicators relevant to the concept being measured.[62]

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[61] Fraenkel, J. R., & Wallen, N. E. *How to Design and Evaluate Research in Education* (United State: McGraw-Hill, 2009).
[62] M. R. Lynn, "Determination and Quantification of Content Validity," *Nursing Research* 35, no. 6, (1986): 382–385, https:// doi/10.1097/00006199-198611000-00017.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the data analysis to answer about the feasibility in English Textbook entitled "Pathway to English" for 10th grade *Kurikulum Merdeka* Edition by Erlangga. The analysis was carried out on three main criteria namely content feasibility, language feasibility, and presentation feasibility. Each three main criteria are described in several variables and sub-variables that are based on guidelines that have been modified from the BSNP standard and Cunningswoth's theory. The results of data analysis on the overall scoring in the textbook are presented in the scoring rubric as follows:

A. Research Findings

The data that used by researcher in this research is the English textbook "Pathway to English" for 10th grade *Kurikulum Merdeka* Edition written by Th. M. Sudarwati, Eudia Grace, and published by Erlangga. This textbook was developed based on Kurikulum Merdeka which contains 6 chapters and 166 pages. Those chapters are; Language, lens of understanding; Unlock the ideas to arts; When a disease was declared as a pandemic; Good habits during pandemics; Smart teenagers in a smart community; and Help the planet we call home.

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1. The alignment of the content of *Pathway to English* Textbook with the competencies of Kurikulum Merdeka for Grade 10.

In the content feasibility, there were several variables and sub-variables that were analyzed namely; materials' suitability with curriculum (*ATP & CP*),

materials' accuracy and supporting learning materials. The results of data analysis presented in the content feasibility are seen on appendix 6 page 109.

The textbook fulfills forty-first scores obtained from the forty-eight maximum proposed scores. The percentage total score of the content feasibility textbook criteria scored 85.41%.

This criteria content feasibility had twelve sub-variables, the fulfillments of which were explained as follows:

1) Material Completeness

The material completeness is in English textbook should include comprehensive materials, learning features, visual elements, evaluations, and digital support. Based on *Alur Tujuan Pembelajaran (ATP) & Capaian Pembelajaran (CP)* in the *Kurikulum Merdeka* for grade 10th, the material completeness this textbook includes various of text types, production various of texts, competence in various communication, and contextual.

The textbook has 6 chapters. Each chapter in the textbook is very good in completeness of material in accordance with curriculum standards. Each chapter discusses one type of text, for example in chapter 2 page 30-32, discusses descriptive text types and includes activities to support skills and barcodes as digital support resources, this can be seen in the appendix 6 on page 109.

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2) Coverage Curriculum Themes

In the *Kurikulum Merdeka* for 10th grade, the theme coverage on the curriculum is related to themes and topics that are close to contextual or hot

issues according to the students' level in this phase. Therefore, the theme and topic on this textbook is in accordance with the standard *Kurikulum Merdeka*.

This textbook consists of 6 chapters, some of which have themes and topic coverage that are quite in accordance with the *Independent Curriculum*. For example, in this textbook there are chapters 3 and 4 on pages 54, 81-97 with the theme of the beginning of the Covid-19 pandemic and habits during the pandemic. In chapter 5 page 110 is themed on the Impact of Innovation Technology. In chapter 6 page 138 is themed Environmental Issues. This can be seen in appendix 6 on page 109.

3) Skills Integration

In *Kurikulum Merdeka* for grade10th in English subject must include four elements of language skills namely, listening, speaking, reading, writing, presentation, and viewing. The textbook has effectively integrated 4 skills in the form of activities or tasks. In English language have 4 skills namely: Listening, Speaking, Reading, Presentation, and Viewing. All these chapters are very good in the integration of the 4 skills in the English material presented in the textbook.

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For example, in page 56-57 integrated on the listening skill contained in this textbook are presented in the sentence *"Scan the QR code and Listen to some students talking about stories with their classmates"* and include a barcode to access the audio, on the speaking skill are presented in the sentence *"In pairs, Practice the dialogue with your friend and answer question".* Then in page 64 on the reading skill presented in the sentence *"Read these two texts*

carefully". In page 45 on writing skill presented in the sentence *"Plan and Write your own descriptive text*". In page 155 on viewing skill presented in the sentence "*let's view*", *"before you watch"*, and "*while you watch*". In page This can be seen in appendix 6 on.

4) Depth of Materials

The depth of material in BSNP includes 3 main aspects, namely; Exposure, Retention, and Production, from this textbook have been presented very good. For example, on the Exposure in this textbook, for example in chapter 1 pages 11-12 at text 1 and 2 presents a narrative text.

Then, for example, the Retention in the textbook is often designed to help students remember the material they have learned. For example, in this textbook are presented in a short sentence "*Things to Remember"* in chapter 2 pages 34 and 38. For example in sentences that guide students to Produce text results from this textbook are presented in short sentences such as *"LET'S CREATE"* In chapter 3 pages 73. This can be seen in appendix 6 on page 101.

5) Social Functions

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Social function has been comprehensively integrated in each chapter, according to the needs of the curriculum and helps students develop communication skills in diverse contexts. There are three main social functions, namely interpersonal communication, transactional communication, and functional communication.

For example, in page 7 this is a social function of interpersonal communication in instruction sentence "*create a short dialogue with your*

friend to practice using cliché questions followed by open ended questions in your conversation follow step". In page 87 this is of transactional communication in dialog about sharing information the using hand sanitizer. Then, in page 91 it explores functional communication in instruction sentence "steps for wearing a mask properly". This can be seen in the appendix page 101-102.

6) Relevance of Content

The themes, topics, and examples in textbooks are quite relevant to modern issues in Indonesia and globally, but there are still some that need to be updated to better reflect the latest developments. In this book, there are only 4 chapters that are very relevant to modern issues in Indonesia and globally, one of which is in chapters 3 discussing about Pandemics Global, this discussion can be seen on page 54 which presents a global pandemic timeline.

Then, chapter 4 which discusses the habits that must be done during the pandemic, this discussion can be seen on page 82 which presents a table of data about people's hand washing habits during the covid-19 pandemic. Then, in chapter 5 discussing Technological Innovation, this can be seen on page 110 which presents infographics about the comparison of online shops and in-store shopping. In chapter 6 discussing Environmental Issues, this can be seen on page 138 of the text that discusses tree felling. This can be seen in the appendix 6 page 101-102.

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7) Contextual Accuracy

Each story and texts contained in this textbook are very bad in reflecting context cultural the real-life situations that occur in Indonesia countries on English is do not effective in improving students.

For example, In chapter 1 page 3 a story legend from Indonesian “The Legend of The Keris of Mpu Gandring”. This can be seen in the appendix 6 page 102-103.

8) Appropriateness of Tasks

In *Kurikulum Merdeka* Task appropriateness in English learning is essential to ensure that students engage in a learning experience that is relevant, flexible, and centered on practical skills. All the chapters from this textbook are very appropriate with language skills and level development cognitive for 10th grade students.

In each chapter, a sub-assignment entitled *“Critical thinking Tasks*” and *“Let's View”* is motivating the students to practice use English in real life. For example, in Chapter 2, Task 14 asks students with the instruction: *“Answer these questions based on the text on the assignment; Find the difference between the two buildings you have read. Write down the differences in the following table."*

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Tasks encourage students to actively engage with the material, fostering critical thinking skills and creativity by asking them to analyze, compare, and organize information. The variety of activities and assignments throughout the textbook is designed to stimulate students' curiosity and encourage participation, providing a supportive structure to build practical language

skills while challenging students to apply English wisely and critically.This can be seen in the appendix 6 page 104-105.

9) Up to date

This textbook is quite up to date with the latest updates as well as teaching materials (text, tables, pictures, attachments, etc.) contained in each type of text sourced from relevant sources. There are some who are very up to date with the teaching materials presented, for example in chapter 4 page 84 the pictures about *"The proper hand washing*". This procedure picture from relevant and up-to-date sources, the correct hand washing procedure usually does not change significantly from year to year and comes from the standards set by the WHO. Then in chapter 6 page 157 there are 3 pictures about "*Crisis Global", "Trash"," Handphone user"* that are relevant and up to date sources. Seen in appendix 6 page 106-107.

10) Authenticity of Materials

The authentic materials are from an authentic source and not created for learning purposes (newspapers, interviews, letters, etc.). In this textbook, authentic material can be found in several chapters. For example, in page 68 there is a letter about *"Peter Sham Restaurant"* and in page 138 there is a poster presents about *" Deforestation".* Seen in appendix 6 page 108-109.

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However, in each material presented, the source is not written directly. The authentic material sources in this textbook are collected and presented at the end of the textbook.

11) Learning Development

Learning development is processed to improve skills in the effective use of English. In this textbook, learning development is progressive integrated in content, texts, and activities to motivate students to develop soft skills. For example, page 24 and 45 in a sub-assignment entitled *"Let's Collaborate"* and *"Let's practice"*. Seen in appendix 6 page 109-110.

12) Pancasila Profile Reinforcement

The pancasila profile reinforcement in *Kurikulum Merdeka* is an activity that aim to development students' religious character and attitudes based on pancasila values. In this textbook, the pancasila profile reinforcement integrated in the project-based learning all the chapter in the textbook, which provides an opportunity for students to apply their knowledge and skills in a larger project. For example, on page 74 a sub-assignment entitled project. Seen in appendix 6 page 111-112.

2. The alignment of the language used of *Pathway to English* Textbook with the Proficiency level of Grade 10 Students.

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In the language feasibility there were several variables and sub-variables that were analyzed namely; Suitability with Students Development Level, Communicative, and Ideas Coherence and Cohesion. The results of data analysis presented in the language feasibility there can see in appendix 6 page 113.

The textbook fulfills twenty-four scores obtained from the twenty-four maximum proposed scores. Using the Total Score Percentage, the language feasibility textbook criteria scored 100%.

This language criteria used had six sub-variables, the fulfillments of which

were explained as follows:

13) The suitability with development level of thinking

The language used in this textbook has been adapted to the level of student development. In phase E, which is a 10th grade high school student, the level of student development is in the formal operational stage. Based on John Piaget's theory, the formal operational stage applies to students aged 12 years and above. At this stage, students are allowed to reason and consider hypothetical scenarios.

The use of language adapted to the level of student development in this textbook accordance level cognitive based on Taxonomy Bloom Higher Order Thinking Skill (HOTS) is a learning method that requires students to critical thinking, in depth and carefully. Therefore, the language used must be in accordance with the level cognitive. This can be seen in the use of the language of the tasks displayed in the book that invites students to analyze and express their opinions. In each chapter, a sub-assignment entitled "*Let's Analize", "Let's Reflect", "Let's Create",* and *"Critical Thinking Tasks*" is provided which encourages students to practice students' critical thinking. seen in appendix 6 page 113.

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14) The suitability with students' social-emotional development level

Social-emotional development is the ability of students to have knowledge and manage emotions and interact with the social environment around them. According to CASSEL, learning that involves social emotions in schools has at least 5 main abilities to be achieved, namely, self-awareness,

self-management, social awareness, relationship skills, and responsible decision-making.

In the textbook, there are social relationship skills for example, there are tasks that instruct students to discuss with their friends and teachers, such as in chapter 1 of task 24 page 19 and chapter 2 of task 21 page 42. Then, in Chapter 3 task 16 pages 62 in the sentence: *"These words are used during the pandemic match the definitions with the words"*. In chapter 4 pages 87 in the dialogue between Raka and Laura. Then in chapter 5 task 2 page 110 in sentence: “Compare the following infographics by answering the questions” In Chapter 6 task 9 page 145 in Sentence: “Practice the dialogue between Theo and Annisa in pairs. seen in appendix 6 page 113-114.

15) Message readability by students

The readability of the message that the book wants to convey can be achieved using appropriate, clear, and easy-to-understand language for students.

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In this textbook, the readability of the message is very good. This can be seen from the use of language that is quite familiar to students, for example on page 3 chapter 1, namely two texts containing narratives about King Arthur. Then the use of vocabulary that does not confuse students as in the questions given on each task. For example, is in task 11 page 37 which presents several vocabulary words that must be matched. seen in appendix 6 page 113-115.

16) Language elements accuracy

The accuracy of language elements in English textbooks is very important to realize good and correct English in students. Language elements that are of concern in English textbooks include: vocabulary, grammar, and language features.

In this textbook, linguistic elements have been conveyed accurately. Then also every task command given in all chapters is arranged by paying attention to good and correct grammar. In addition, the narrative texts provided by the book also provide a variety of vocabulary that is very large and accurate. seen in appendix 6 page 115-116.

17) Meaning cohesion in every section/chapter/sub-chapter/paragraph/sentence

This meaning cohesion in every section, chapter, sub-chapter, paragraph, and sentence based on BSNP refers to the clear and logical relationships between elements of the text, so that the overall meaning becomes easy to understand and integrate. coherence among section/ chapter/ sub-chapter/ paragraph/ sentence Each chapter and sub-chapter are arranged progressively, so that the information conveyed in the first part strengthens the material discussed in the next section, making it easier for students to follow the learning gradually.

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Cohesion between paragraphs is also excellent, where each paragraph contains a main idea relevant to the previous and next paragraphs, and uses clear transitions to maintain the learning flow. Likewise, between sentences, where the use of proper connecting words and references strengthens the connection between the ideas conveyed. For example, in page 9 on sentences

instruction *"Practice the dialogue between jane and lucy in pairs. Use **your** cell phone to record **your** conversation. Send the best recording to **your** teacher"* The repeated use of your pronouns maintains the connection between the ideas in the instructions, so that students easily understand the steps to be taken. seen in appendix 6 page 115-116

18) Meaning coherence among section/chapter/sub-chapter/paragraph/sentence

The meaning of coherence between sections, chapters, sub-chapters, paragraphs, and sentences in this textbook already reflects a logical and coherent structure to facilitate understanding. Based on BSNP refers to the unity of meaning that makes a text feel logically and conceptually integrated. Coherence ensuring that readers can understand the flow of thought or story without confusion, as ideas are structured and mutually supportive.

For example, the relationship between chapters such as in chapter 3 the title "When a disease was declared as a pandemic" discusses the beginning of the pandemic and the process of determining a disease as a pandemic on page 53, and the connected to chapter 4 which discusses how to deal with the pandemic through good habits, with the title chapter "Good habits during the pandemics" on page 96.in Chapter 5, page 119, which describes *"Smart Pet Feeder"* with logical relationships between sentences, such as the first sentence saying that the tool is designed for efficiency, followed by the second sentence describing its specific features. These examples show that each element in a textbook supports each other, creating a structured and easy-to-understand flow. Seen in appendix 6 page 115-116.

