



**“ENGLISH FOR NUSANTARA” TEXTBOOK
EVALUATION: AN INSIGHT FROM
CUNNINGSWORTH PERSPECTIVE**



HIMMATUN NAILA

SN. 2518104

2025



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A THESIS

Submitted in Partial Fulfillment of Requirements for Degree
of *Sarjana Pendidikan* in English Education



By:

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**ENGLISH EDUCATION DEPARTMENT
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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EVALUATION: AN INSIGHT FROM
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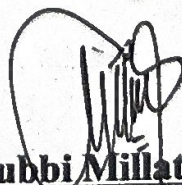
Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

Wassalamu'alaikum, Wr. Wb

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MOTTO

“.... And when you have decided, then rely upon Allah”

(Q. S. Ali Imran/3: 159)

“... and despair not of relief from Allah.”

(Q. S. Yusuf/12: 87)



ABSTRAK

Kurikulum Merdeka adalah kurikulum terbaru yang berlaku di Indonesia, kurikulum ini memberikan ruang bagi siswa untuk lebih aktif dan kreatif dalam proses belajar mengajar. Namun, sebagai konsekuensi dari perubahan kurikulum tersebut, maka buku teks yang digunakan dalam kegiatan belajar mengajar juga mengalami perubahan untuk menyesuaikan dengan program dari kurikulum yang berlaku, misalnya, buku “English for Nusantara” yang baru saja dirilis untuk kelas 9 SMP/MTs. Tujuan dari penelitian ini adalah untuk mencari tahu bagaimana kesesuaian buku teks “English for Nusantara” dengan kriteria evaluasi buku teks yang diusulkan oleh Cunningsworth (2008). Meski sudah banyak yang membahas evaluasi buku teks menggunakan teori dari Cunningsworth, tetapi masih jarang yang membahas dengan sudut pandang penelitian kualitatif. Pada penelitian ini, penulis menggunakan pendekatan kualitatif dengan desain evaluasi buku teks. Dokumentasi digunakan dalam teknik pengumpulan data, dan menerapkan analisis konten sebagai teknik analisis data. Hasil dari penelitian ini menunjukkan bahwa buku teks tersebut memenuhi kriteria yang disajikan dari evaluasi buku teks menurut Cunningsworth (2008) meski masih terdapat beberapa kekurangan yang perlu dikembangkan lagi, misalnya, kurangnya materi untuk kemampuan berbicara dan materi mengenai cara pengucapan dalam bahasa Inggris. Di samping itu, tim penulis juga perlu memperhatikan instruksi-instruksi agar sesuai dengan latihan yang disajikan. Penelitian ini menunjukkan pentingnya melakukan evaluasi buku teks untuk memastikan bahwa buku teks sesuai dengan program belajar mengajar.

Keywords: Evaluasi buku teks, teori Cunningsworth

ABSTRACT

Merdeka Curriculum is the recent curriculum used in Indonesia, it allows students to be more active and creative in the teaching learning process. However, as the consequence of the curriculum changing, it also affects the textbook which used in the teaching learning activities to match the teaching learning program in the curriculum, for instance, the “*English for Nusantara*” textbook which just released for the 9th grader of Junior High School. The objective of this research is to find on how the compatibility of the “*English in Nusantara*” textbook with the criteria of textbook evaluation by Cunningsworth (2008). Despite many researchers have conducted study on textbook evaluation, but many of them applied quantitative approach. To fill this gap, this research applied qualitative approach to give another perspective. The researcher used qualitative study and textbook evaluation research design. Documentation is used as the data collection technique and content analysis is used as the technique of data analysis. The findings shows that the textbook is mostly meet the criteria of textbook evaluation while also has a few minor inadequacy that need to be developed such as lack of speaking and pronunciation materials. In addition, the writer team should be more cautious in putting instructions to match the following exercise. This research demonstrates that it is crucial to conduct a textbook evaluation to assure that a textbook is suitable with teaching learning process.

