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The Analysis of English Course Book for Tenth Grade of Senior High School Based on Merdeka Curriculum

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ABSTRACT

The research aims to analyze English textbooks Work in Progress. Based on the Independent Curriculum, there are many references for achievements learning that refers to six elements of English skills, namely listening, speaking, reading, viewing, writing and presenting in an integrated manner. The data analysis in this research was carried out by selecting data and presenting it is data, interpret data, and draw conclusions. Data is evaluated with using the categories high, low, and null. Analysis is carried out based on chapters where this textbook has six chapters. Results of this research shows that in general the English book "Work in Progress" exists some elements of the English language that correspond to what is suggested by Merdeka curriculum which refers to six skills in English. For the listening element in textbooks in each chapter have a high level of Conformity with the curriculum merdeka, for the speaking element in the textbook Curriculum. There are only 5 chapters that have a high level of suitability, in the reading element in each the chapters have a low level of conformity with the independent curriculum, and the viewing elements in each chapter have a level high suitability because it is in accordance with the Merdeka curriculum. The Research and presenting elements in each chapter have levels high conformity refer in the grid of the book Work in Progress it can be concluded that based on that the English textbook "Work in Progress" is appropriate suggested by Merdeka curriculum even though there are elements that are still not appropriate.



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INTRODUCTION

English has become an international language. It is used as tool of communication by people all over the world. They use English to communicate with each other both written and spoken. English is widely used for most fields as well, such as: industry, politics, health, tourism,

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education, etc. In education field, English is taught at elementary school until university. English also has become compulsory subject in school; therefore, English is tested in national final examination. Listening, speaking, reading, and writing are the four skills in English, although speaking is the most vital of the four skills.

According to (Ministry of Education and Culture, 2022). However, in the English language independent curriculum there are Six skills. Strengthening proficiency in the six language skills speaking, listening, reading, writing, viewing, and presenting in a variety of text forms is the main goal of learning English. The text book unquestionably plays a major contribution in supporting the existing curriculum being implemented. However, it is often found out that the materials are not always representative and comprehensive enough to support the demand of the curriculum itself in this case curriculum that has become analyzing the English textbook materials.

In Indonesia, the most recent curriculum is used. Put differently, it can be argued that there may still be a disconnect between the curriculum materials and the textbook materials, which serve as the foundation for teaching and learning. Therefore, it is important to conduct research on curriculum implementation by educational units, paying particular attention to the competency achievement of students in educational units under special conditions. One of the unique circumstances that led to learning loss and differed in the attainment of student abilities was the COVID-19 pandemic period. Makarim (2019). A learning recovery policy pertaining to the curriculum's implementation by the educational unit is required in order to overcome learning loss within a specific time frame. Educational units can create curricula that meet students' learning needs, but they also need to consider students' competency attainment in educational units within the framework of learning recovery. Thus, alternatives are provided for educational units to implement a curriculum that meets students' learning needs. The 2019 Curriculum, the Emergency Curriculum (the 2019 Curriculum that Makarim shortened), and the Independent Curriculum all offer ample time to delve into ideas and hone skills.

Many Indonesian children are unable to comprehend simple reading or apply basic English concepts, according to a number of national and international studies conducted in 2019. These studies also highlight the widening educational divide between Indonesia's various regions and social groups, which was made worse by the Covid-19 pandemic. Teachers stressed the importance of the Merdeka Curriculum and Merdeka standards for quality education. The Merdeka Teach Platform is made to help teachers transform their teaching in order to overcome these crises and other obstacles. It encourages teachers to create high-quality learning that aligns with the needs of students and the conditions of the Merdeka curriculum education unit. One way that kids require systemic changes is through the curriculum, which dictates the content taught in class and affects the pace and instructional strategies teachers employ to fulfill the requirements of their pupils.

This is why the Ministry of Education and Culture created the Independent Curriculum as a crucial component of attempts to teach students lessons from the long-lasting crisis. Students need to understand the two differences before talking about curriculum change, namely between the national curriculum framework and the education unit level curriculum. The national curriculum is a curriculum set by the government as a reference for teachers to develop a curriculum at the education unit level. Meanwhile, the education unit level curriculum is a curriculum that should be periodically evaluated and improved to suit changes in the characteristics of students and the development of contemporary issues. The national curriculum framework must provide space for innovation and independence, so that each school can and must develop it further. In essence, the national curriculum framework should be relatively stable, not changing quickly, but allowing rapid adaptation and change at the school level.

The position of the subject of English in Indonesia at this time is still more tends to be taught and learned only as a foreign language. This means that learning and teaching English happens more

in the classroom, not during communicate in everyday life. English learners in Indonesia have not have ready access to use English as a means of communication during their daily life outside the classroom the problem when implementing the implementation of this independent curriculum in the field.