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3. The alignment of the presentation of *Pathway to English* Textbook with the Kurikulum Merdeka.

In the presentation feasibility there were several variables and sub-variables that were analyzed namely; Presentation Technique, Learning Presentation, and Completeness of Presentation. The results of the data analysis presented in the presentation feasibility are seen in appendix 6 page 117.

The textbook fulfills thirty-nine scores obtained from the forty-four maximum proposed scores. Using the Total Score Percentage, the presentation feasibility textbook criteria scored 90.91 %.

This criteria presentation feasibility had eleventh sub-variables, the fulfillments of which were explained as follows:

19) Systematics

The textbook has been very good and systematic in the presentation of the material. Each section is arranged in a clear and organized order, ensuring students can follow the learning easily and effectively. The presentation of the material begins with basic concepts that then develop into more complex topics, creating a logical and easy-to-understand flow. Each chapter and sub-chapter are intertwined, with subtle transitions between sections, so students can relate information to the other. Seen in appendix 6 page 117-119.

20) Balance among chapters

Materials and assignments are presented in the form of texts, communicative actions, illustrations and symbols in a balanced manner in each chapter contained in this textbook. The discussion of each chapter gets

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the same space to discuss the topic with sufficient depth, so that no chapter is too long or too short compared to other chapters. Seen in appendix 6 page 117-119.

The relationships between the chapters logically support each other, creating continuity and strengthening the reader's understanding of the book's main themes. Each chapter contributes proportionately to the achievement of the competencies or learning objectives designed in the textbooks, without any topics being ignored or given excessive attention.

21) Students oriented

The material presented in this textbook is very oriented to the needs and development of students. The textbooks not only provide information to students but also encourage them to actively interact with students and teachers, as well as in a wider environment. For example, in chapter 4, page 85, related to speaking activities, practice dialogue between students, and in chapter 3, page 68, in the instruction *" Read the following letter carefully. Then discuss with your friend to answer the questions*", this refers to interaction between students. Here are some examples in this textbook. Seen in appendix 6 page 117-119.

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22) Developing initiative, creativity, and critical thinking of students

The textbook is well-designed to support the development of students' initiative, creativity, and critical thinking through a variety of relevant tasks and activities. This is in line with the National Education Standards (BSNP), where Textbooks that are declared appropriate by the Ministry must contain

activities for students used in the learning process as an integral part of the book. For example, in Task 22 on sentence "Scan the QR code and watch the video. Then, state whether the statements are true or false" which invites students to watch the video and create statement individual. Seen in appendix 6 page 117-119.

23) Developing learning autonomy

Developing learning autonomy in textbooks refers to strategies and activities designed to help students become independent learners. The presentation of the material in this textbook is very good to support students to take responsibility for their own learning process and facilitate this through tasks that encourage students to learn independently, such as reading texts, understanding meanings, and making summaries without direct guidance from the teacher.

In addition, self-directed projects that are often found at the end of chapters, such as those in the *Kurikulum Merdeka*, provide opportunities for students to complete complex tasks independently, such as the presentation of experiences during COVID-19 in sentence instruction. Seen in appendix 6 page 117-119.

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24) Developing self-evaluation/ reflection ability

Developing self-evaluation/reflection ability in textbooks aims to help students become more aware of their progress and learning process. Textbooks provide a variety of activities that encourage students to reflect on their learning experiences, identify strengths and weaknesses, and make

improvements for future learning. For example, in page 51 presents an instruction to reflect on what has been learned. Seen in appendix 6 page 119.

25) Introduction Section

Based on BSNP, the beginning of the book in the Textbook must meet the title page, publication page, preface, table of contents page, picture list page, table page, and page numbering. The initial part of this textbook only includes the title page, publication page, preface, table of contents page, and page numbering. The absence of a list of pictures and table pages in these textbook states at the beginning of this textbook that it does not fully meet BSNP standards. See in appendix on page 120.

An important picture list page is to provide readers with a reference to the location of important images in the book, which usually supports the comprehension of the material. The table list page functions, similarly, providing quick navigation through tables that present concise data or information relevant to the content of the material.

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26) Content Section

Based on the results of the analysis, the content of this textbook is presented very well which consists of an introduction, learning load, tasks or activities, summaries, and reflections. The introduction introduces the material to be learned, while the learning load covers the core competencies that are expected to be achieved.

Tasks or activities are designed to involve students directly in the learning process, either individually or in groups, in accordance with the

principle of active learning as expressed by BSNP who emphasizes that children learn most effectively when they actively interact with their environment. See in appendix on page 121-123.

27) Ending section

Based on BSNP, the ending section in the Textbook is required to meet information about the author of the book, glossary, bibliography, index, and appendices. However, the results of the analysis in this textbook only present the Bibliography and Image Credits, on page See in appendix on page 124

28) Affordability and accessibility

Based on the results of the analysis, this textbook is considered quite affordable and relatively accessible to students and teachers, making it an inclusive learning tool. However, there are accessibility limitations, especially in the reflective section that requires students to scan barcodes to download relevant apps. For example, the barcode is found in the sub-heading *"Let's Reflect"* on the last page of each chapter in the textbook. This can be an obstacle for students who do not have supporting devices such as smartphones or stable internet access. This condition has the potential to create gaps in learning, especially for students in areas with limited technological infrastructure. See in appendix on page 119.

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Affordability and accessibility in textbooks related to the availability of learning resources should be accessible to all students without financial or technological barriers. The digital divide that occurs requires a balance of alternative access such as print or offline materials to be more affordable and

accessible, thus supporting equality in learning.

29) Compatibility

The compatibility of a textbook is the extent of the effectiveness of the textbook in its use in the learning process. Compatible textbooks must at least have integration into the curriculum, ease of access and use, flexibility in the use of technology, and be able to improve the quality of learning.

These textbooks have good compatibility with the use of other teaching aids such as audio, video, or learning software. As well as with QR codes like those on page 32 that are integrated into the audio and provide a more interactive, dynamic, and immersive learning experience through direct access to additional resources. See in appendix on page 119.

4. The percentage analysis of English textbook evaluation.

The data finding presented the feasibility of English Textbook *Pathway to English* for tenth grade students in terms of contents, language, and presentation proposed by Education National Standardization Board (BSNP). There can see in appendix 4 and 6.

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Table 4.1
The summary result of textbook evaluation

No	Aspect	Fulfillment	Criteria
1.	**Content Feasibility**	**85.41%**	Very Feasible
2.	**Language Feasibility**	**100%**	Very Feasible
3.	**Presentation Feasibility**	**90.91%**	Very Feasible
Total Percentage score		**92.10%**	Very Feasible

B. Discussions

The findings described above provide interesting facts. From the analysis carried out, basically the publisher of this textbook has tried to provide a book that

is suitable for use in the English learning process. Based on the findings above, there are several things that can be considered, bellows:

1. The content of feasibility in terms *"Completeness Material"* the obtained score there are 4 is very good. This term has completeness material is very good. Because it is based on *Kurikulum Merdeka*, it is suitable with the statement ministry of education, culture and technology that is also supported by emphasizing the important contextual and engaging materials.[63] The inclusion of contextual learning further strengthens the relevance of the material, making it adaptable to various situations and the real world. A good textbook, as defined by educational standards, is one that offers a balanced and complete representation of subject matter, providing learners with the necessary tools to develop critical thinking, creativity, and communication skills.[64]

   Other in terms "*Skills Integration"* this textbook is very good, in *Kurikulum Merdeka* for grade10th in English subject must include four elements of language skills namely, listening, speaking, reading, and writing. According to Alan Cunningsworth stated, integrating the four language skills of listening, speaking, reading, and writing is essential for effective language learning.[65] It is suitable with based on *Kurikulum Merdeka* in integrating the six English language skills listening, speaking, reading, presentation, viewing, and writing.[66]

   The Reading-Presentation skill in this textbook the presented in various

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[63] Kementrian Pendidikan Kebudayaan Republik Indonesia, *Tentang Standar Mutu Buku, Standar Proses Dan Kaidah Pemerolehan Naskah, Serta Standart Proses Dan Kaidah Penerbitan Buku*.
[64] Alan Cunningsworth, *Choosing Your Coursebook.*
[65] Alan Cunningsworth, *Choosing Your Coursebook*.
[66] Kementrian Pendidikan Kebudayaan Republik Indonesia, *Penerapan/Capaian Pembelajaran SD-SMA Bahasa Inggris.*

types of text and instructions for students to read and find ideas on text. Then Writing – Viewing skill in this textbook the presented instructions for students' instruction creating the various types of texts that want to be conveyed through the ideas of students' minds by using common vocabulary and verbs in writing and presenting information in various modes to achieve different goals. Listening-Speaking skill in presented to this textbook in the form of activities in the form of dialogues and source barcodes for the simulation of listening tasks. In objective, the integration of these skills in textbooks ensures a holistic learning experience that prepares students to use English effectively in a variety of situations.

The next one is *"Coverage Curriculum Themes"* this textbook is quite good the theme and topic in this textbook coverage in accordance with the *Kurikulum Merdeka* is related to theme and topic that are close contextual to real life. However, there are some themes that need to be added, one of which is with local values. This line with Alan Cunningsworth stated the topics present in the textbook should also include relevant cultural, social, and scientific issues.[67]

In terms *"Authenticity of Materials"* this textbook is quite good. However, there are several aspects of the authenticity materials. In each material presented, the source is not written directly. The authentic material sources in this textbook are collected and presented at the ending section of the textbook. While these textbooks present authentic materials well, it would be best if the source of the material was mentioned directly in each section, not just at the end. This to help

[67] Alan Cunningsworth, *Choosing Your Coursebook*.

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students understand the context and the reliability of the material they learn, as well as encouraging critical thinking.[68]

In terms *"Relevance of Content"* this textbook is quite good. However, there are several aspects of the content in this textbook that still lack to discuss Indonesian issues. For example, even though this textbook covers global topics such as the pandemic COVID-19 and historical events such as Black Death, this textbook does not delve too depth into current Indonesian issues, culture, or social challenges. Add more content related to the local context such as Indonesian social issues, national history, or current real life.

In terms *"Contextual Accuracy* "is obtained very bad score because there are some texts and stories that There is only one contextual that is accurate with Indonesian culture, namely fairy tales originating from Java. In this textbook have one story local. However, in this textbook the contextual accurate most about issues global. This book presents mostly related to global issues compared to targeting Indonesian culture. Therefore, the accuracy of the material in the book is crucial to ensure that the information presented is correct and reliable.[69]

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In terms *"Appropriateness of Tasks"* is very good because from this textbook are very appropriate with language skills and level development cognitive for 10th grade students. Tasks appropriateness in English learning is essential to ensure that students engage in a learning experience that is relevant, flexible, and centered on practical skills. Based on objective evaluations, the

[68] Alan Cunningsworth. *Choosing your Coursebook.*, 7.
[69] Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 8 Tahun 2016 tentang Buku Teks Pelajaran yang Digunakan pada Pendidikan Dasar dan Menengah*.

tasks align with the expected competencies outlined in the curriculum, ensuring the development of essential language skills such as listening, speaking, and speaking. The next in terms *"Learning development"* is very good, in this textbook learning development presents to meaningful activities to motivating the students to use English in real life. The objectively, these materials encourage active participation and provide a balanced focus on communicative and grammatical competence.

In terms *"Up to Date"* this textbook is quite good. Because there are some materials that are still not updated. However, there are some sections that need to be updated for the textbook to remain fully relevant and compliant with the latest standards or practices. For example, some of the data or illustrations in a particular chapter may no longer be aligned with the latest global findings or guidelines. In addition, this update is also important to be in accordance with the principles of the *Kurikulum Merdeka* which emphasizes flexibility, relevance, and development of student competencies. With up-to-date materials, this textbook can further support project-based learning, strengthening the profile of Pancasila students, and developing 21st century skills, such as critical, creative, and collaborative thinking. The revision process must be carried out by considering the needs of students and their relevance to today's challenges.

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In terms *"Social Functions"* is very good, in this textbook include three social functions in presents to text, dialogue, and activities. These are giving students related understanding of social functions in the material studied. The next is terms *"Pancasila Profile Reinforcement"* in the textbook is very good

integrated. Based Kurikulum Merdeka the pancasila profile reinforcement is an activity that aim to development students' religious character and attitudes based on pancasila values. The two are connections and in this textbook, both are presented very well and help to achieve the goals of the independent curriculum.

2. The language of feasibility in terms "*the suitability with development level of thinking"* is very good. Language used in textbooks has been to the level of student development based on formal operational stages applies to students aged 12 years and above.[70] This book language used simple and less ambiguous language, thus encouraging students to understand abstract concepts logistically.

   In terms *"the suitability with students social- emotional development level"* in this textbook is very good. The implementation of SEL in school results in positive outcomes, including better social behavior, academic achievement, and reduced emotional distress.[71] The conclusion from this textbook has been in accordance with the level of social-emotional development of students. Therefore, in the textbook, it turned out that there are social emotions that are suitability with students' social-emotional development level. There is self-awareness in chapter 3, social awareness in chapter 1, 2 and 4, relationship skills in chapter 4 and 6, and responsible decision-making in chapter 5.