Keywords: Textbook Evaluation, Cunningsworth’s theory

PREFACE

All praises is due to Allah SWT., who has given His mercy, guidance, and blessing so the writing process of this research study entitled **“English for Nusantara” Textbook Evaluation: An Insight From Cunningsworth Perspective** is finally can be completed. Peace and blessing be upon Prophet Muhammad SAW., his family, companion, and adherence.

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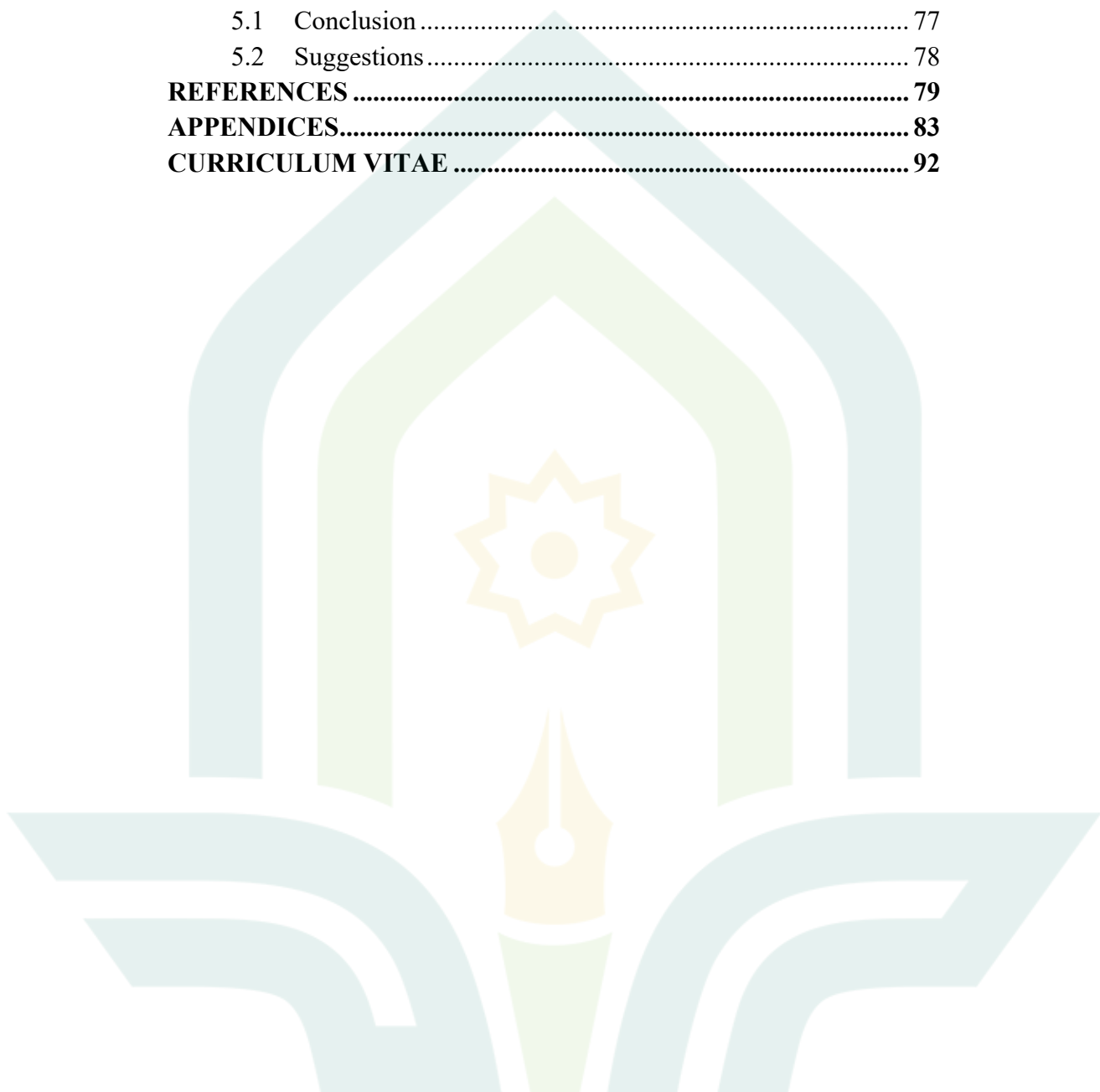
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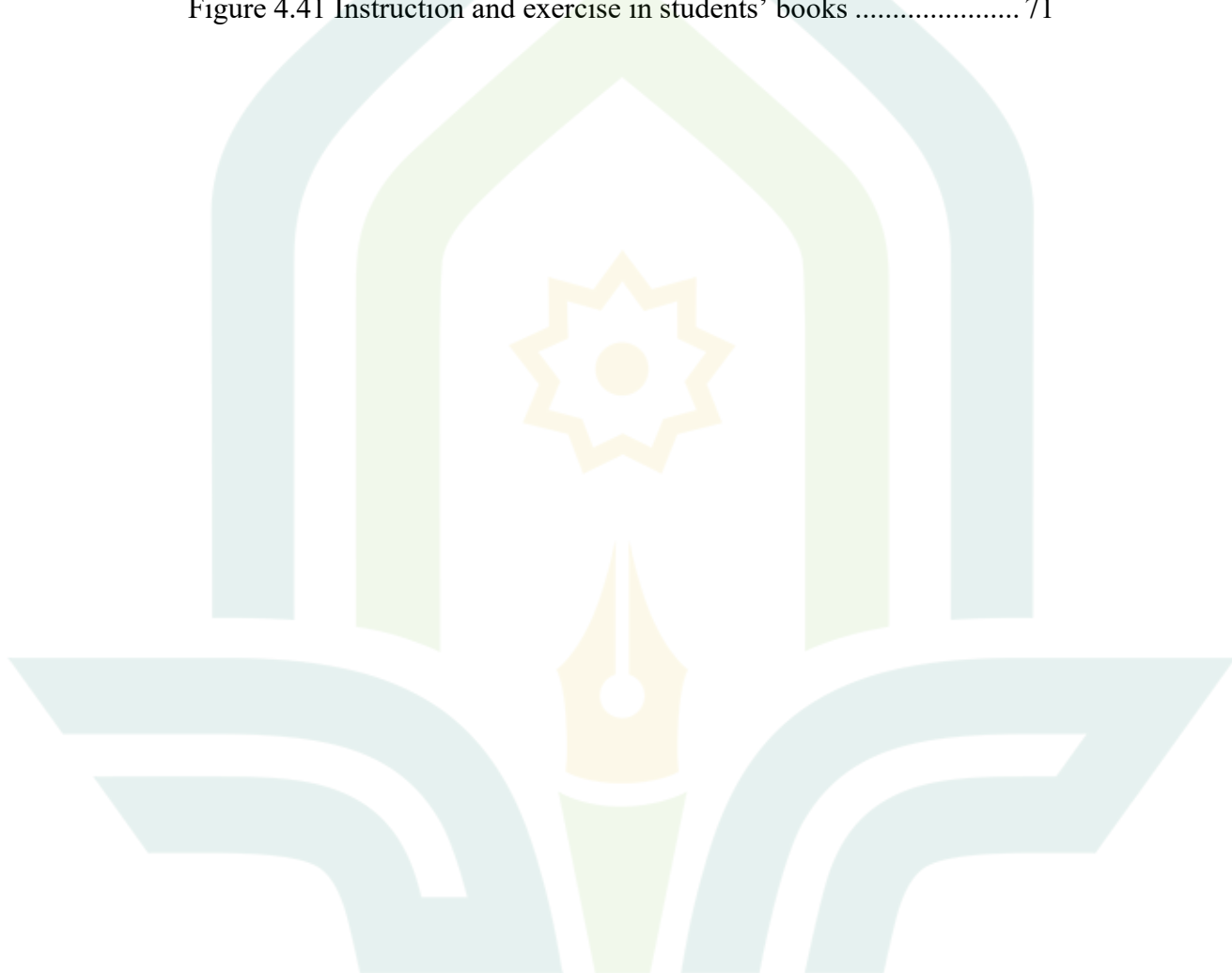