The Analysis of English Course Book for Tenth Grade of Senior High School Based on Merdeka Curriculum already uses Based on the teaching practice program (PPL), the researcher had taught at SMAN 10 Pandeglang for two months starting from 5 October until 5 December 2022. Students would able to learn English early remembering the previous curriculum, namely the 2019 Curriculum during the current Covid-19 Pandemic era. There are several opinions students about the challenges in learning that were applied during the pandemic Covid-19. Most like, Awareness, motivation, interest, mood, feeling students' spirit; difficulty focusing; Difficult to understand the material, bored, Ability adapts quickly, Basic knowledge, students' abilities, Network difficulty, learning environment, Internet Network, Internet quota, data package and Readiness to use technology. In addition, there are also many challenges that will be faced inteaching English in the upcoming new normal (post-pandemic) era.

The researcher taught tenth grade students, the researcher found that the skills of understanding the contents of the students' English textbooks were very low, it was proven when researcher taught in Classroom when researcher asked students to discuss and present from English textbooks but most of them did not know and did not understand what was in the English text books. This finding is in line with what the English teacher said that students' interest in learning English is very low. In addition, their pronunciation is also relatively very low. They use code switching and code mixing when talking with their teachers and friends.

In addition, the researcher found that students lacked motivation so they were lazy to come or were absent, this was caused by some teachers who were unable to provide good teaching techniques that could engage students in developing skills and understanding English language texts after making observation? researcher try to analysis book that can develop students' skills and understanding, and finally researcher find several methods that can improve the quality of learning in the classroom based on the problems above, the researcher tried to carry out a research with the tittle The Analysis of English Course Book for Tenth Grade of Senior High School Based on Merdeka Curriculum.

According to Makarim (Kemdikbud, 2022). An independent curriculum is one that includes a variety of extracurricular activities and better content to provide students the opportunity to solidify their knowledge and expand their understanding. To accommodate students' learning requirements and interests, teachers are free to select from a range of instructional aids. project to improve Pancasila student profiles created according to specific government-established themes. The project is not related to the subject matter because it is not designed to meet specific learning attainment goals.

According to Rahayu (2022) curriculum in 2022 in driving schools has been optimal and continues to run, although there are still many gaps and obstacles in its implementation. The key to successful implementation of the driving school curriculum is that principals and teachers must be willing to change. As a leader, the principal must be able to change the mindset of school staff if changes are to be made so that an independent curriculum.

According to Fitriyah (2022) Independent Curriculum is the dream of a post-pandemic curriculum. It has several principles, one of which is flexibility. This means that schools can apply this curriculum based on the environment. However, this curriculum is very new when it is implemented by the teacher.

According to Manalu (2022) The Curriculum is a lesson plan, teaching materials, learning experiences that have been pre-programmed. The curriculum is a reference for every educator in

implementing the teaching and learning process. Curriculum changes are inseparable from the development of an all-digital era. The current era of digitalization is one of the benchmarks for the emergence of an independent learning Curriculum.

According to Krippendorff (2018), content analysis is the use of research methods for making use of the context that is replicable and valid inferences from texts. In line with Krippendorff, Colorado State University stated that content analysis is a tool to define the relation of some words and concepts and make inferences of the meaning within texts, the writer, the audience, etc. Which is part of this area the texts can be specified as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or any occurrence of communicative language content analysis is a scientific tool to analyze the concept of the specified text that can be replicable and valid inferences from the texts.

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

- 1) Written texts – documents, books, papers, newspapers, etc.
- 2) Oral texts – sound, speeches, audio messages, lectures, etc.
- 3) Iconic texts – graphs, paintings, posters, drawings, etc.
- 4) Audio-visual texts – films, MMS, videos, etc.
- 5) Hypertexts – texts from the internet

According to the various types of content analysis above, this study uses the written text of the book, which means that this study analyzes the content of the material from the English course book work in progress grade X. The course book generally analyzer based on the achievement of English subject elements in the Merdeka curriculum. Textbook Definitions in an EFL context, the terms textbook and coursebook are frequently used interchangeably. However, EFL practitioners particularly use the term "textbook" to refer to educational materials that teach English as a subject in schools and are created for particular student groups in a particular context, like a particular educational setting in a particular nation.

Nunan (2003: 226) defines textbooks as prepackaged, published books used by students and teachers as the primary basis for a language course, ranging from those that are broadly focused on developing all language skills to those that focus on a specific skill like writing or a specific area like hotel management. In contrast, Nunan contends that coursebooks are not written for a specific group of people but rather for a generalized target group for use in English-speaking or non-English-speaking countries. Additionally, they might contain movies, workbooks, CD-ROMs, audio cassettes or CDs, test packages, online resources, and sometimes a teacher's guide.