   In terms *"cohesion and coherence among section/ chapter/ sub-chapter/ paragraph/ sentence*" in the textbook presented is very good. Logical flow of ideas at different levels of the text helps readers follow the content and

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[70] Jean Piaget, *The Origins of Intelligence in Children*.
[71] Weissberg, RP, Durlak, JA, Domitrovich, CE, & Gullotta, TP. *Mengapa Pembelajaran Sosial dan Emosional Penting bagi Siswa.*

understand the concepts discussed easily. Each section builds on the previous one, ensuring a smooth transition from one topic to another. Additionally, the proper use of connecting words and consistent terminology contributes to the clarity and cohesiveness of the text. This structure is important for improving comprehension and making complex subjects easier for students to understand.[72]

In terms of "*Language elements accuracy* "in this textbook is very good the accuracy of language elements in English textbooks is very important to realize good and correct English in students. Language elements that are of concern in English textbooks include: vocabulary, grammar, and language features in various type text. Based on BSNP, the accuracy of language elements in textbooks is essential to ensure good and correct language learning. These textbooks are already good in terms of language accuracy, as elements such as vocabulary, grammar, and language features in different types of texts are presented appropriately. This is in accordance with the BSNP standard which emphasizes the importance of correct language use so that students can understand and use English effectively.[73]

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The next in terms *"Message readability by students"* in this textbook is very good and the readability of a text simplifies the understanding and understanding of how a text is written.[74] This textbook very readability in

[72]Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 8 Tahun 2016 tentang Buku Teks Pelajaran yang Digunakan pada Pendidikan Dasar dan Menengah*.
[73] Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 8 Tahun 2016 tentang Buku Teks Pelajaran yang Digunakan pada Pendidikan Dasar dan Menengah*.
[74] Rita Karmila Sari, *Analisis Keterbacaan Teks Bahasa Inggris dalam Buku Ajar Wajib di Sekolah Menengah Pertama dengan Menggunakan Formula Flesch*.

present text, sentence, and material. Then, the accuracy of the elements in the textbook accurately reflects the usage with the rules of sentence structure. In line with stated BSNP the syntactical phenomenon does not separate phrase structure rules, it is combination of word in phrases and sentences from rules of word-structure.[75]

3. The presentation of feasibility in terms *"Developing self-evaluation/ reflection ability*" It is considered very good because it presents an instruction to evaluate after learning. This process helps students measure the extent to which they have mastered the material and develop initiative self-learning. According to Cunningsworth, experiential learning stated that reflection is an important part of the experiential learning process, where students think about their experiences to gain new insights and meanings.[76] The inclusion of reflective practice not only enhances critical thinking but also equips students with lifelong learning skills, which are crucial in adapting to the environment. As well as helping students to improve their English properly and correctly.

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The next in term *"Systematics"* in the textbooks presented is very good and the textbook also integrates a variety of comprehension-supporting activities, such as discussion assignments, projects, and exercises that are relevant to real life, allowing students to not only understand theory, but also apply their knowledge in practical contexts. With a well-planned structure, the textbook ensures that each learning runs smoothly and in-depth, motivating

[75] Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 8 Tahun 2016 tentang Buku Teks Pelajaran yang Digunakan pada Pendidikan Dasar dan Menengah*.
[76] Alan Cunningsworth, *Choosing Your Coursebook*.

students to develop their personal, social, academic, and vocational skills. According to Sitepu a book is a collection of paper containing information that is printed, arranged systematically, tied, and on the outside given a protector made of thick paper, cardboard or other materials.[77]

In terms *"Developing initiative, creativity, and critical thinking of students*" in the textbooks presented is very good and at the last page of each chapter, the book also provides students that challenges student to work collaboratively or individually in creating something new.[78] These projects not only encourage creativity, but also train students to think critically and develop innovative ideas relevant to the learning material. This provides an interactive, meaningful learning experience that is tailored to the needs of 21st century skill development.

In terms of *"Developing learning autonomy"*. The presentation of the material in this textbook is very good to support students to take responsibility for their own learning process and facilitate this through tasks that encourage students to learn independently, such as reading texts, understanding meanings, and making summaries without direct guidance from the teacher. In addition, students are invited to improve decision-making by choosing learning strategies that suit their needs, for example in analyzing a text and solving problems in the form of personal arguments with relevant sources. The textbook should refer to a student's ability to learn independently without direct help from a teacher or

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[77] Bintang Sitepu, *Penulisan Buku Teks Pelajaran*.
[78]Andi Prastowo. *Pengembangan bahasan ajar tematik dan praktik.*

interaction with classmates.[79]

The next in terms *"Introduction Section"* based on BSNP standards, the beginning of a textbook should include a title page, publication page, preface, table of contents page, picture list page, table list page, and page numbering.[80] However, the beginning of this textbook only includes the title page, publication page, preface, table of contents page, and page numbering. The absence of a picture list page and table list page indicates that the introduction section of this textbook does not fully comply with BSNP standards.[81] The picture list page is essential to provide readers with a reference to the location of important images in the book, which usually supports the comprehension of the material. Similarly, the table list page functions to offer quick navigation through tables presenting concise data or information relevant to the material.

In terms *"content section"* in this textbook presentation content very good because accordance with national standard or BSNP which states that the content of the book must include introduction, learning load, tasks or activities, summary, and reflection.[82] The objectively, this clear and complete structure makes it easier for readers to understand the material, manage learning time, and reflect on the learning that has been done is not only informative but also

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[79] Andi Prastowo. *Pengembangan bahasan ajar tematik dan praktik.*
[80] Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 8 Tahun 2016 tentang Buku Teks Pelajaran yang Digunakan pada Pendidikan Dasar dan Menengah*.
[81] Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 8 Tahun 2016 tentang Buku Teks Pelajaran yang Digunakan pada Pendidikan Dasar dan Menengah.*
[82] Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 8 Tahun 2016 tentang Buku Teks Pelajaran yang Digunakan pada Pendidikan Dasar dan Menengah*.

effective as a learning resource. The reflection process helps students understand their learning experiences and relate them to broader concepts. Summary provides students with an opportunity to review the core material, while reflection helps them evaluate what has been learned, how the learning occurred, and how it can be applied in other contexts. With this structure, textbooks not only convey information, but also equip students with critical thinking skills and lifelong learning abilities

In terms *"Ending section"* is considered bad thus improvements are needed so that this section can provide more structured and good references and effectively summarize the content and reinforce the main points for students. Based on Standard Nasional Pendidikan (BSNP), the end of the textbook should include summaries, practice questions or evaluations, bibliographies, glossaries, and indexes to support students' comprehension, evaluation, and navigation of the material.[83] However, ending section in this textbook without including other important elements such as a glossary that helps students understand difficult terms, an index to make it easier to find information, and appendices that can enrich the main content with additional data or supporting materials. This presentation is still less than optimal because it does not meet the overall BSNP standards and can reduce the functionality of the book for users, especially students and teachers who need quick access and understanding of the material.

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[83] Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 8 Tahun 2016 tentang Buku Teks Pelajaran yang Digunakan pada Pendidikan Dasar dan Menengah*.

Then in terms *"Affordability and accessibility"* this textbook is considered quiet affordability and accessibility however, the barcodes in this textbook are not directly accessible, it is necessary to download the application owned by the publisher. While this can improve interactivity, it can be seen as a barrier to smooth access, as it introduces the need for. Based on the principle that a good learning resource should be accessible and affordable for teachers and students; these textbooks are in line with affordability but may be lacking in terms of accessibility due to the additional steps required to access certain features. In a variety of learning situations, ease of use is essential for engagement, and requiring additional apps can limit overall convenience for users who may face technology challenges or prefer an easier approach. In line with the statement that a good learning resource are those that are easily accessible and affordable for teachers and students and can be used in various learning situations.[84]

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[84] Sekutu, M., & Samaka, M. *Sumber Daya Pendidikan Terbuka dan Teknologi Seluler untuk Mempersempit Kesenjangan Pembelajaran*.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the current research conclusion and suggestion, as follows:

A. Conclusion

The conclusion of this research is that the textbook is very feasible for use as a learning resource. The aspect content feasibility, this book managed to achieve a percentage 85,41% (Very Feasible). The content feasibility of this textbook alignment with the competencies of *Kurikulum Merdeka* for grade 10 students by emphasizing skills english development in contextual. The textbook includes various tasks and activities, social function, skill intregrated, and reinforcement profile pancasila.Then, the aspect of language feasibility, this textbook managed to achieve a percentage 100% (Very Feasible). Additionally, the language feasibility of this textbook alignment with the proficiency level of grade 10 students, with the used language in this textbook students can engage with the material while being challenged to enhance their language skills.

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The aspect presentation feasibility, this book received a percentage of 90,91% (very feasible). The presentation feasibility material of this textbook alignment with the learning outcomes of the *Kurikulum Merdeka* by encouraging critical thinking, creativity, and problem-solving, helping students achieve holistic development in line with the curriculum's to goals and in accordance with the development of digital teaching. Thus overall, this textbook gets a feasibility percentage of 92,10%, which means that it is included in the status or category of very feasible. In general,

This textbook is well worth using as a learning resource, not only in terms of the accuracy of the material, but also in terms of ease of understanding and visual appeal. This book is expected to provide a better learning experience and support the achievement of educational goals.

B. Suggestion

Following the conclusion, the research has some suggestions which are helpful for those who are directly related to the textbook such as:

1. Future Researchers

   Future researchers are encouraged to expand the scope of analysis, including textbooks from other publishers, to provide a broader comparison of their feasibility and effectiveness. Studies focusing on the practical implementation of textbooks in the classroom can also offer valuable insights into their real-world usefulness. Research on the impact of textbook quality on student performance has made a significant contribution to the field of education.

2. For Authors and Publishers

   Authors and publishers need to consider updating the content of textbooks to reflect current issues, both globally and locally, so that the material remains relevant and interesting to students. The use and ease of accessing multimedia elements, such as QR codes, videos, and interactive activities, can be further improved to enrich the student learning experience. Publishers are also encouraged to work closely with educators and curriculum experts to ensure textbooks meet the evolving needs of students and align with educational standards effectively.

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STATEMENT OF AUTHENTICITY

The undersigned below:

Name : Umi Mahfiroh Novianti
NIM : 204101060010
Major : English Education Department
Institution : UIN KHAS Jember

Stated that the undergraduate thesis entitled **"An Analysis of the feasibility in English Textbook "Pathway to English" for grade 10th Senior High School Kurikulum Merdeka Edition by Erlangga"** is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotstion and refrences. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from others.

Jember, November 29th 2024

Umi Mahfiroh Novianti

2024101060010

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APPENDIX

Appendix 1 : Matrix of Research

Title	Variable	Indicator	Source of Data	Research Method	Research Focus
An Analysis of The Feasibility of English Textbook "Pathway To English" For Grade 10 Senior High School Based On The Curriculum Merdeka By Erlangga	1. Feasibility 2. Kurikulum Merdeka	1. Feasibility Based BSNP and Alan Cunningsworth Theory. 2. ATP and CP for grade 10th Curriculum Merdeka	1. English Textbook "Pathway to English" For Grade 10 Senior High.	1. Design Research: Qualitative 2. Type of research: Descriptive Content Analysis 3. Instrument Research: Checklist Criteria 4. Research Objective: English Textbook 5. Data Analysis: Miles, Huberman, & Saldana, J. 6. Validity Data: Triangulation theory Expert Judgment	1. How is the content of "Pathway to English" textbook aligned with the competencies of Kurikulum Merdeka for grade 10th students? 2. How is the language used of "Pathway to English" textbook aligned with the proficiency level of grade 10th students? 3. How is the materials presentation of "Pathway to English" textbook aligned with the learning outcome of Kurikulum Merdeka?

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Appendix 2 : Reseach Journal

RESEARCH JOURNAL

An Analysis of The Feasibility In English Textbook

"Pathway To English" For Grade 10 Senior High School Kurikulum Merdeka Edition By Erlangga

No.	Day/Date	Activities	Signature
1	October 18, 2024	The researcher did validation of the instrument to the English Lecture (Mrs. Nina Hayuningtias, M.Pd.)	
2	October 21, 2024	The researcher analyzing the textbook Chapter 1	
3	October 22, 2024	The researcher analyzing the textbook Chapter 2	
4	October 23, 2024	The researcher analyzing the textbook Chapter 3 & 4	
5	October 24, 2024	The researcher analyzing the textbook Chapter 5 & 6	
6	November 14, 2024	The researcher presenting the data analysis	
7	November 20, 2024	The researcher drawing conclusing and suggestion	

Jember, 26 November 2024
The supervisor

FEBRINA RIZKY AGUSTINA, M.Pd.
NIP.199502212019032011

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Appendix 3 : Validity Instrument

LEMBAR VALIDASI

INSTRUMEN PENILAIAN KELAYAKAN BUKU

JUDUL PENELITIAN:

An Analysis of The Feasibility in English Textbook "Pathway to English" for Grade 10 Senior High School Edition of The Kurikulum Merdeka Published by Erlangga

---

Nama Validator	: Nina Hayuningtyas, M.Pd.
NIP	: 198108142014112003
Jabatan	: Dosen
Instansi	: UIN Kiai Haji Achmad Siddiq Jember
Tanggal Pengisian	:

A. Pengantar

Lembat validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap instrumen penilaian kelayakan buku yang telah dikembangkan. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu menjadi validator dan mengisi lembar validasi ini.

B. Petunjuk Pengisian

1. Bapak/Ibu dimohon untuk memberikan skor pada setiap butir pernyataan dengan memberikan tanda *checklist* (√) pada kolom dengan skala penilaian sebagai berikut.
   5 = Sangat baik
   4 = Baik
   3 = Cukup baik
   2 = Kurang baik
   1= Tidak baik
2. Bapak/Ibu dimohon untuk memberikan kritik dan saran perbaikan pada baris yang telah disediakan.

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C. Penilaian

NO	Aspek yang dinilai	Skor					Kritik dan Saran
		5	4	3	2	1	
1.	Kesesuaian instrumen penilaian dengan tujuan.		✓				
2.	Kesesuaian variabel dengan kriteria penilaian dengan BSNP dan teori yang digunakan.			✓			
3.	Kesesuaian petunjuk dalam cara mengisi formulir dengan formulir penilaian		✓				
4.	Pedoman perskoran /rubrik skor sesuai dengan BSNP		✓				
5.	Deskripsi pada tiap kriteria dan skor yang disajiakan dalam Instrumen jelas dan detail		✓				
6.	Instruksi atau petunjuk disusun dalam bahasa yang baik dan tidak ambigu		✓				
7.	Bahasa yang digunakan pada variabel instrumen mudah dipahami			✓			
8.	Teknik penyajian instrumen teratur dan struktur		✓				
9.	Kelengkapan instrumen sesuai dengan struktur penyajian		✓				

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D. Komentar Umum dan Saran

Untuk variabel tiap? kriteria silahkan disesuaikan dengan instrument penilaian

E. Kesimpulan

Berdasarkan penilaian yang telah dilakukan, maka kesimpulan penilaian ini dinyatakan:

1. Layak digunakan untuk penelitian tanpa revisi.
2. Layak digunakan untuk penelitian dengan revisi sesuai saran. ✓
3. Tidak layak digunakan untuk penelitian.

Mohon diberi tanda silang (X) pada nomor yang sesuai dengan kesimpulan Bapak/Ibu.