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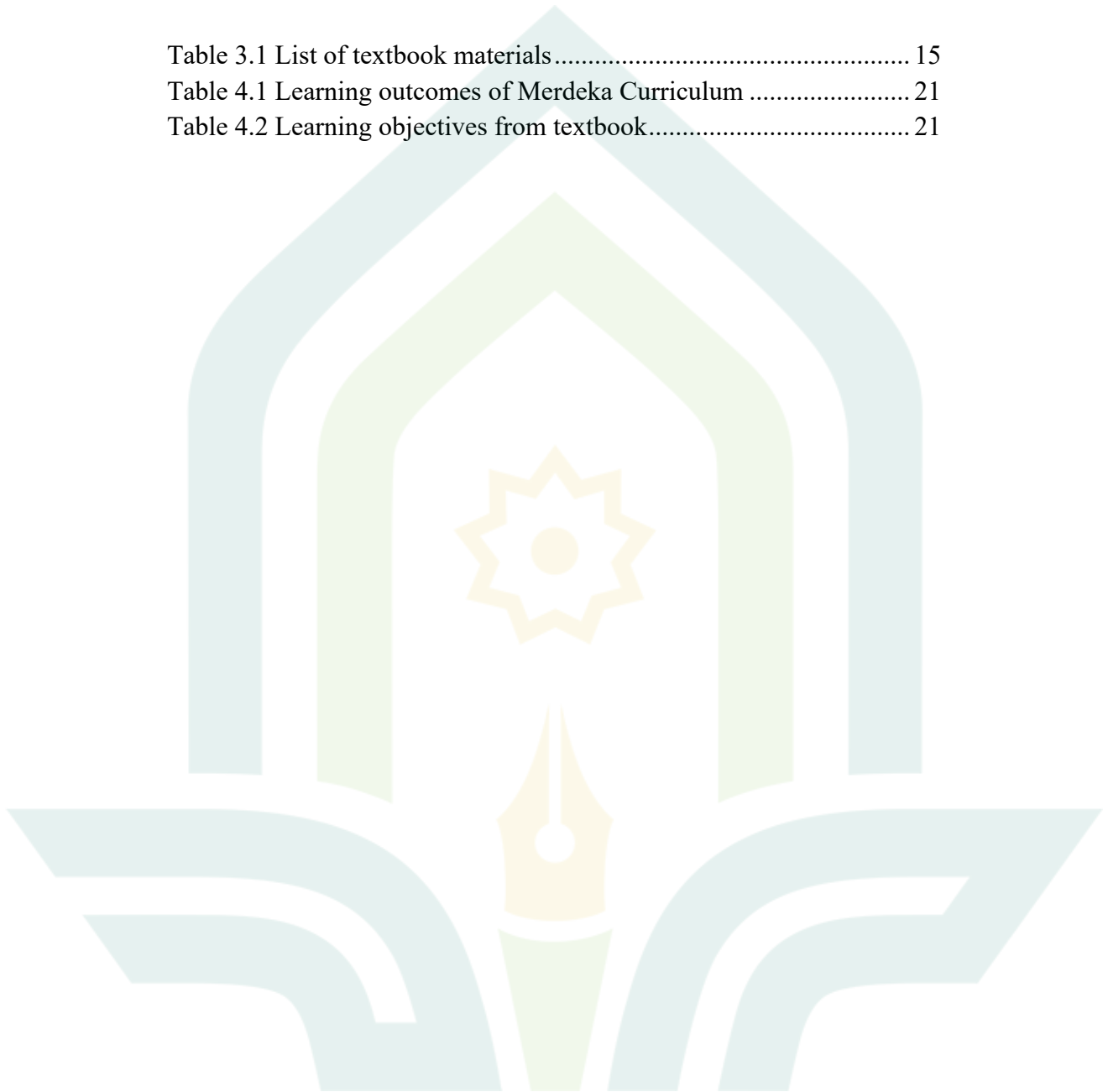
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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Indonesian curriculum of education has been frequently changed throughout the year. Recently, Indonesia is using Merdeka Curriculum or *Kurikulum Merdeka*. Although Merdeka Curriculum actually has been piloted since 2021 in limited school known as '*sekolah penggerak*' for trial (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2023), but The Ministry of Education just introduced the new curriculum officially on February 2022 as a step to support the learning loss recovery due to the COVID-19 pandemic (Direktorat Sekolah Dasar, 2022). It has been implemented until now as a replacement of the prior curriculum, K-13 Curriculum or Kurikulum 2013 which has been used since 2013. The Ministry of Education said that, basically, Merdeka Curriculum is a simplification of K-13 Curriculum materials. Merdeka Curriculum offers flexibility for teaching and learning activities. The principles of Merdeka Curriculum is its simple, essential, flexible, contextual, and relevant material with students' needs.