The curriculum is developed based on the societal problems that children are experiencing now and in the future. The preparation of materials is based on the needs, interests, and skills of students. Recently, the Indonesian government through the Ministry of Education and Culture has introduced a new curriculum, namely the Merdeka curriculum. The curriculum has been implemented in the 2022/2023 school year. The existence of a Merdeka curriculum is not to replace the previous curriculum that has been implemented, but to improve the existing curriculum.

According to Ur (1999), there are three stages of course book evaluation: (1) deciding on criteria, (2) applying criteria, (3) Summary.

- 1) Deciding on criteria. In this step, analysts must examine the criteria for course book evaluation and determine the significance of each criterion using codes such as very important, fairly important, and uncertain.

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

According to Cunningsworth (1995), there are criteria for course book evaluation:

- 1) The books should convey learners' current and future uses of the language. books that will assist students in preparing to utilize language effectively for their aims should be chosen.
- 2) The books should consider students' requirements as learners and facilitate their learning processes rather than enforcing a rigid method dogmatically.
- 3) 3.course book should have a clear position as a learning aid it acts as a bridge between the target language and the learner, much like teachers do (Cunningsworth, 1995).

RESEARCH METHODOLOGY

The study included a content design and a qualitative methodology. Two variable approaches are used in this study, Independent Variable and Dependent Variable. Qualitative variables are variables that cannot be identified. Value variable qualitative is not a number, but a form of mutually exclusive categorie the Qualitative Variables of this research are focus on English books.

The instrument is usually in the form of a course book instruments that really need to be able to measure the quality or the quality of the textbooks being taught in accordance with curriculum developments, global demands on related disciplines, and the development of critical thinking patterns, and can simultaneously serve character education through their research with the title of evaluative criteria from an English textbook evaluation checklist this checklist model is too complex and does not suit the situation, curriculum, and needs of students in primary and secondary education units in Indonesia.

Aspects to be modified include general attributes, teaching methods, language skills and linguistic domain knowledge, text complexity structure, text originality, and task complexity mandated in the current Indonesian language curriculum. the main instrument for mutual analysis of course books or learning materials, is urgently needed by educators and prospective students of teacher training degrees in developing pedagogical competence.

In this research, content analysis will be used to analyze English textbooks which is based on evaluation criteria and both based on the Merdeka Curriculum for Tenth grader in high school this research focuses on two versions English textbooks issued by the Ministry of Education and Culture and published by the private sector publication by Erlangga the instruments used are two analyses matrix, the first analysis matrix will be used to explain how the suitability of learning activities in tenth grader English Textbook published by the Ministry of Education and Culture and the private sector publication by Erlangga fulfills the content aspect suggested in the Independent curriculum syllabus Then, the second analysis matrix will show percentage score in the textbook evaluation criteria which aims to find out which text books meet the requirements content aspects are better suggested by the material evaluation.

The subjects of this research are thent grade students at SMAN 10 PANDEGLANG which amounted number to nine students and one English teacher from of total 35 students. The objects of the research in study arethe precess, outcoms, supporting and inhiging. Factors of Analysis of English Course Book for Tenth Grade Of Senior High School Based on Merdeka Curriculum.

Instrument used in this study is the researcher itself. The reason the researcher qualifies as an instrument is because the researcher has an expertise and deep understanding of the research topic and its various components. the researcher is the one who conducted the research and analyzed the data. The second instrument used in this study is checklist rubric. The checklist

rubric is used to see whether or not the English textbook is relevant to the Merdeka curriculum that refers to CEFR level B1. The researcher determined the criteria used in the checklist rubric; Complete, high, medium, low, and null.

However, in this study, researchers used four steps to analyze data: (a) data selecting, (a) data display, (c) data interpreting, (d) drawing of conclusions.

In this study, the teacher acted as the main informant to be interviewed about the use of textbooks used in schools associated with the Merdeka English curriculum. Teacher involvement in this study aims to strengthen and enrich the data obtained from the results of the analysis the data for this study were analyzed using a document checklist. It is done continuously carry out a checklist analysis on textbooks against certain predetermined criteria analyzing textbooks. In analyzing data, there are several steps taken by researcher.