Jember, Oktober 2024
Validator

Nina Hayuningtyas, M.Pd.
NIP. 198108142014112003

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Appendix 4 : Reseach Intrument

RESEARCH INSTRUMENT

Scoring Rubric Criteria of Textbook Standard by BSNP Modified with Cunningsworth Theory

Instruction:

- Take a checklist on the available scoring form in each variable of criteria based on the concrete appearance of the textbook being evaluated.
- Write several exact pages to strengthen the score you choose in every variable of all criteria.
- And, write down your personal comments in regard to the reasons on choosing the score for every variable of all criteria.

No	Criteria	Variables	Sub-Variables	Description	Score				Page	Comments
					4	3	2	1		
1.	**Content Feasibility**	a. Materials' Suitability with Kurikulum Merdeka (ATP & CP)	1. Materials completeness	Are the existing materials in the textbook presented completely?						
			2. Coverage of Curriculum Themes	Does the textbook cover the required themes and topics in Kurikulum Merdeka, such as real-world and culturally relevant topics?						
			3. Skills Integration	Are the four skills (listening, speaking, reading, writing, viewing, presentation) effectively integrated into the textbook's activities?						
			4. Depth of	Do the existing materials in the						

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			Materials	textbook suppose the students to do *Exposure*, *Retention*, and *Production?*						
		b. Materials' Accuracy	5. Social Functions	Do the textbook materials consist of three required social functions? (Including interpersonal communication, transactional communication, and functional communication?						
			6. Relevance of Content	Are the themes, topics, and examples up-to-date and relevant to modern issues in Indonesia and globally?						
			7. Contextual Accuracy	Are the stories, texts, or situations reflective of real-life, accurate cultural contexts of both Indonesia and English-speaking countries?						
			8. Appropriateness of Tasks	Are the tasks designed according to the students' language proficiency and cognitive development level?						
		c. Supporting Learning Materials	9. Up to date	Are the teaching materials (text, table, picture, appendix, etc.) for every text typed source from relevant and up to date sources?						
			10. Authenticity	Are there authentic texts and						

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			of Materials	materials that reflect real-life English usage (e.g., newspapers, interviews, etc.)?						
			11. Learning Development	Are the content, texts, and activities in the book progressively organized to motivate students to develop their personal, social, academic, and vocational skills?						
			12. Pancasila profile reinforcement	Do the materials, examples, illustrations, and supporting activities strengthen the values of Pancasila students' profiles?						
2.	**Language Feasibility**	a. Suitability with Students Development Level	13. The suitability with development level of thinking	Is the language used in description and instruction suitable with students' cognitive level?						
			14. The suitability with students' social-emotional development level	Is the language used suitable for teenagers' social-emotional situation?						
		b. Communicative	15. Message readability by students	Are the presented messages clear and easy to understand by students?						
			16. Language elements accuracy	Is the vocabulary teaching adequate in the side of quantity,						

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				vocabulary extension, vocabulary strengthening, and individual learning strategy?						
		c. Ideas Coherence and Cohesion	17. Meaning cohesion in every section/ chapter/ sub-chapter/ paragraph/ sentence	Do the presented materials in a chapter reflect language cohesion, description cohesion in sub-chapter, and main ideas cohesion in paragraph?						
			18. Meaning coherence among section/ chapter/ sub-chapter/ paragraph/ sentence	Do the presented materials and messages reflect meaning coherence among section/ chapter/ sub-chapter/ paragraph/ sentence?						
3.	**Presentation Feasibility**	a. Presentation Technique	19. Systematics	Are the materials presented in the form of texts, communicative activities, communication practices which refer to realistic and situational activity, clear illustration, simple, not confusing, and logos with order patterns and sequences?						
			20. Balance among chapters	Do the presented materials among section/ chapter/ sub-chapter/ paragraph/ sentence have connected and balance						

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				meaning?							
		b. Learning Presentation	21. Students oriented	Are the materials completed with students' interaction to teachers, among students, and in wider environment?							
			22. Developing initiative, creativity, and critical thinking of students	Do the presentation orders support the students to do various spoken and written communicative activities based on their own creativity and criticality?							
			23. Developing learning autonomy	Do the materials encourage students to be responsible with their own learning process?							
			24. Developing self-evaluation/ reflection ability	Does every chapter contain of presentation orders which develop students' competence to do self-evaluation/ reflection?							
		c. Completeness of Presentation	25. Introduction section	Does the introduction section contain of foreword and list of contents?							
			26. Content section	Does the content section contain of introduction, learning burden, reference, summary, and reflection?							
			27. Ending section	Does the ending section contain of glossary, bibliography, and							

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				index?						
		d. Practical Consideration	28. Affordability and accessibility	Is the textbook affordable and accessible for the students and teachers?						
			29. Compatibility	Is the textbook compatible to be used by the students and teachers?						

Evaluation Instruction:

- Every variable in all criteria will get the score by checklist (√) in the available scoring column, with every score that is based on the description below:

Score	Description
4	Very good
3	Good
2	Bad
1	Very bad

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- The chosen score by the evaluator will be based on the below standard:
  - ❖ **Scoring for Content Feasibility**
    - ➢ **Materials Suitability with the Kurikulum Merdeka (ATP & CP)**
      - ✓ Materials Completeness

Score	Description
4	• The material very suitable with the ATP and CP in phase E
3	• The materials sufficiently suitable with the ATP and CP in phase E.
2	• The materials are less suitable text type with the ATP and CP in phase E.
1	• The materials don’t suitable text type with the ATP and CP in phase E.

✓ Coverage of Curriculum Themes

Score	Description
4	• The textbook comprehensively covers the required themes and topics in the Kurikulum Merdeka, including highly relevant real-world and cultural topics, effectively supporting students' understanding.
3	• The textbook covers the required themes and topics in the Kurikulum Merdeka, with some relevant topics that aid students in understanding real-world and cultural contexts, though there are some shortcomings.
2	• The textbook covers some required themes and topics in the Kurikulum Merdeka, but it lacks strong connections to real-world and cultural contexts, which may limit students' understanding.
1	• The textbook does not cover the required themes and topics in the Kurikulum Merdeka and is largely irrelevant to real-world and cultural contexts, hindering students' understanding.

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✓ Skills Integration

Score	Description
4	• The textbook effectively integrates the four skills into its activities, ensuring that students can develop comprehensive and balanced

	language proficiency.
3	• The textbook nearly integrates the four skills into its activities, providing opportunities for students to practice each skill, though some areas may require more focus for balance.
2	• The textbook provides some integration of the four skills, but the activities may lack coherence, making it difficult for students to practice all skills effectively
1	• The textbook does not integrate the four skills into its activities, limiting opportunities for students to develop their listening, speaking, reading, and writing abilities.

✓ Materials Specificity

Score	Description
4	• Presented text types suppose the students to do exposure, retention, and production.
3	• Presented text types nearly suppose the students to do exposure, retention, and production.
2	• Presented text types sufficiently suppose the students to do exposure, retention, and production.
1	• Presented text types don't suppose the students to do exposure, retention, and production.

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➢ **Materials Accuracy**

✓ Social Functions

Score	Description
4	• The presented materials in every chapter completely present three social functions.

3	• The presented materials in every chapter present two social functions.
2	• The presented materials in every chapter present one social function.
1	• The presented materials in every chapter don't anymore present social functions

✓ Relevance of Content

Score	Description
4	• The themes, topics, and examples are current and highly relevant to modern issues in Indonesia and globally, effectively engaging students with real-world contexts.
3	• The themes, topics, and examples are mostly up-to-date and relevant to modern issues, providing some engagement for students, though a few may lack contemporary relevance.
2	• The themes, topics, and examples are somewhat outdated and only partially relevant to modern issues, limiting students' engagement with current real-world contexts.
1	• The themes, topics, and examples are outdated and irrelevant to modern issues in Indonesia and globally, hindering students' connection to real-world contexts.

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✓ Contextual Accuracy

Score	Description
4	• The text is very accurate in reflecting the real cultural of Indonesia and English-speaking countries and is very effective in improving students' communication skills.
3	• The text is nearly accurate in reflecting the culture and helps in developing students' communication skills.

2	• The text is less accurate in reflecting the cultural, thus it is less effective in improving students' communication skills.
1	• The text is not accurate in reflecting the culture and does not help in developing students' communication skills.

✓ Appropriateness of Tasks

Score	Description
4	• The tasks are very appropriate for the students' language proficiency and cognitive development level, effectively supporting their learning.
3	• The tasks are sufficiently appropriate for the students' language proficiency and cognitive development level, effectively supporting their learning.
2	• The tasks are less appropriate for the students' language proficiency and cognitive development level, effectively supporting their learning.
1	• The given texts don't develop the students' communicative ability with good quality of language.

➢ **Supporting Learning Materials**

✓ Up to Date

Score	Description
4	• The teaching materials in textbooks such as (text, table, picture, appendix, etc.) are sourced from very relevant sources.
3	• The teaching materials in the textbook are sourced from sufficient relevant sources.
2	• The teaching materials in the textbook are sourced from less relevant sources.
1	• The teaching materials in the textbook are taken from non-relevant

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	sources.

✓ Authenticity of Materials

Score	Description
4	• The materials include very authentic texts that accurately reflect real-life English usage (e.g., newspapers, interviews) and greatly enhance learning.
3	• The materials include quite authentic texts that accurately reflect real-life English usage and greatly enhance learning.
2	• The materials include less authentic texts that accurately reflect real-life English usage and greatly enhance learning.
1	• The materials not authenticity and do not reflect real-life English usage, failing to support learning.

✓ Learning Development

Score	Description
4	• The content, texts, and activities are very well organized progressively, effectively motivating students to develop their personal, social, academic, and vocational skills.
3	• The content, texts, and activities are generally organized progressively, sufficiently motivating students to develop their personal, social, academic, and vocational skills.
2	• The content, texts, and activities are somewhat less organized progressively, offering limited motivation for students to develop their personal, social, academic, and vocational skills.
1	• The content, texts, and activities are not organized progressively,

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	failing to motivate students to develop their personal, social, academic, and vocational skills.

✓ Pancasila Profile Reinforcement

Score	Description
4	• Materials, examples, illustrations, and activity have supported the strengthening values of Pancasila Students' Profile
3	• Materials, examples, illustrations, and activity have quite supported the strengthening values of Pancasila Students' Profile
2	• Materials, example, illustrations, and activity less support the strengthening values of Pancasila Students' Profile.
1	• Materials, example, illustration, and activity does not support the strengthening values of Pancasila Students' Profile.

❖ **Scoring for Language Feasibility**

➢ **Suitability with Students Development Level**

✓ The Suitability with Development Level of Thinking

Score	Description
4	• The used language has been suitable with the students' cognitive level.
3	• The used language has been enough suitable with the students' cognitive level.
2	• The used language is less suitable with the students' cognitive level.
1	• The used language is not suitable with the students' cognitive level.

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✓ Suitability with Students' Social-Emotional Development Level

Score	Description
4	• The used language has been suitable with social and emotional situation of teenager.
3	• The used language has been enough suitable with students social and emotional situation of teenager.
2	• The used language is less suitable with the students' social and emotional situation of teenager.
1	• The use d language is not suitable with the students' social and emotional situation of teenager.

➢ **Communicative**

✓ Message Readability by Students

Score	Description
4	• The delivered messages are very clear and easy to understand by students.
3	• The delivered messages are quite clear and easy to understand by students.
2	• The delivered messages are less clear and less easy to understand by students.
1	• The delivered messages are unclear and hard to understand by students.

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✓ Language Elements Accuracy

Score	Description
4	• Vocabulary and Grammar teaching materials have been adequate in the side of quantity and vocabulary range.

3	• Vocabulary and Grammar teaching materials have been adequate nearly in the side of quantity and vocabulary range.
2	• Vocabulary and Grammar teaching materials are less adequate in the side of quantity and vocabulary range.
1	• Vocabulary and Grammar teaching materials are inadequate in the side of quantity and vocabulary range.

➢ **Ideas Coherence and Cohesion**

✓ Meaning Cohesion in Every Section/ Chapter/ Sub-Chapter/ Paragraph/ Sentence

Score	Description
4	• The presented material in every chapter reflects language cohesion, sub-discussion in sub-chapter cohesion, and ideas in paragraph cohesion.
3	• The presented message or material has reflected the coherence meaning among section/ chapter/ sub-chapter/ paragraph/ sentence.
2	• The presented material in every chapter is less reflecting the language cohesion, sub-discussion in sub-chapter cohesion, and ideas in paragraph cohesion.
1	• The presented material in every chapter doesn't reflect the language cohesion, sub-discussion in sub-chapter cohesion, and ideas in paragraph cohesion.

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✓ Meaning Coherence among Section/ Chapter/ Sub-Chapter/ Paragraph/ Sentence

Score	Description

4	• The presented message or material has reflected the coherence meaning among section/ chapter/ sub-chapter/ paragraph/ sentence.
3	• The presented message or material has been enough reflecting the coherence meaning among section/ chapter/ sub-chapter/ paragraph/ sentence.
2	• The presented message or material is less in reflecting the coherence meaning among section/ chapter/ sub-chapter/ paragraph/ sentence.
1	• The presented message or material doesn't reflect the coherence meaning among section/ chapter/ sub-chapter/ paragraph/ sentence.

❖ **Scoring for Presentation Feasibility**

➢ **Presentation Technique**

✓ Systematic

Score	Description
4	• The material is presented in the forms of; text; communicative action or communicative practice referring to real and situational activities.
3	• The material is presented in the forms of; text; communicative action or communicative practice is enough referring to real and situational activities.
2	• The material is presented in the forms of; text; communicative action or communicative practice is less referring to real and situational activities.
1	• The material is presented in the forms of; text; communicative action or communicative practice doesn't refer to real and situational activities.

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✓ Balance among Chapters

Score	Description
4	• The presented materials among section/ chapter/ sub-chapter/ paragraph/ sentence have related and balance meaning.
3	• The presented materials among section/ chapter/ sub-chapter/ paragraph/ sentence are enough having related and balance meaning.
2	• The presented materials among section/ chapter/ sub-chapter/ paragraph/ sentence are less related and balance meaning.
1	• The presented materials among section/ chapter/ sub-chapter/ paragraph/ sentence don't have related and balance meaning.

➢ **Learning Presentation**

✓ Students Oriented

Score	Description
4	• The presented material contains students and teachers' interaction, interaction among students, and a wider interaction environment.
3	• The presented material is enough containing students and teachers' interaction, interaction among students, and wider interaction environment.
2	• The presented material is less containing of students and teachers' interaction, interaction among students, and wider interaction environment.
1	• The presented materials doesn't contain of students and teachers interaction, interaction among students, and wider interaction

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	environment.