As the consequence of curriculum changes, the textbooks used in schools are also changed. The Ministry of Education and Culture (Kemendikbud) have issued new textbooks from primary to senior high school which contents have been adjusted with the new curriculum. The textbook "*English for Nusantara*" for 9th grader of Senior High School is the latest book issued by Kemendikbud as a replacement for the previous textbook entitled "Think Globally Act Locally" which used the K-13 curriculum.

Textbook is one of tools or media of curriculum. As one of teaching media, textbooks are accepted widely as a common feature in learning circumstance (Okeeffe, 2013). Textbook also has significant role in teaching and learning process as a knowledge source and promotion of curricula (Department of Education Psychology and Curriculum Studies HakiElimu, 2011).

Textbook can be used as learning guidance for students because it contains material summaries and exercises. Moulton (1997) as cited in HakiElimu (2011) mentioned that textbooks are specifically important in integrating four learning skills namely: reading, listening, writing, and speaking. Cunningsworth (1995) stated that there are four purposes of textbooks, they are: (1) It should correspond to learners' need and meet with the objectives or purposes of the language learning programs; (2) It should reflect the uses which learners will make of the language; (3) It should facilitate students' learning processes; and (4) It should have a distinct role as a support for learning.

Considering the importance of textbook in teaching learning activities, especially in learning foreign language, consequently, teachers must read and choose carefully which textbook is suitable for students. Teachers ought to consider several things when choosing a textbook for students. According to Ayu and Indrawati (2018), analyzing and evaluating textbook which will be used in teaching is necessary for teachers or instructors since it will provide them useful information for planning and managing activities and tasks for the learners in classroom practice. In the other hand, there are some purposes of conducting textbook analysis for students, such as to look for the best material as resource for English learning process and to decide which textbook supports students' learning process. The teacher can teach well if they use the appropriate textbook.

As an essential component in teaching-learning process, a good English textbook must have some certain criteria. A good textbook should not only visually appealing, but also appropriate in content. There are many experts who propose the criteria of a good textbook, for instance, Grant (1987), Sheldon (1988), Cunningsworth (1995), and Harmer (2003).

Given that English has become one of main subjects in school, there are great variety of English textbooks published which available for students and teachers to fulfill their needs. As a recently issued textbook of Merdeka Curriculum, then it is

essential to analyze the content of “*English for Nusantara*” textbook. It is one of English textbooks which widely distributed and used in Indonesia for students in 9th grade.