Table 1. Rubic Checklist Instrument

NO	ELEMENT	COMPLETE	HIGH	LOW	NULL
1	Design and Organization	The textbook than materials complete by the Merdeka	The textbook contains less than half materials suggested by the Merdeka	The textbook contains less than half materials suggested by the Merdeka curriculum	The textbook does not contain any material suggested by the Merdeka curriculum
2	Language Content	The textbook than materials complete by the Merdeka	The textbook contains less than half materials suggested by the Merdeka	The textbook contains less than half materials suggested by the Merdeka curriculum	The textbook does not contain any material suggested by the Merdeka curriculum
3	Skills In terms of skills	The textbook than materials complete by the Merdeka	The textbook contains less than half materials suggested by the Merdeka	The textbook contains less than half materials suggested by the Merdeka curriculum	The textbook does not contain any material suggested by the Merdeka curriculum
4	Lesson Topic	The textbook than materials complete by the Merdeka	The textbook contains less than half materials suggested by the Merdeka	The textbook contains less than half materials suggested by the Merdeka curriculum	The textbook does not contain any material suggested by the Merdeka curriculum
5	Methodology	The textbook than materials	The textbook contains less	The textbook contains less than half	The textbook does not contain any material

complete by the Merdeka	than half materials suggested by the Merdeka	materials suggested by the Merdeka curriculum	suggested by the Merdeka curriculum
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RESULT AND DISCUSSION

The content of the "**Bahasa Inggris Work in Progress**" textbook is appropriate for the Merdeka curriculum, which is the subject of this study. The tables that follow demonstrate this correspondence.

The degree to which the textbook content complies with the Merdeka curriculum Based on the focus and research questions presented in the previous chapter, the study's results will be presented in this section. The findings can be shown in the manner described below. The tables that follow demonstrate how well the content of the "Bahasa Inggris Work in Progress" textbook aligns with the Merdeka curriculum, which is the main topic of this study.

Tabel 2. Analysis Element of the Chapters

No	Element	Complete	Low	High	Null
1	Design and Orgnization, Cover and all of the textbooks		√		
2	Language Content,all of the textbooks	√			
3	Skills In terms of skills, All of the pages		√		
4	Lesson Topics, All of the chapters		√		
5	Methodology, All of the Chapters		√		

The design used in the English book entitled work in process uses graphic design, namely a design for planning and arranging visual elements, text and images strategically in the book. This aims to make it easier for students to imagine and a good book layout helps guide readers through the pages easily and strengthens the message they want to convey. Book graphic designers are responsible for book cover design

The organization and structure contained in the English textbook Work in Progress can be said to be very good for developing knowledge skills and being able to think critically because it presents an objective perspective for students' thinking power. Apart from that, there is an answer key and references to art and culture in it. This aims to ensure that students in Indonesia are literate and do not forget cultural stories in Indonesia. This includes dividing the contents of the book into logically organized chapters, using subchapters, informative titles, and a complete index such as instruction objectives, questions to think about and chapter reviews. through the organization and structure contained in the book so that readers can easily navigate through the book to find the information they are looking for without difficulty. Design and Organization in the English textbook work in progress Design is related to content total textbooks are also related to the layout is clear and easy to follow.

In terms of structure, this has to do with the chapter order and structure of textbooks. Along with the cyclic process of repeating and revising in textbooks, this also has to do with whether or not certain materials are appropriate for both individual and group learning. The first criterion relates to design and discusses the book's overall content. The textbook's overall contents include of workbooks, teacher and student booklets, and tapes. These standards are not met by the English work in progress textbook. All of the textbook's material consists solely of visual visuals; it lacks

any other tools, such as audio or tapes, and isn't prepared for good listening abilities. Regarding the suitability of some materials for individual learning in criteria organization.

Table 3 Design and Organization

No	Criteria	Complete	Hight	Low	null
1.	Criterion is about design		√		
2.	Material for individual learning criteria organization		√		

The first chapter of the book is titled Great Athletes. In this chapter there are instructional objectives that are expected to be understood by students after studying this chapter as follows identify context, main idea and detailed information from oral and written descriptive texts presented in multimodal forms about great athletes, communicate simple ideas and opinions in various discussions, collaborative activities, and oral presentations to describe great athletes, and write a descriptive text about an athlete with an appropriate structure of organization and linguistic features.

Sport Events is the title of the book's second chapter. Following their study of this chapter, students should be able to comprehend the following instructional objectives. Determine the background, key points, and specific details of a multimodal oral and verbal recount text about a sporting event. Express basic thoughts and viewpoints in a variety of conversations, group projects, and oral presentations to discuss a sporting event. Write a recount text on a sporting event using the proper linguistic qualities and organizational structure, then present it.

The second chapter of the book is titled Sport Events. Students should be able to understand the following learning goals after reading this chapter. Ascertain the context, main ideas, and particulars of a multimodal oral and verbal recall narrative concerning a sporting incident. Discuss a sporting event by expressing basic ideas and opinions in a range of discussions, group projects, and oral presentations. Using the appropriate language and structure, compose a recount text on a sporting event, then deliver it.