✓ Developing Initiative, Creativity, and Critical Thinking of Students

Score	Description
4	• The presentation style has supposed students to do various spoken and written communicative activities based on personal plan creatively and critically.
3	• The presentation style has been enough to suppose students to do various spoken and written communicative activities based on personal plan creatively and critically.
2	• The presentation style is less to suppose students to do various spoken and written communicative activities based on personal plan creatively and critically.
1	• The presentation style doesn't suppose students to do various spoken and written communicative activities based on personal plan creatively and critically.

✓ Developing Learning Autonomy

Score	Description
4	• The material presentation has supposed students to be responsible toward their own learning process.
3	• The material presentation is enough to suppose students to be responsible toward their own learning process.
2	• The material presentation is less to supposed students to be responsible toward their own learning process.

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1	• The material presentation doesn't suppose students to be responsible toward their own learning process.

✓ Developing Self-Evaluation/ Reflection Ability

Score	Description
4	• Every chapter contains of presentation style that develops students' ability to reflect and do self-evaluation.
3	• Every chapter is enough containing presentation style that develops students' ability to reflect and do self-evaluation.
2	• Every chapter is less containing of presentation style that develops students' ability to reflect and do self-evaluation.
1	• Every chapter doesn't contain of presentation style that develops students' ability to reflect and do self-evaluation.

➢ **Completeness of Presentation**

✓ Introduction Section

Score	Description
4	• Containing of foreword and table of contents.
3	• Containing of foreword and table of contents, but not properly presented.
2	• Just containing one of either foreword or table of contents.
1	• Not containing of both foreword and table of contents.

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✓ Content Section

Score	Description
4	• Containing of introduction, learning burden, reference, summary, and reflection.
3	• Presenting four sections out of six mentioned sections.
2	• Presenting two sections out of six mentioned sections.
1	• Not presenting the introduction, learning burden, reference, summary, and reflection.

✓ Ending Section

Score	Description
4	• The textbook contains three mentioned ending parts.
3	• The textbook contains two mentioned ending parts.
2	• The textbook contains the one mentioned ending part.
1	• The textbook doesn't contain the mentioned ending part.

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➢ **Practical Consideration**

✓ Affordability and Accessibility

Score	Description
4	• The textbook has been affordable, easily accessible to students and teachers.
3	• The textbook is enough affordable, and quite accessible to students and teachers.

2	• The textbook is less affordable, and less accessible to students and teachers.
1	• The textbook is not affordable and difficultly accessible to students and teachers.

✓ Compatibility

Score	Description
4	• The textbook has been compatible with other teaching aids such as audio, video, or learning software.
3	• The textbook is quite compatible with other teaching aids such as audio, video, or learning software.
2	• The textbook is less compatible with other teaching aids such as audio, video, or learning software.
1	• The textbook is not compatible with other teaching aids such as audio, video, or learning software.

- The score that is given to every variable in all criteria then is calculated to gain the average score of percentage, every variable total score is counted by using this formula below:

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$$\frac{n}{N} \times 100\%$$

n = the obtained score

N = the maximum score

- Determining the level of textbook feasibility

- Sourced from Department of National Education Standard (BSNP) and Book Center.

Feasibility Level Interval (percentage score)	Textbook Feasibility Criteria
≥ 80%	Very Feasible
60% - 79,9%	Feasible
50% - 59,9%	Quite Feasible
≤ 49,9%	Less Feasible

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Appendix 5 : ATP & CP Kurikulum Merdeka

CAPAIAN PEMBELAJARAN DAN ALUR TUJUAN PEMBELAJARAN BAHASA INGGRIS FASE E (SMA KELAS X)

<table>
<tr><th colspan="2">CAPAIAN PEMBELAJARAN</th><th colspan="2">ALUR DAN TUJUAN PEMBELAJARAN</th></tr>
<tr><td colspan="4">Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</td></tr>
<tr><td>A.</td><td colspan="3">MENYIMAK DAN BERBICARA</td></tr>
<tr><td></td><td rowspan="2">Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka</td><td>10.1</td><td>Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan ungkapan kebutuhan, perasaan, dan sikap (needs, feelings and attitudes) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.

(Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan personal preference, feelings and emotions serta strategi inisiasi dan pemertahanan pertuturan)</td></tr>
<tr><td>10.2</td><td>Mengaplikasikan dan menyimpulkan makna secara</td></tr>
</table>

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	memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.		kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (asking & giving opinion) serta menyetujui dan tidak menyetujui (agree & disagree) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan thinking verbs serta strategi inisiasi dan pemertahanan pertuturan).
		10.3	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk lagu dan puisi secara kritis, kreatif dan santun terkait topik kehidupan remaja dengan tingkat kelancaran dan ketepatan yang optimal.
		10.5	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.
		10.6	Menganalisis dan menyimpulkan makna secara

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			kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk prosedur (procedure) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.
		10.7	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk recount secara kritis, kreatif dan santun terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.
B.	**MEMBACA DAN MEMIRSA**		
	Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan	10.1	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.
		10.2	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya indonesia dengan tingkat

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	keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.		kelancaran dan ketepatan yang optimal.
		10.3	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.
		10.4	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk prosedur (procedure) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.
		10.5	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.
C.	**MENULIS DAN MEMPRESENTASIKAN**		
	Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang	10.1	Merancang dan mempresentasikan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara

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	berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.		santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.
		10.2	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.
		10.3	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk prosedur (procedure) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.
		10.4	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk recount terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.
PROFIL PELAJAR PANCASILA			
Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global, Bergotong-royong, Mandiri, Bernalar Kritis dan Kreatif			

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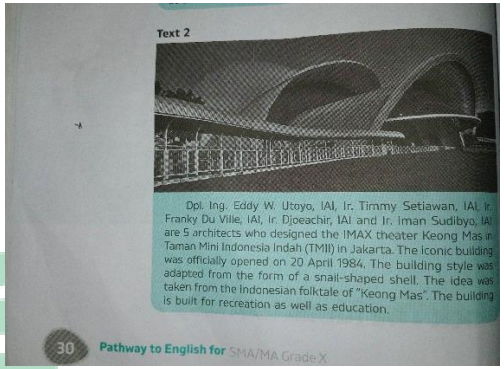
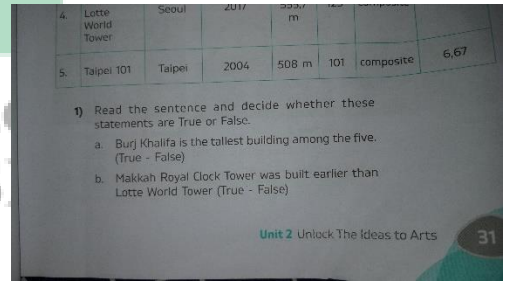
Appendix 6 : Result Analysis content

The Criteria of Content Feasibility

Variables	Sub-Variables	Score				Page
		4	3	2	1	
a. Materials' Suitability with Kurikulum Merdeka (ATP & CP)	1. Materials Completeness	✓				 

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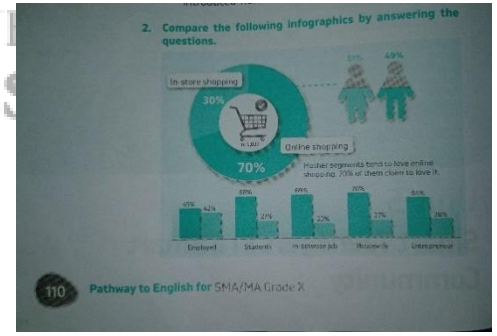
	2. Coverage of Curriculum Themes		✓			 

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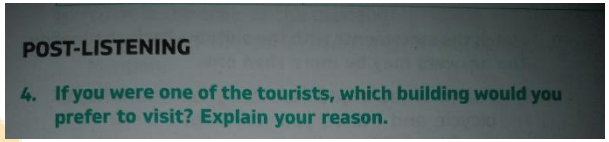
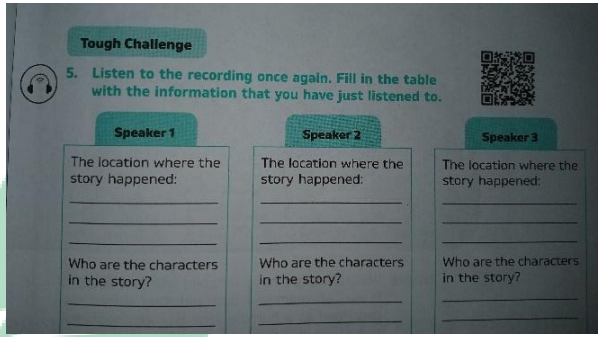
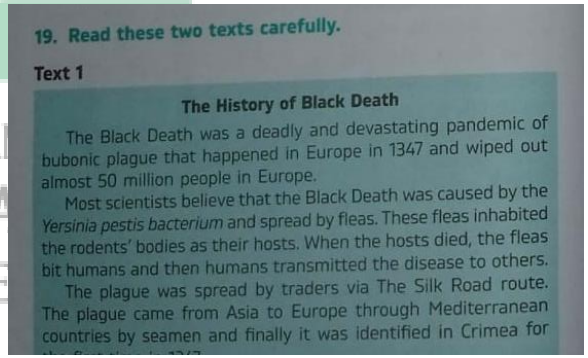
	3. Skills Integration				✓	 	Listening Skill
							Reading Skill

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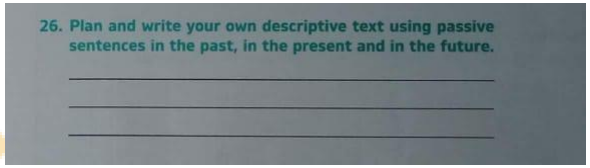
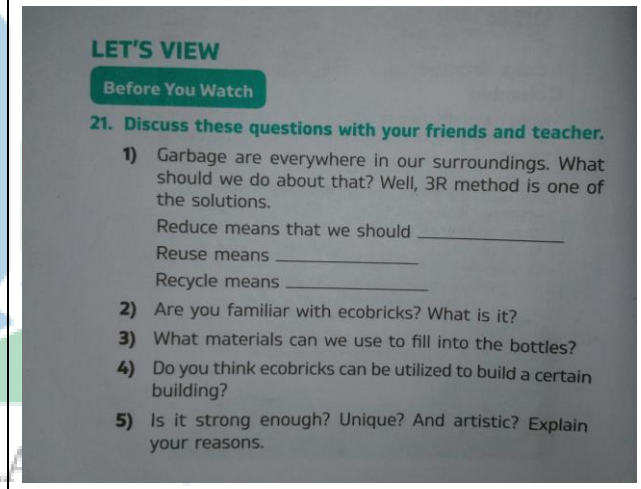
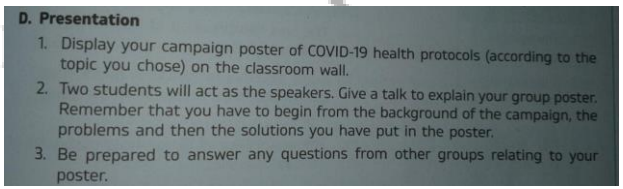
							Writing Skill
							Viewing Skill
							Presentation Skill

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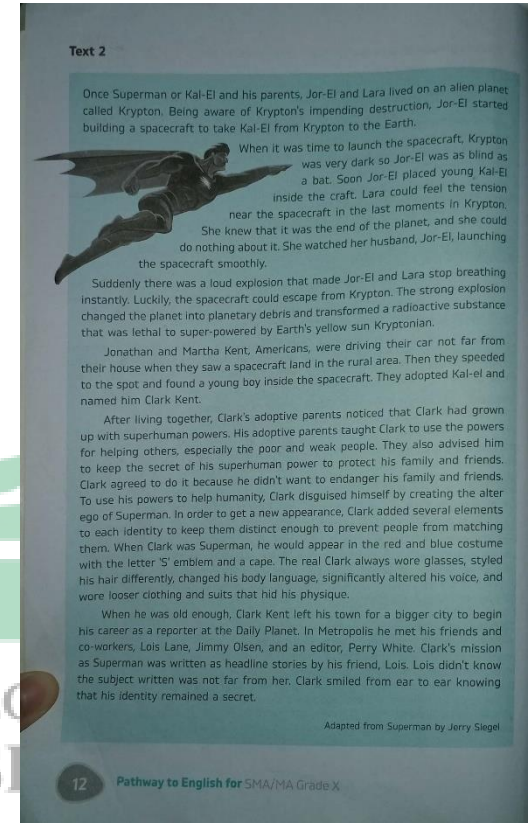
	4. Depth of Materials			✓			



Text 2

Once Superman or Kal-El and his parents, Jor-El and Lara lived on an alien planet called Krypton. Being aware of Krypton's impending destruction, Jor-El started building a spacecraft to take Kal-El from Krypton to the Earth.

When it was time to launch the spacecraft, Krypton was very dark so Jor-El was as blind as a bat. Soon Jor-El placed young Kal-El inside the craft. Lara could feel the tension near the spacecraft in the last moments in Krypton. She knew that it was the end of the planet, and she could do nothing about it. She watched her husband, Jor-El, launching the spacecraft smoothly.

Suddenly there was a loud explosion that made Jor-El and Lara stop breathing instantly. Luckily, the spacecraft could escape from Krypton. The strong explosion changed the planet into planetary debris and transformed a radioactive substance that was lethal to super-powered by Earth's yellow sun Kryptonian.

Jonathan and Martha Kent, Americans, were driving their car not far from their house when they saw a spacecraft land in the rural area. Then they speeded to the spot and found a young boy inside the spacecraft. They adopted Kal-el and named him Clark Kent.

After living together, Clark's adoptive parents noticed that Clark had grown up with superhuman powers. His adoptive parents taught Clark to use the powers for helping others, especially the poor and weak people. They also advised him to keep the secret of his superhuman power to protect his family and friends. Clark agreed to do it because he didn't want to endanger his family and friends. To use his powers to help humanity, Clark disguised himself by creating the alter ego of Superman. In order to get a new appearance, Clark added several elements to each identity to keep them distinct enough to prevent people from matching them. When Clark was Superman, he would appear in the red and blue costume with the letter 'S' emblem and a cape. The real Clark always wore glasses, styled his hair differently, changed his body language, significantly altered his voice, and wore looser clothing and suits that hid his physique.

When he was old enough, Clark Kent left his town for a bigger city to begin his career as a reporter at the Daily Planet. In Metropolis he met his friends and co-workers, Lois Lane, Jimmy Olsen, and an editor, Perry White. Clark's mission as Superman was written as headline stories by his friend, Lois. Lois didn't know the subject written was not far from her. Clark smiled from ear to ear knowing that his identity remained a secret.