1.2 Identification of Problem

Based on the background of the study stated earlier, the problem are identified as follows:

1. Textbook is considered as a valuable tool and resource in teaching and learning process.
2. There are numerous textbooks published in Indonesia, but not all of them are suitable for learners.
3. Due to the exchange of curriculum, the Ministry of Education has to release new textbooks that are in line with the recent curriculum.
4. Textbook evaluation is necessary to find the most appropriate textbook which relevant with curriculum and the goal of study.

1.3 Limitation of Problem

This research is focused on analyzing the textbook “*English for Nusantara*” used for nine grader using the Cunningsworth’s guideline of textbook evaluation.

1.4 Research Question

According to the background of study mentioned above, this research will answer and investigate the research question of how is the compatibility of the content of English textbook entitled “English for Nusantara” with the criteria of a good textbook by Cunningsworth?

1.5 Aim of The Research

The goal of this research is to find out how the textbook entitled “English for Nusantara” reflects the compatibility with the criteria of a good textbook by Cunningsworth.

1.6 Significance of The Research

1. Theoretical Use

This study is expected to be able to contribute in the field of textbook evaluation based on Cunningsworth’s theory.

2. Empirical Use

The data found is hoped to be able to help the development of the textbook quality used in Indonesian education

3. Practical Use

a. For the students

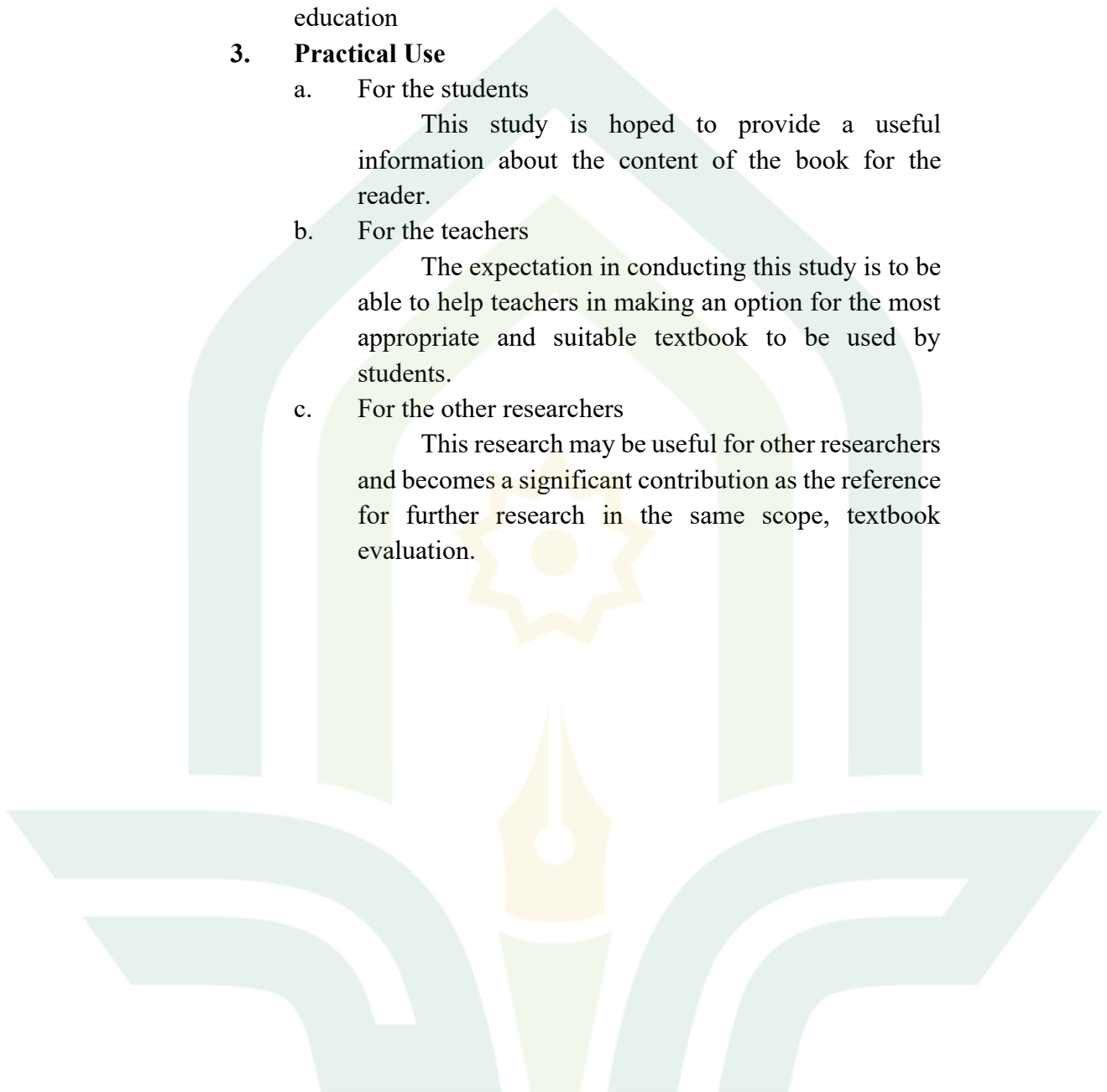
This study is hoped to provide a useful information about the content of the book for the reader.