Healthy Foods is the title of the book's fourth chapter. Following their study of this chapter, students should be able to comprehend the following instructional objectives. Determine the background, key points, and specific details of a multimodal oral and verbal process text about healthy meals. Express basic thoughts and viewpoints about healthy foods vocally during presentations, group discussions, and other activities. Write a procedure text about healthy meals that has the right linguistic qualities and organizational structure.

Graffiti is the title of the book's fifth chapter. Following their study of this chapter, students should be able to comprehend the following instructional objectives. Determine the background, key points, and specific details of a multimodal oral and written expository work about graiti. share simple thoughts and opinions in numerous debates, collaborative activities and presentations verbally regarding graiti. Write an explanatory essay about graiti using the proper linguistic elements and organizational structure, then present it.

The Chapter 1 pages 15-17 Complete the text The vocabulary learning material presented in English textbooks is more interesting compared to previous English books. There are several techniques that can make students think more freely. Textbook also has new vocabulary, and structure is a major part of a lesson, Textbooks also have vocabulary presented in a structured manner and focused but there are also some that are not suitable for students.

The Guess the Meaning exercise, which involves speculating on the meaning of words or vocabulary, is found in Chapter 2 on pages 35–37. You can use the word guessing method or the approach of inferring meaning from context to determine a word's meaning.:

Applying context to deduce meaning Using the context of the sentence or the words around it, this method teaches students how to deduce a word's meaning. One can take into account the statement's other words or the immediate context. If you feel that the sentence that contains the word you predicted is not enough, you can use a broader context, which includes the phrases that come before and after the statement. Determine the phrase. This method makes word guesses using images. There are usually more words to guess and more intricate images at a higher level. Furthermore, before immediately checking a dictionary, you might ascertain the meaning of a word by taking into account its context.

The Capabilities Harmer (2007) asserts that four skills ought to be covered in textbooks and that they must all be combined. The four abilities are speaking, writing, listening, and reading. Regarding listening comprehension, textbooks These requirements are not met because, in contrast to other skills, the listening part lacks any clear sections, resources, or tasks. Students' listening skills and visual aids in the form of video programs were not covered in this textbook.

Instructional objectives, questions to think about, chapter review, reflection, and enrichment are some of the skills in the English work-in-progress textbook that can help students become more courageous and critical thinkers because every chapter improves the quality of student learning and makes them more engaged in class.

Chapter Review on pages 121 Reviewers are usually called reviewers, they will provide information about their experiences in using a product or service. Reviews are very important for business owners so they can help their business develop. Currently, review activities have begun to attract the attention of many parties and have become a mainstay as a profession. However, to become a reviewer also requires real experience and mastery in this field. Because criticism and suggestions in the form of reviews should not be done carelessly. This can enable students to expand and think critically. for students, reviewers can carry out reviews with aims and objectives, because it is impossible to just give a review.

In chapters 3 and 4 contained in peer review, this is useful for students to find out the validity, quality, and often the originality of articles to be published. The main goal is to maintain the integrity of science by filtering out articles that are invalid or of poor quality. From a publisher's perspective, peer review functions as a content filter, directing better quality articles to better quality journals and thereby creating the journal's brand. Running an article through a peer review process will add value to the article. Therefore, The main goal of conducting a review is to provide information and an overview of a chapter from a book source that the student has studied that has several steps to revolutionize student learning in order to improve the quality of learning even more. Because this book also contains six skills to improve learning in English books, the publishers must make sure that peer review is robust. Numerous studies indicate that even after peer review, some articles still contain inaccuracies and suggest that the majority of rejected papers will be published elsewhere.

Table 4 Skills

No	Category	1	2	3	4	5	6	7	8
1	Oral presentation / Criteria		√						
2	Conversation/ oral activity			√					

Vocabulary and grammar and structures The Topics in English Work in Progress textbooks are a must too meets three criteria in terms of topic (Cunningsworth., 1995). Textbooks should have a variety and range of topics sufficient.

The chapter is tagged Chapter One, Chapter Two, Chapter Three, Chapter Four, Chapter Five, Chapter Six. Below the name of the Chapter is topic of Chapter which is essentially the subtheme of the theme for semester.

This Topic expand students' awareness and enrich their experience the topic related to the context social and cultural aspects presented in the book lesson.

the topics taken from each chapter, it improves the quality of student learning so that students who read or study books are interested in themes that convey the nuances of modernization and highlight culture in *Indonesia*, so that students in Indonesia will be aware of the culture that has been maintained since ancient times. without changing or destroying it, even though this culture is discussed in English books, it aims to improve students' learning English.