Adapted from Superman by Jerry Siegel

12 Pathway to English for SMA/MA Grade X

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						Text 1 Once there was an invisible being who lived in a village on the shore of Lake Ontario, America. He lived in a big wigwam with his sister. There were many beautiful wigwams there. One of them was his wigwam which stood out from all the others as it had beautiful pictures painted on the sides. No one living in the village saw or spoke to The Invisible Man. All the women wanted to be his wife. They left no stone unturned but still, they could not marry him. One day some women came to the invisible's wigwam and met his sister. They asked how they could marry The Invisible Man. 'If you want to marry my brother, you should be able to see him' 'What? Do you mean that I have a chance to see him? Tell me what I should do?' asked one of the women. In the same village lived an ugly girl named The Rough-Face Girl. She lived with her poor father and two sisters. Her mean sisters were the apple of her father's eye. They always made her tend to the fire. She was eventually covered in scars from sparks in the fire. This is where she got the name, Rough-Face Girl. One day, her sisters said to her father, "Father, we need the most beautiful clothes so we can marry The Invisible Man." Her father stared at them and whispered, 'Beautiful clothes? They are expensive. I can't afford them.' Her sisters got angry and forced her father to buy the most beautiful clothes for them. They said, 'Look on the bright side, Father. If one of us marries The Invisible Man, we'll roll in money. We won't live in this poor house anymore.' The Invisible's sister was still cooking while they were shaking the bell in front of her wigwam. When she opened the door, she saw two beautiful women in beautiful clothes. She greeted them and asked directly if they knew what her brother looked like. They lied and said yes, but she soon found out that they didn't. Soon after her sisters left for The Invisible Man's wigwam, the Rough-Face Girl went to her father asking for fine clothes and jewelry because she wanted to marry The Invisible Man, too. Her father told her that he had nothing beautiful left. Then she wore her dress carved with pictures of the sun, moon, stars, plants, trees, and animals. She was off to meet The Invisible Man. As she was walking to see The Invisible Man, people laughed and made fun of her because of her clothes. But she continued walking through the village and reached his wigwam. When she met the sister of The Invisible Man, she was able to answer all questions that the sister had. The Invisible Man and his sister gave her beautiful clothing and told her to bathe in the water. The water cleansed her of her scars and made her beautiful again. She was as pretty as a picture. Finally the two were married and lived happily ever after. Adapted from Rafe Martin's Rough face girl

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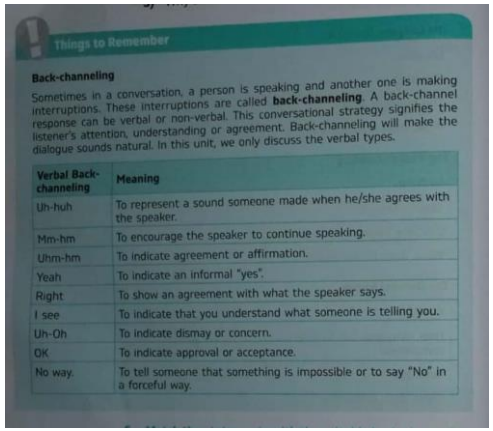
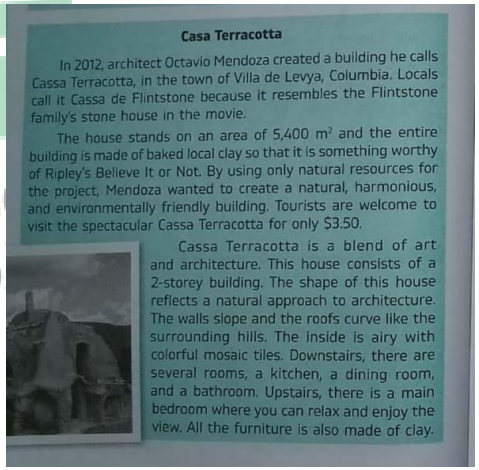


Things to Remember

Back-channeling

Sometimes in a conversation, a person is speaking and another one is making interruptions. These interruptions are called **back-channeling**. A back-channel response can be verbal or non-verbal. This conversational strategy signifies the listener's attention, understanding or agreement. Back-channeling will make the dialogue sounds natural. In this unit, we only discuss the verbal types.

Verbal Back-channeling	Meaning
Uh-huh	To represent a sound someone made when he/she agrees with the speaker.
Mm-hm	To encourage the speaker to continue speaking.
Uhm-hm	To indicate agreement or affirmation.
Yeah	To indicate an informal "yes".
Right	To show an agreement with what the speaker says.
I see	To indicate that you understand what someone is telling you.
Uh-Oh	To indicate dismay or concern.
OK	To indicate approval or acceptance.
No way.	To tell someone that something is impossible or to say "No" in a forceful way.



Casa Terracotta

In 2012, architect Octavio Mendoza created a building he calls Cassa Terracotta, in the town of Villa de Levya, Columbia. Locals call it Cassa de Flintstone because it resembles the Flintstone family's stone house in the movie.

The house stands on an area of 5,400 m^2 and the entire building is made of baked local clay so that it is something worthy of Ripley's Believe It or Not. By using only natural resources for the project, Mendoza wanted to create a natural, harmonious, and environmentally friendly building. Tourists are welcome to visit the spectacular Cassa Terracotta for only $3.50.

Cassa Terracotta is a blend of art and architecture. This house consists of a 2-storey building. The shape of this house reflects a natural approach to architecture. The walls slope and the roofs curve like the surrounding hills. The inside is airy with colorful mosaic tiles. Downstairs, there are several rooms, a kitchen, a dining room, and a bathroom. Upstairs, there is a main bedroom where you can relax and enjoy the view. All the furniture is also made of clay.

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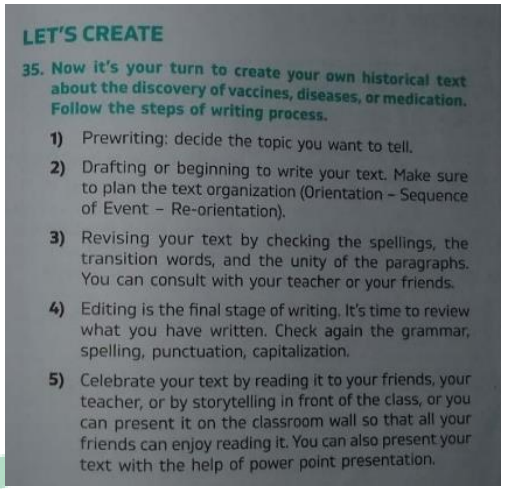
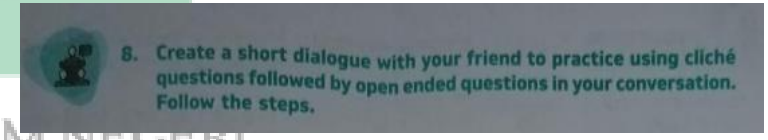
						
b. Materials' Accuracy	5. Social Functions		✓			

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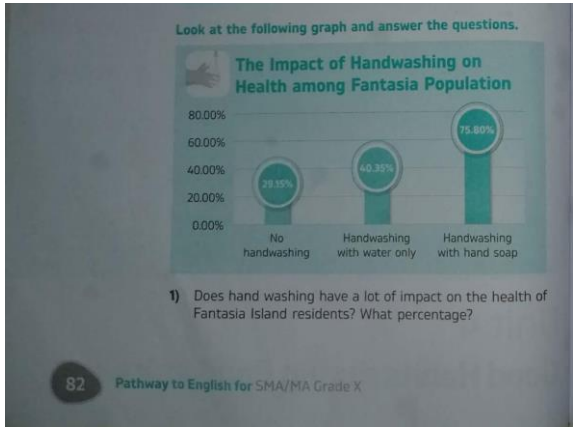
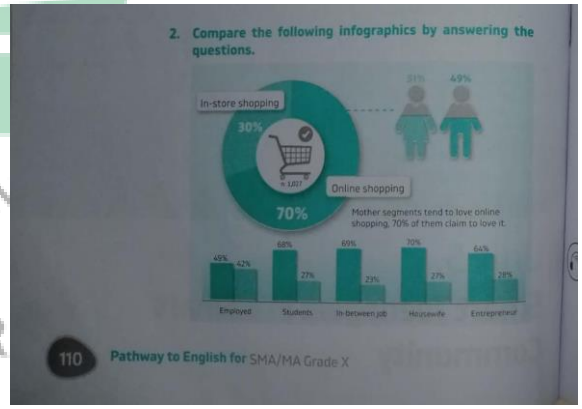
	6. Relevance of Content		✓			 

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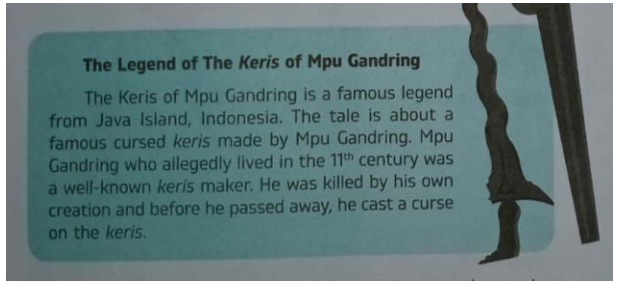
	7. Contextual Accuracy				✓	 **The Legend of The *Keris* of Mpu Gandring** The Keris of Mpu Gandring is a famous legend from Java Island, Indonesia. The tale is about a famous cursed *keris* made by Mpu Gandring. Mpu Gandring who allegedly lived in the 11th century was a well-known *keris* maker. He was killed by his own creation and before he passed away, he cast a curse on the *keris*.
	8. Appropriateness of Tasks		✓			14. Find the differences of the two buildings you have read. Write the differences in the following table. 15. Answer these questions based on the texts in Task 13. 1) Which of the two buildings is older? 2) What are the two reasons why The Giant Glass Slipper building was built?

The Slipper Building	Aspects	Cassa Terracotta
	Inspiration	
	Function	
	Architect	
	Certificate of Appreciation	
	Year of building	
	Main materials	

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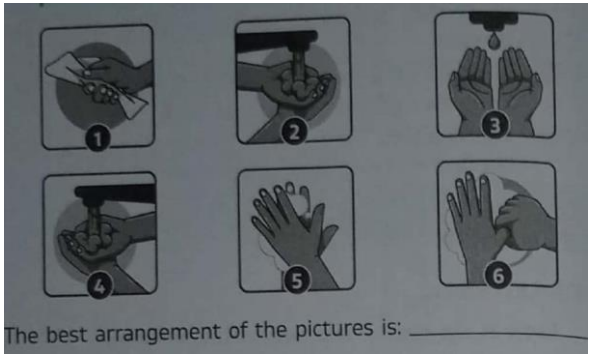
	9. Up to date		✓			

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J E M B E R

c. Supporting Learning Materials	10. Authenticity of Materials		✓				

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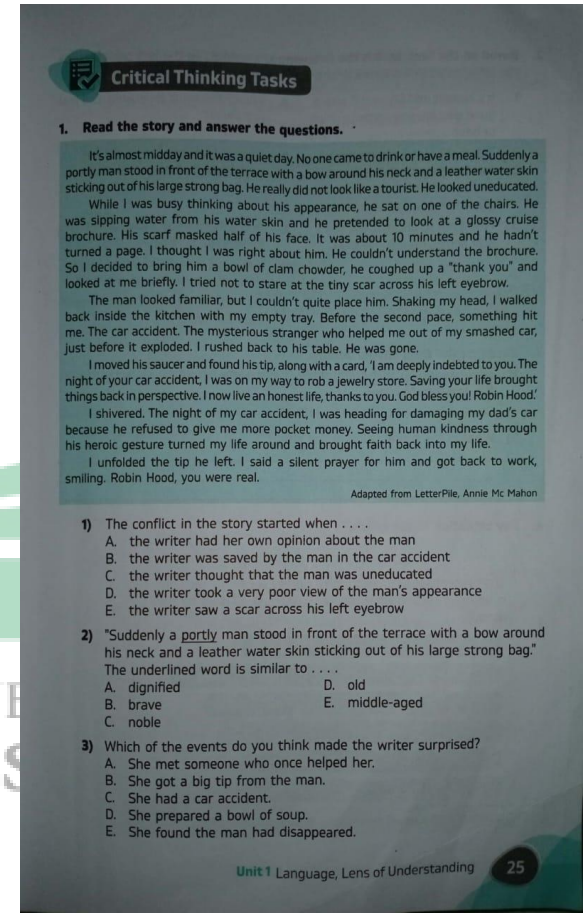
J E M B E R

	11. Learning Development					

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J E M B E R

Critical Thinking Tasks

1. Read the story and answer the questions.

It's almost midday and it was a quiet day. No one came to drink or have a meal. Suddenly a portly man stood in front of the terrace with a bow around his neck and a leather water skin sticking out of his large strong bag. He really did not look like a tourist. He looked uneducated.

While I was busy thinking about his appearance, he sat on one of the chairs. He was sipping water from his water skin and he pretended to look at a glossy cruise brochure. His scarf masked half of his face. It was about 10 minutes and he hadn't turned a page. I thought I was right about him. He couldn't understand the brochure. So I decided to bring him a bowl of clam chowder, he coughed up a "thank you" and looked at me briefly. I tried not to stare at the tiny scar across his left eyebrow.

The man looked familiar, but I couldn't quite place him. Shaking my head, I walked back inside the kitchen with my empty tray. Before the second pace, something hit me. The car accident. The mysterious stranger who helped me out of my smashed car, just before it exploded. I rushed back to his table. He was gone.

I moved his saucer and found his tip, along with a card, 'I am deeply indebted to you. The night of your car accident, I was on my way to rob a jewelry store. Saving your life brought things back in perspective. I now live an honest life, thanks to you. God bless you! Robin Hood.'

I shivered. The night of my car accident, I was heading for damaging my dad's car because he refused to give me more pocket money. Seeing human kindness through his heroic gesture turned my life around and brought faith back into my life.

I unfolded the tip he left. I said a silent prayer for him and got back to work, smiling. Robin Hood, you were real.