b. For the teachers

The expectation in conducting this study is to be able to help teachers in making an option for the most appropriate and suitable textbook to be used by students.

c. For the other researchers

This research may be useful for other researchers and becomes a significant contribution as the reference for further research in the same scope, textbook evaluation.



CHAPTER 5

CONCLUSION

5.1 Conclusion

Based on those findings and discussions above, it can be concluded that the textbook for ninth grader entitled “*English for Nusantara*” is compatible with the criteria of textbook evaluation stated by Cunningsworth (2008), with minor weaknesses in some aspects. This makes the textbook appropriate to be used in learning and teaching activities while also needs some developments and improvements.

The missing point in the first aspect is the material coverage. Despite the textbook mentioned learning objective regarding to speaking skill, it did not provide sufficient material for speaking. The design and organization of the textbook is good and clear by following deductive approach, which presents material from general framework and divided into more specific parts. Even though the students’ textbook did not equipped with grading system, but the teacher’s book provides rubric assessment to monitor students’ progression during learning process. The lacking part of the language content is the material for pronunciation work, while students might learn how to pronounce word by listening to the provided dialogues and monologues, but there is no material for word stressing, sound letters, phonology, etc. The weakness of the textbook in the skills aspect is the amount of speaking skill materials. Overall, this textbook only has two specialized section for speaking, located in the Chapter 2 and 5. The topics variation and suitability with the cultural view is the strength of this textbook. This textbook promotes equality of genders by depicting women involvement and inclusivity by depicting different characters with distinct features. The methodology used in this textbook is in line with the learning principles of Kurikulum Merdeka. It views the teacher as the facilitator which gives help to students and let them be creative in the learning process. The teacher’s book also has fulfilled every criteria for evaluating a

suitable teacher's book. It suggests teaching strategy and provides keys of exercises. The findings shows that the textbook is practical with its durability and accessibility, which makes it fulfill the criteria for the last aspect.

5.2 Suggestions

This part of study offers some suggestions for several parties regarding to this research about textbook evaluation. The first suggestion refers to teachers. Teachers have to be selective in choosing appropriate textbook to be used in teaching learning activities. Teachers should always takes learners' needs into account when selecting a textbook. Textbook evaluation can be one of methods to determine the appropriate textbook.

Concerning to the expected improvement and development of the textbook, the writer offers some suggestions. First, the material should be adjusted with the learning objective. Second, the textbook should be equipped with materials for pronunciation work. Third, the number of speaking material should be added in the textbook.

The last is suggestion for future researchers who will conduct study on the same or similar topic of textbook evaluation is expected to give more detailed explanation with enhanced knowledge and enriched reference.

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