Physical education is discussed on page 27 of Chapter 1. Sports and health are an essential component of education overall, and they are chosen to be systematically planned in order to meet national education goals. Education is a lifelong process of human development, and physical education, along with sports and health, aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, stability, emotional, moral actions, and aspects of a healthy lifestyle and clean environment. Sports and health education play a crucial role in schools by giving students the chance to participate directly in a variety of learning experiences through carefully chosen physical education and health activities that are conducted in a systematic and regular manner. The goal of offering learning opportunities is to promote both psychological and physical development while building a fit and healthy lifestyle for the rest of one's life. A "physical person" who can demonstrate skills, mastery, and application of moving concepts, maintain physical fitness, have social and personal responsibility, and behave effectively in daily life is what is required of students as they progress through the learning process. Students are brought into the atmosphere happy during their activities, so you can explore and discover something indirect. To actualize physical education sports and health like this, students must be made as a learning subject. Having certain skills does not mean that students must know them in order to master certain sports and games; rather, it prioritizes the process of student movement development over time.

The Chapter 2 the Topic paralympic games, pages 50-52 describe a sporting event, namely the Olympics which were held at the Tokyo Paralympics, and Stoke Mandeville holds the same place in the history of the Paralympic movement as Greece has in the Olympics; since 2012, the Paralympic flame has combined the "heritage flame" lit at Stoke Mandeville, although combined with the flame lit in the host nation for the official start of the torch relay. Starting in 2024, the upcoming Paralympic torch relay will officially start in Stoke Mandeville, as an equivalent of the Olympic flame created at Olympia. With a theme like this, it is hoped that students will be able to know the outside world and skills in taking part in the Olympics to make Indonesia proud throughout the world.

We all know the benefits of eating healthier: eating a healthy diet helps us avoid cancer, heart disease, and other serious illnesses; it helps us lose weight and keep it off; it improves our mood significantly; it increases our chances of living a longer life and enjoying wellbeing while we are alive. Chapter 5, which is located on pages 90-93, covers the steps that are taken to live a healthy life every day. I wanted to make the guidelines for eating healthier simple and easy to understand for those who are interested in making dietary changes.

With respect to the first criterion, the English work in progress textbook for Class X results from the autonomous curriculum's implementation has a wide range of themes covered that is genuine because its contents are arranged thematically. According to the second criterion, the subject should broaden students' perspectives, foster critical thinking, instill a sense of patriotism, and enhance their educational experience. Several This textbook's subjects are meant to raise students' consciousness by introducing them to socially sensitive issues, local wisdom, and sociocultural events that they encounter on a daily basis. The subject must be relevant to the social and cultural background discussed in the textbook in order to meet the third requirement. Nonetheless, a wide range of subjects are covered. There are no tangible historical or cultural elements in the text.

namely the history of Indonesian independence. So, students don't can connect it with national culture and local Indonesian wisdom.

Table 5 Lesson Topics

No	Criteria	Complete	Hight	Low	Null
1	The text entitled Work in Progress has Cover topics are quite diverse because The contents of this textbook are organized according to topic	√			
2	A number of The topics in this textbook are expected to broaden students' awareness by introduce social issues, sensitive,socio-cultural events that occur in life their everyday		√		
3	Regarding the third criterion, the topic must be related to the social and cultural context presented in the textbook.		√		

In terms of methodology, English textbooks must meet three requirements, according to Cunningham (1995): first, the method used to present and practice the material must be appropriate for the learner; second, the textbook must develop communicative skills; and third, the content must advise or assist students with learning strategies and abilities. This textbook does not meet the first requirement, but regrettably, it also fails to present new items in both deductive and inductive techniques.

The author of this chapter provided the data findings of the first-year junior high school English textbook on the uniformity of materials with core competence and basic competence. The two components of this subaspect—completeness and in-depthness—were described as follows: m. Wholeness The researcher discovered the following completeness from the analysis of an English textbook: Page 5 takes a break from the pleasantries on pages two and three. n. Comprehensive Through the analysis of English textbooks, the researcher discovered the following in-depth: greeting, which is part of the 16-page project to find out how their peers are feeling that day on page 9. 1.2 Material Accuracy The three components of this subaspect—social function, meaning structure and element, and linguistic features—were described as follows: a. Social role Interpersonal and transactional communication were the two social function criteria that this chapter met. It is believed that students communicate through interpersonal and transactional texts by extending greetings that are appropriate for the students' surroundings, requesting a favor, or making an inquiry. The researcher discovered these social functions by examining English textbooks: Unit 1, Page 5; Unit 1, Page 6;