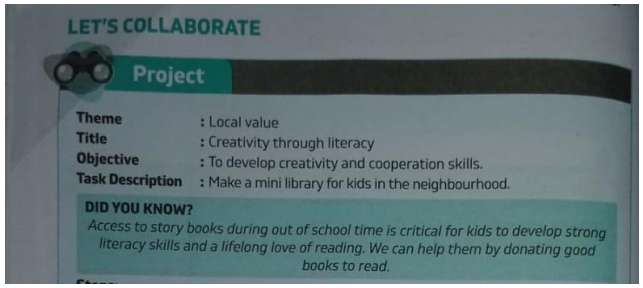
Adapted from LetterPile, Annie Mc Mahon

1) The conflict in the story started when . . . .
A. the writer had her own opinion about the man
B. the writer was saved by the man in the car accident
C. the writer thought that the man was uneducated
D. the writer took a very poor view of the man's appearance
E. the writer saw a scar across his left eyebrow

2) "Suddenly a portly man stood in front of the terrace with a bow around his neck and a leather water skin sticking out of his large strong bag." The underlined word is similar to . . . .
A. dignified
B. brave
C. noble
D. old
E. middle-aged

3) Which of the events do you think made the writer surprised?
A. She met someone who once helped her.
B. She got a big tip from the man.
C. She had a car accident.
D. She prepared a bowl of soup.
E. She found the man had disappeared.

Unit 1 Language, Lens of Understanding 25



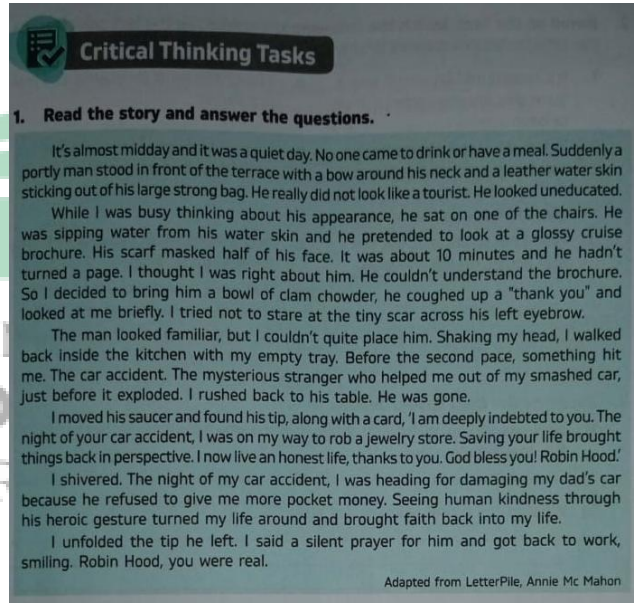
LET'S COLLABORATE

Project

Theme : Local value
Title : Creativity through literacy
Objective : To develop creativity and cooperation skills.
Task Description : Make a mini library for kids in the neighbourhood.

DID YOU KNOW?

Access to story books during out of school time is critical for kids to develop strong literacy skills and a lifelong love of reading. We can help them by donating good books to read.



Critical Thinking Tasks

1. Read the story and answer the questions.

It's almost midday and it was a quiet day. No one came to drink or have a meal. Suddenly a portly man stood in front of the terrace with a bow around his neck and a leather water skin sticking out of his large strong bag. He really did not look like a tourist. He looked uneducated.

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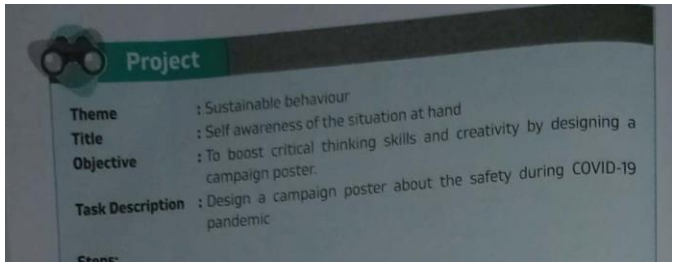
	12. Pancasila profile reinforcement	✓				 Project Theme : Sustainable behaviour Title : Self awareness of the situation at hand Objective : To boost critical thinking skills and creativity by designing a campaign poster. Task Description : Design a campaign poster about the safety during COVID-19 pandemic
Total:		$\frac{41}{48} \times 100\%$				
Percentage:		85.41%				

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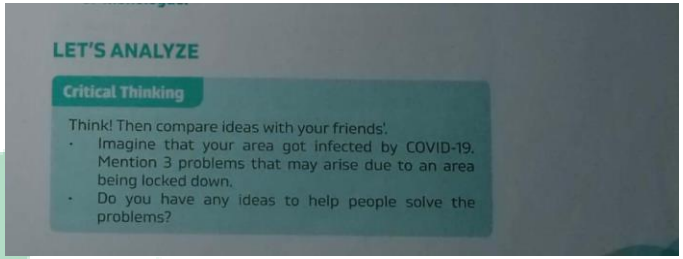
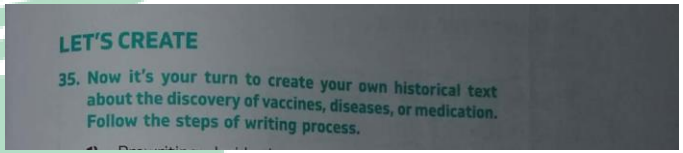
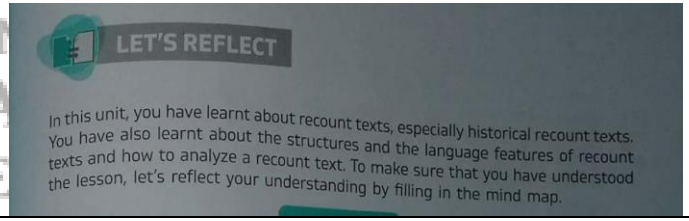
The Criteria of Language Feasibility

Variables	Sub-variables	Score				Page
		4	3	2	1	
a. Suitability with Students Development Level	13. The suitability with development level of thinking	✓				  

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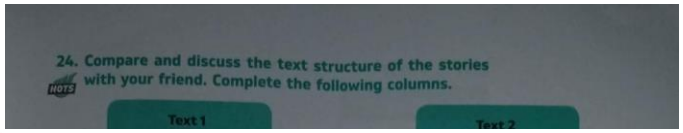
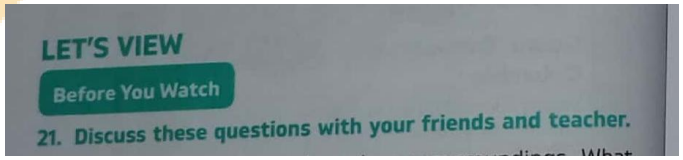
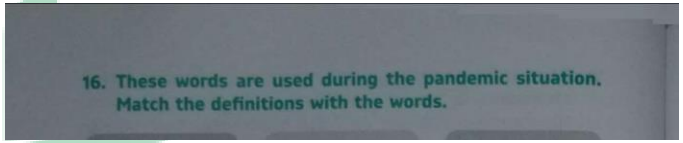
	14. The suitability with students' social-emotional development level	✓				  

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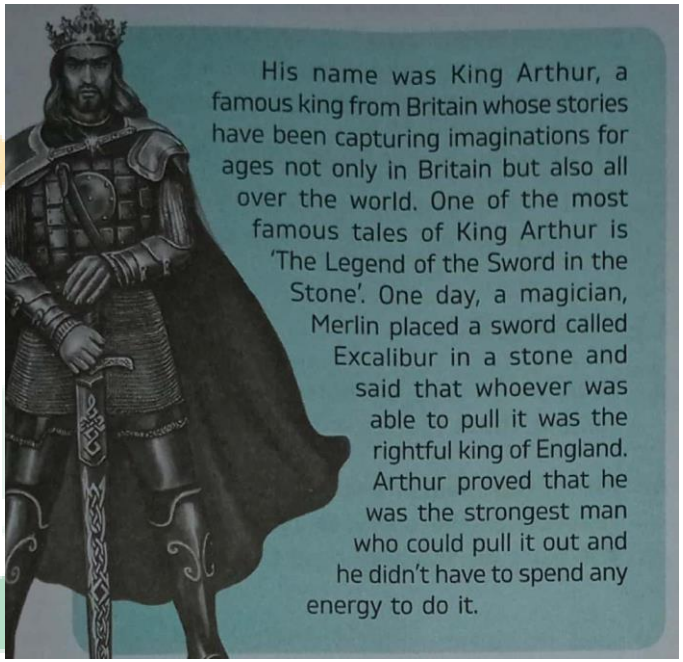
<table>
<tr><td rowspan="3">b. Communicative</td><td>15. Message readibility by students</td><td>✓</td><td></td><td></td><td></td><td rowspan="2"> 
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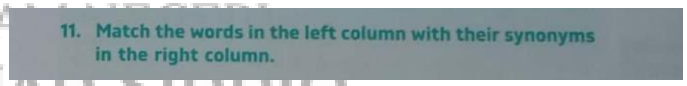
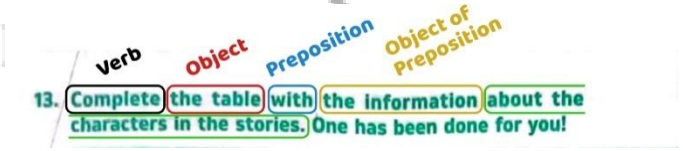
<tr><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"> 
</td></tr>
<tr><td>16. Language elements accuracy</td><td>✓</td><td></td><td></td><td></td><td> 
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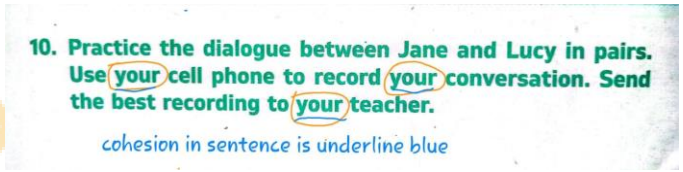
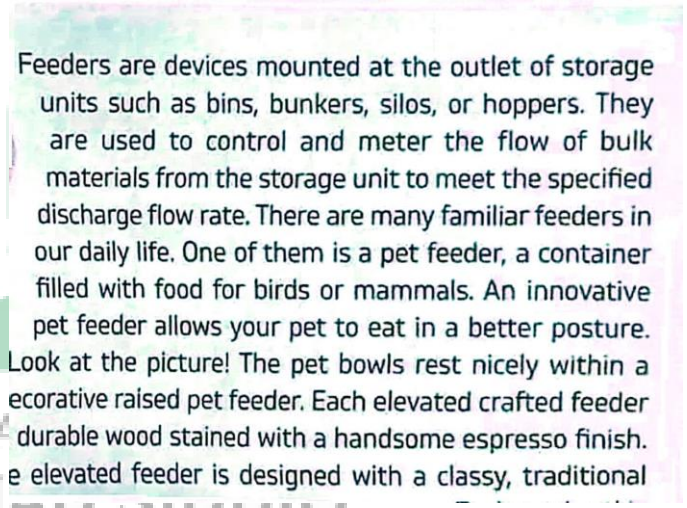
c. Ideas Coherence and Cohesion	17. Meaning cohesion in every section/ chapter/ sub-chapter/ paragraph/ sentence	✓				
	18. Meaning linkage among section/ chapter/ sub-chapter/ paragraph/ sentence	✓				
Total:						$\frac{24}{24} \times 100\%$
Percentage:						100%

The Criteria of Presentation Feasibility

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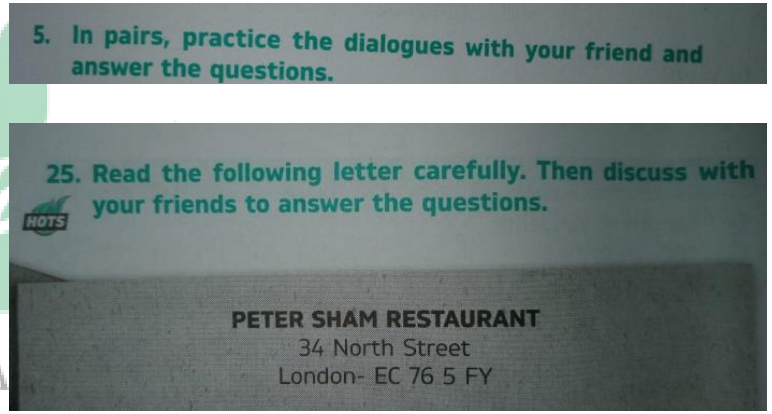
Variables	Sub-variables	Score				Page
		4	3	2	1	
a. Presentation Technique	19. Systematics	✓				It can be seen in the appendix of page 118
	20.Balance among chapters	✓				1It can be seen in the appendix of page 121
b. Learning Presentation	21. Students oriented	✓				

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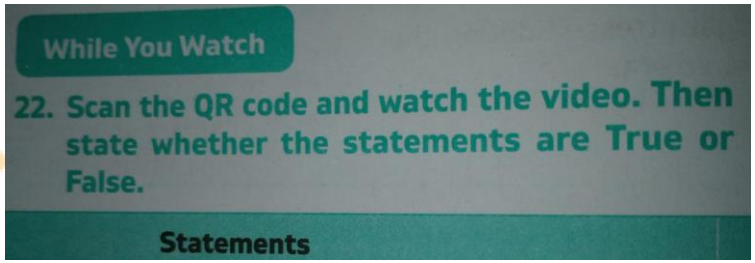
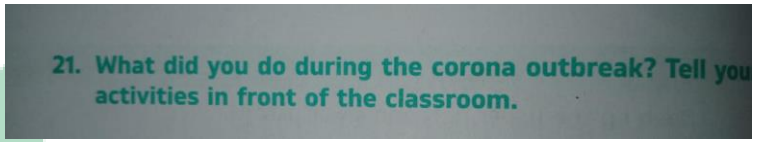
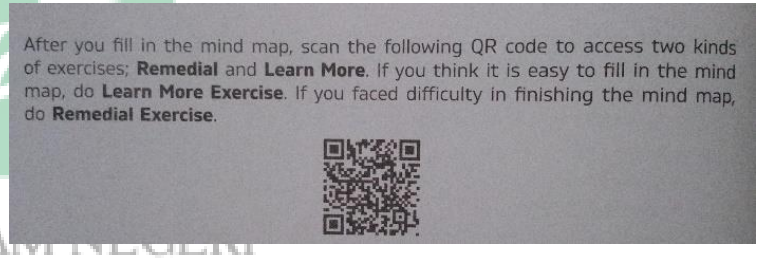
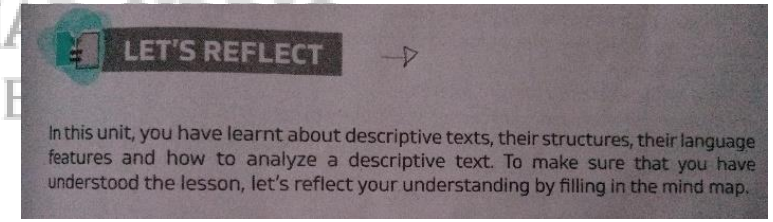
	22. Developing initiative, creativity, and critical thinking of students	✓				
	23. Developing learning autonomy	✓				
	24. Developing self-evaluation/ reflection ability	✓				 