A component and framework of meaning This requirement was met by this chapter. The interactive component that encourages students to initiate conversation and respond to it by asking for and providing information or a favor was covered in the interpersonal and transactional texts. Students are provided a variety of examples of how to use basic grammar to express and respond to greetings. The researcher discovered the following elements and structures of meaning by examining English textbooks: Unit 1 on page 5, Unit 9 on page Linguistic Characteristics The linguistic qualities are suitable for the desired context of communication. Using short, straightforward interpersonal and transactional texts, students are introduced to a variety of greetings, departure requests, and 47 apology techniques. Pupils are instructed on how to welcome others and respond to them using appropriate language. The language in the unit on page 18 about requesting a favor and apologizing is supported by the appropriate context and picture. Supplementary Resources Relevance, the development of life skills, and diversity insight were the three items in this subaspect that were described. Pertinence

This chapter's image accurately captures the everyday circumstances of the kids. Every image depicts the appropriate real-world scenario for every kind of text that has been studied; for example, the illustration depicts the students' home and school environments. Page 17 of Unit 2 and Page 57 of Unit 4 are the dialogues that the researcher deemed to be relevant since they involve common interactions that occur in students' daily lives. Development of Life Skills Social skills are the life skill that is used in this chapter. In addition to learning how to welcome and respond to others, students are also taught how to show concern for their friends by asking how they are feeling, providing assistance, and expressing regret when they have done something wrong. Diversity awareness The researcher did not discover the diversity insight in the unit after examining the English textbook.

Table 6 Methodology in the Textbook

No	Element	Complete	Low	High	Null
1	The technique used for present/practice the material The new language must be suitable for the learner		√		
2	Communicative skills are a developed in the textbook			√	
3	The material included in the textbook		√		

The following is a description of the analytical data based on the research findings in Chapter IV: According to Johnson (1999), authentic methodology is defined as follows: texts are considered authentic if they are real examples of the methodology being used, as opposed to exemplars created specifically for language instruction. It indicates that the textbook's material includes examples that are grounded in reality. According to Shepherd in Iftanti (2013), both teachers and students might find using actual content to be interesting and fulfilling. The student can more easily conjure up an imaginary world with the aid of the contextual illustration. The majority of individuals believe that genuine content solely refers to articles from newspapers and magazines. This criterion is described as having genuine materials in every chapter. If the book meets the description, it is deemed relevant to the criterion. Since the book fits the description, it is pertinent to the criterion. The unit asserts authentic material. The information presented in the form of a chapter. The methodology and other materials produced by the research are nearly identical.

Based on information gathered from the study of the content, it was discovered that the English work in progress textbook for class X was classified as "good" since it met the Agency National Education Standards' seven criteria with an average score of 90%. Seven criteria can be categorized as "good": the gain from the material's conformance to basic competencies and competency standards (85.3%); the accuracy of the material (87.3%); the learning support of the material (90%); the accuracy of the language (100%); the presentation techniques (100%); the teaching and learning techniques (100%); and the coverage presentation (87.8%). The analysis is shown as follows.

Based on the findings above, it can be said to be an element of in textbooks to fulfill what is recommended by the Merdeka Curriculum as a by whole, this can be seen from the title of the chapter name is so close to teenage life, such as sports and art that can make students more enthusiastic about learning because of the content in it teaching materials are very relevant to their lives. This is in line with what is in learning the results of the speaking element of phase E which states that students can understand and identify the main ideas of discussion on topics close to teenagers' lives.

According to Hamed (2017) emphasized that his and her communicative abilities components should be integrated into foreign language textbooks and classrooms activity. All elements that meet the criteria in the textbook can be said to meet what they are suggested by the Merdeka Curriculum. However, there is one thing the chapter does not has any topic content recommended in the Merdeka curriculum, namely in the 1st semester chapter with the topic. History, in that

chapter there is no suggested material or assignments in the Merdeka curriculum. The role of elements in learning English in the modern era is very important for students' future provisions.

According to Suji (2023), communication is a true indicator of proficiency in the English language, and in this instance Students today must learn the following kinds of abilities and competencies: Unlike in the past, one of the biggest changes affecting language instruction is the emphasis on communicative competence. The outcomes of this study indicate that the content of the "English Work in Progress Class X" textbook is appropriate for the Merdeka curriculum based on the findings of the research that has been done. The preceding chapter's research topic, which sought to determine how well the textbook's content matched the Merdeka curriculum, has been addressed.