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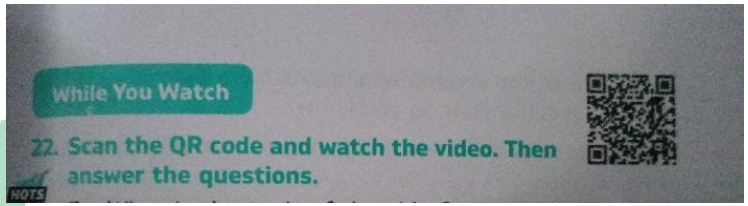
c. Completeness of Presentation	25. Introduction section		✓			Seen in appendix 6
	26. Content section	✓				Seen in appendix 6
	27. Ending section			✓		Seen in appendix 6
d. Practical Consideration	28. Affordability and accessibility		✓			
	29. Compatibility	✓				
Total:						$\frac{40}{44} \times 100\%$
Percentage:						90,91%

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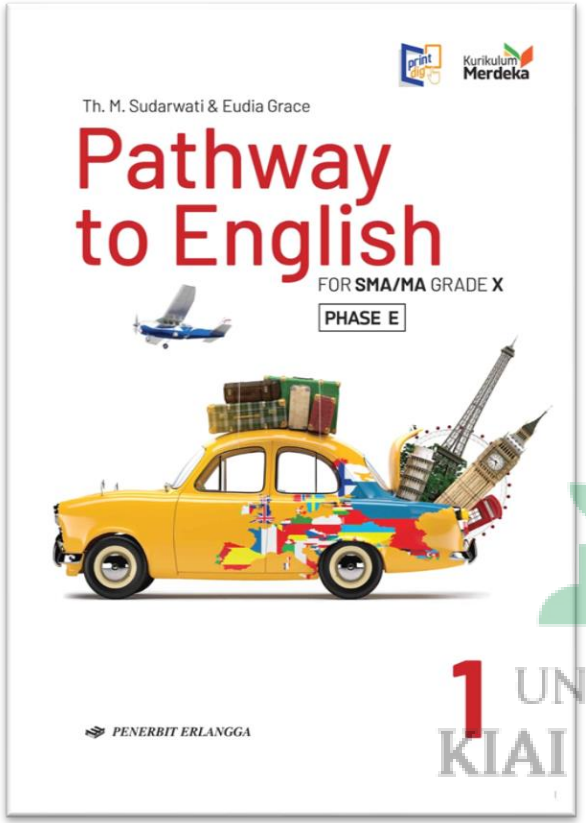
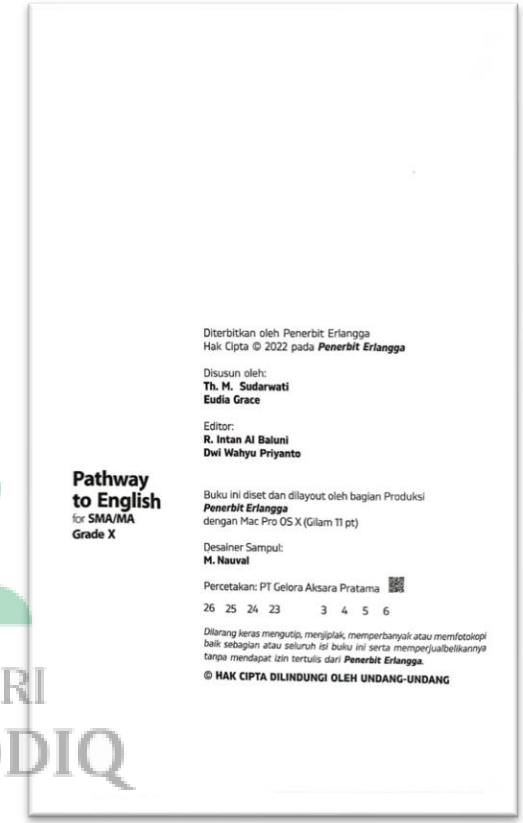
Introduction section





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Preface

Pathway to English is a series of English course books for senior high school students. It aims to provide a framework for teaching and learning English based on **Learning Achievement (*Capaian Pembelajaran*)**. All three levels allow learners to practice Listening-Speaking, Reading-Viewing and Writing-Presenting which eventually help them develop their discourse competence. By having this competence, they can survive in an English-speaking environment and access information. It also enables them to express themselves in different kinds of texts.

Pathway to English presents Project-Based Learning to develop the characters of Pancasila student: critical thinking skills, creative, self-reliant, mutual assistance, global diversity, have faith and fear of God Almighty and have noble character, as an effort to support the government's vision and mission to create a sovereign Advanced Indonesia.

We would like to thank the teachers who have given us their invaluable inputs and suggestions. They have helped us improve this series. We would also like to express our gratitude to our editors who aided us throughout the process of writing this series and helped us balance idealism and pragmatism.

Finally, we do hope both learners and teachers have a productive and enjoyable time using **Pathway to English**. If you have a great time with **Pathway to English**, have any suggestions or have any problems using it, please let us know.

Good luck!

CAPAIAN PEMBELAJARAN (FASE E)

Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca

Elemen Menyimak – Berbicara

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

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 nonverbal elements such as gestures, speed and pitch to be understood in some contexts.

Elemen Membaca – Memirsa

Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

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.

Elemen Menulis – Mempresentasikan

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

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 commonldaily 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.

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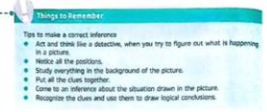
INSIDE THE BOOK

Activity
Various language activities for individual or collaborative work.

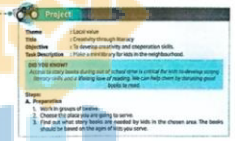


Things to Remember!
Features to introduce key points of grammar, generic structures and language features of various texts, and various expressions.

Let's Practice
Practices to expose students to High Order thinking questions.

Critical Thinking Tasks
Tasks that lead students to develop their critical thinking skills. The tasks are carefully designed to stimulate student's creativity and analytical skills.

Let's Create
Students need to show their language ability to create their own text or presentation.



Project
Students are encouraged to do an individual or collaborative project in which students will conduct some small research report to the teacher in a structured writing or presentation.

Summary
Brief explanation of materials in each unit. Students will be able to grasp what they have been learning in the unit.

Let's Reflect
At the end of the unit, students have an opportunity to review their understanding by doing the **enrichment** or **remedial** questions. Students can find the questions by scanning the provided QR code.

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Content Section

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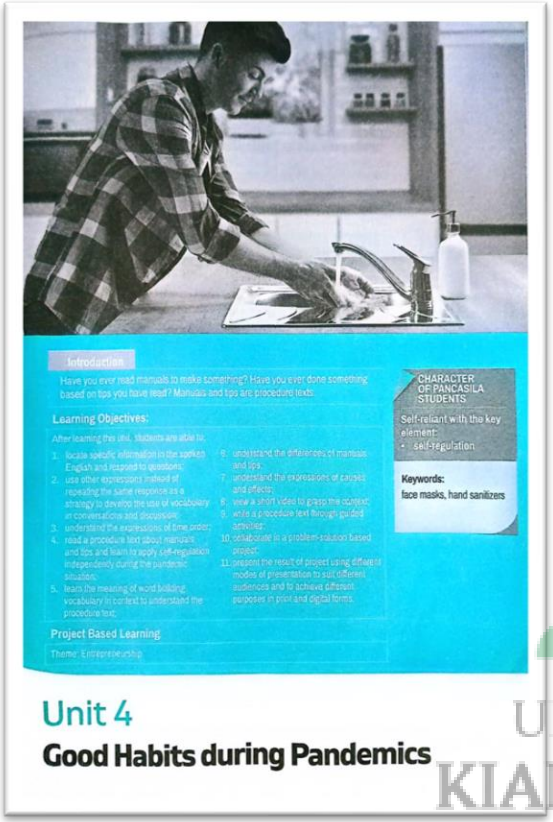

Introduction

Have you ever read manuals to make something? Have you ever done something based on tips you have read? Manuals and tips are procedure texts.

Learning Objectives:

After learning this unit, students are able to:

1. locate specific information in the spoken English and respond to questions;
2. use other expressions instead of repeating the same response as a strategy to develop the use of vocabulary in conversations and discussion;
3. understand the expressions of time order;
4. read a procedure text about manuals and tips and learn to apply self-regulation independently during the pandemic situation;
5. learn the meaning of word building vocabulary in context to understand the procedure text;
6. understand the differences of manuals and tips;
7. understand the expressions of causes and effects;
8. view a short video to grasp the context;
9. write a procedure text through guided activities;
10. collaborate in a problem-solution based project;
11. present the result of project using different modes of presentation to suit different audiences and to achieve different purposes in print and digital forms.

CHARACTER OF PANCASILA STUDENTS

Self-reliant with the key element:
- self-regulation

Keywords:
face masks, hand sanitizers

Project Based Learning

Theme: Entrepreneurship

Unit 4
Good Habits during Pandemics

Introduction

Have you ever read or written reports? Understanding the generic structures and language features of reports can help you in writing a report.

Learning Objectives:

After learning this unit, students are able to:

1. grasp the content of the spoken English and use English to respond to questions;
2. use ice breakers to initiate and sustain conversations and discussion;
3. analyze the basic structure of report texts;
4. understand the meaning of certain vocabulary in context;
5. understand the use of tenses in the use of technical language, the use of the present tense, the use of the past tense;
6. understand the use of topic and supporting sentences;
7. write a report text through guided activities;
8. collaborate in a project on eco-friendly technology to reduce plastic waste;
9. present a project report using different modes of presentation to suit different audiences and to achieve different purposes in print and digital forms.

CHARACTER OF PANCASILA STUDENTS

Creative with the key element:
- original idea
- original action

Keywords:
architect, design, unique, modern

Project Based Learning

Theme: Entrepreneurship

Unit 5
Smart Teenagers in a Smart Community

Introduction

Have you ever persuaded people to do something good? How do you persuade people?

Learning Objectives:

After learning this unit, students are able to:

1. grasp the contents of the spoken English and use English to respond to questions;
2. use 'example' strategy to initiate and sustain conversations and discussion;
3. use English to communicate with teachers, friends or others by expressing a move in your statement;
4. understand the basic structure of analytical exposition texts;
5. understand the meaning of certain vocabulary in context, the use of if clause and the use of emotive words;
6. write an analytical text through guided activities;
7. collaborate in a project;
8. present a project report using different modes of presentation to suit different audiences and to achieve different purposes in print and digital forms.

CHARACTER OF PANCASILA STUDENTS

Creative with the key element:
- original idea
- original action

Keywords:
deforestation, environment

Project Based Learning

Theme: Sustainable behaviour

Unit 6
Help the Planet We Call Home

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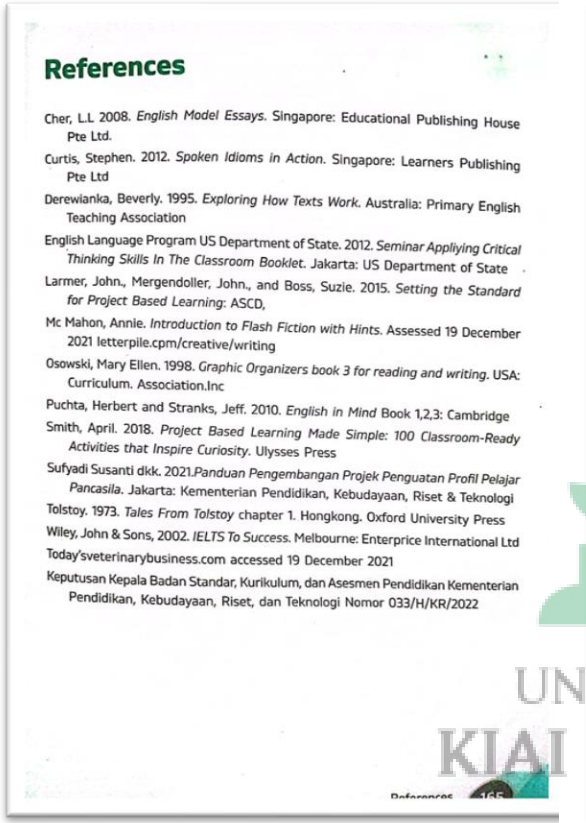
Ending Section



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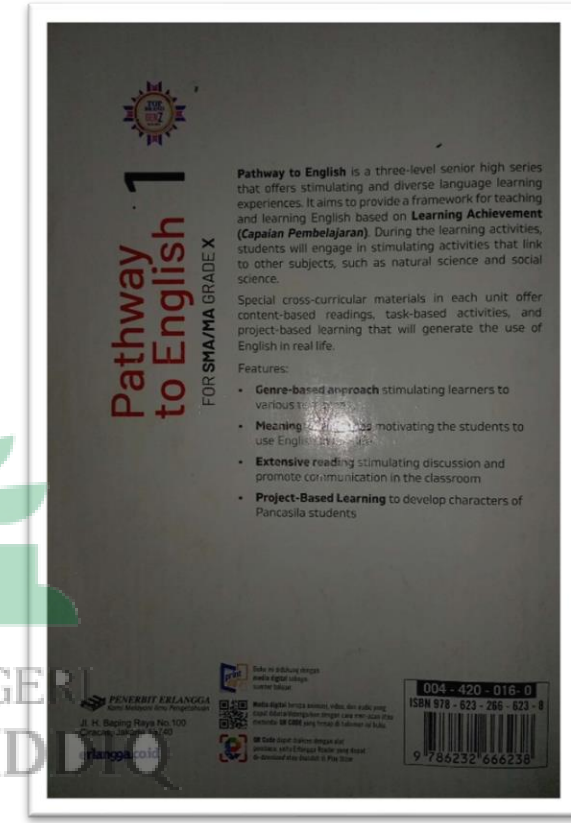

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Features:

- **Genre-based approach** stimulating learners to various t[illegible]
- **Meaning** [illegible] motivating the students to use Engli[illegible]
- **Extensive reading** stimulating discussion and promote communication in the classroom
- **Project-Based Learning** to develop characters of Pancasila students

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Appendix 7: Researcher's Biodata

Researcher's Biodata

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