Based on the analysis's findings, it is known that the Ministry of Education and Culture introduced the content found in the high school English textbook "Work in Progress" for the tenth grade. Of the total four elements suggested by the *Merdeka* curriculum, five elements can be categorized as having the right level and meeting the requirements in accordance with the *Merdeka* curriculum, the five elements include Language content, skills, lesson topic, design and organization, and methodology. One component, the reading component, does not adhere to the Merdeka curriculum's requirements. Furthermore, the research of Fitrawati (2023) and this study are comparable in that they both analyze the material found in the grade X "Work in Progress" textbook. According to analysis, the English work in progress book for class X satisfies the majority of the standards set by the National Education Standards Agency for textbook evaluation. The majority of the requirements in the sub-aspects of the relevance of the content to the curriculum for independent learning, material accuracy, learning support materials, language accuracy, technique presentations, teaching and learning techniques, and presentation coverage are met by the book English work in progress for class X.

Nevertheless, a few things on the checklist are not fulfilled. For instance, in terms of content and material accuracy, this textbook falls short in interpersonal texts since it does not provide students with enough opportunities to interact with one another. Book English work in progress for Class X does not have speaking activities (speaking) which allows participants students to communicate effectively interpersonal accompanied by explanation about structure, linguistic features, and characteristics interpersonal text. In the aspect of supporting materials learning, books English for class X no direct students to have skills, attitudes and skills required to do a certain job. Even though vocational skills have a role which is crucial in the contemporary development age to fulfill competency expectations. It is intended that by offering career counseling services in schools, teachers will provide students with the skills necessary to make future career selections and be able to offer a variety of work-related information relevant to their areas of expertise. So, book Students' occupational abilities—the knowledge, skills, and dispositions needed to perform a particular job—are not developed by this text. Due to the absence of an author index and summary, the Language book English work in progress for class X falls short in the presentation area. English textbook entitled The English work in progress for Class X lacks an author index and does not give students a synopsis of each chapter that highlights the key ideas of each lesson covered in this textbook. The list of writers whose works are used in the content of the book is called "index authors," and it is followed by the page number in the textbook where the authors' names appear. The English Work in Progress for Class X textbook satisfies all requirements in the areas of language accuracy, technique presentations, and teaching and learning methods, making it pertinent to the current curriculum independently. "How do the materials in the textbook relate to the material independent English curriculum?" is the second research question. Research revealed that language textbooks the English used is relatively relevant to *Merdeka* curriculum with a few shortcomings relevance to the *Merdeka* curriculum. by Therefore, it is hoped that teachers can overcome some of these shortcomings with other materials to achieve goals which is targeted and implemented in the *Merdeka* Curriculum.

CONCLUSION

This research was carried out to assess the content of the government-published official English language textbook for class X, English for Work in Progress, which was written using the Merdeka curriculum and satisfies the evaluation criteria. It also aimed to assess books that are pertinent to the English curriculum. It was discovered that the examined textbooks satisfied 66.7% of the requirements for a quality EFL textbook, including those put forth by Cunningsworth and Harmer. Five evaluation criteria textbooks are included in the criteria: (1) design and organization; (2) language content; (3) skills; (4) themes; and (5) methods. Consequently, 23.4% of these textbooks fall short of what constitutes a quality EFL textbook. There are several drawbacks found in this textbook. First of all, the pupils do not interact with the environment in terms of aims and approaches, and there are basic competences 3.3 and 4.4. Secondly, workbooks and tapes are absent. This textbook does not include individual learning or self-study exercises that may be completed at home. Third, vocabulary does not make up a significant portion of a lesson in this textbook in terms of language content. Fourth, listening abilities do not include material listening. The majority of the text in this book is also not authentic. Three materials are included in the pre-reading exercise: background information, setting the scene, and pre-reading questions from this textbook. There are no activities or other items included in this part, and the reading content is delivered in a linear manner. No There are writing exercises that involve paragraphing. There are no exercises in this textbook that highlight particular linguistic resources for written form. Fifth, hardly none of the themes covered in the text are related to Indonesian culture. Last but not least, this textbook's methodology fell short in introducing novel concepts using the deductive and inductive approaches. Additionally, researchers can determine that the English textbook Language English Work in Progress for class X is classified as "good" based on the findings and analysis of the study that has been conducted. by attaining a mean score of 90% across the seven standards established by the National Education Standards Body. Five criteria can be categorized as "good": the learning support (90%), accuracy language (100%), presentation techniques (100%), teaching and learning techniques (100%), coverage presentation (87.8%), and the gain from the material's conformance with competency standards and basic competencies (85.3%). Additionally, the English textbooks that are utilized are somewhat related to the curriculum, although they are not as relevant to the Merdeka curriculum.

In order to accomplish the desired outcomes of the Merdeka curriculum, it is hoped that the teacher will be able to fill in some of these gaps with the help of other materials. For instance, if there is a lack of listening material, the instructor can supply it by using online media or the internet to find sources.

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

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

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WaMbaleka, 2020. Instrument used in this study is the researcher itself

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