

Beyond the Cover: An In-Depth Analysis of the Practicality of an English Textbook by the Indonesian Government Post Pandemic Covid 19

Diyah Nur Hidayati^{1*}, Eny Kusumawati²
Universitas Tunas Pembangunan Surakarta
Jl. Walanda Maramis No.31, Surakarta, Indonesia
diyah.nurhidayati@lecture.utp.ac.id^{1*};
eny.kusumawati@gmail.com²
* corresponding author

Received:
4 August 2023

Revised:
21 September 2023

Accepted:
13 October 2023

Published:
7 November 2023

Abstract

For teaching and student learning, textbooks are a vital and widely used resource. The purpose of this study was to assess the unit design in "*Bahasa Inggris kelas XI Semester I*" to respond the post-pandemic Covid-19. This study was classified as a textbook evaluation. Document analysis and interviews were used to collect data. Miles' and Huberman's model was considered to be used in data analysis through data reduction, data display, and conclusion. The study finds that the textbook addresses only three of the six suggested indicators, lacks appropriate images that can aid students' comprehension, and has no clear grading system or instructions for students, which can lead to confusion and undermine their ability to complete tasks successfully. The study recommends that future textbook writers should consider appropriate visuals to complement the text, use pictures as symbols or icons, and provide explicit instructions to guide students towards achieving learning objectives. The findings of the study can inform future textbook writers, teachers, and curriculum developers to improve the quality of English language education in Indonesian schools. Moreover, the study highlights the need for textbooks to adapt to the new normal of remote learning.

Keywords: textbook, evaluation, activities, English, post-pandemic

Introduction

In response to the challenges posed by the Covid-19 pandemic, there is a pressing need to adapt and modify educational curricula. Researchers (Akkermans et al., 2020; Kuromiya et al., 2022; Lawan et al., 2020; Mukminin et al., 2019) emphasize the impact of the pandemic on the teaching and learning process. To address these challenges, an emergency curriculum is being deployed, providing schools with the flexibility to implement a student-centered approach to classroom management. In this context, the Indonesian government has introduced the "*Merdeka Belajar*" or "Freedom to Learn" curriculum (Kemdikbud, 2022). This curriculum aims to expedite the achievement of Indonesia's educational objectives, focusing on elevating the standard of the country's human resources, making them competitive on a global scale (Anggraena et al., 2021; Suhartono, 2021; Tohir, 2020).



The "Freedom to Learn" curriculum introduces several significant changes. Learning is no longer confined to traditional classroom settings, with students now engaging in the learning process at multiple times and locations (Alawi et al., 2022; Ariga, 2022; Kemendikbud, 2020; Suhartono, 2021). Classroom hours are shortened, and the learning system has been inverted, emphasizing theoretical learning outside of the classroom and practical learning within (Alawi et al., 2022; Ariga, 2022; Rohimjaya et al., 2022).

To effectively implement this curriculum, teachers require various teaching resources, such as textbooks (Nazim, 2021; Reynolds et al., 2022; Santos, 2020) and teaching modules (Pirzad & Abadikhah, 2022; Ulfa & Trisno, 2022). These resources play a critical role in creating a meaningful learning process that aligns with learning outcomes. Textbooks, in particular, are invaluable instructional materials in Indonesian classrooms (Kaltsum et al., 2021; Ulfa & Trisno, 2022). They are essential tools for disseminating knowledge (Yu & Renandya, 2021), providing input (Ahidaturrohman, 2021), and engaging students in various language-related activities (Pratama, 2019). Nunan (1991) notes that textbooks contain useful information on covered topics and activities that enhance students' language skills, including speaking, listening, reading, writing, grammar, and pronunciation.

Textbooks serve several crucial purposes in the teaching and learning process. They provide consistency by ensuring that all students use the same materials in every class, avoiding diversity in materials and evaluation methods (Djarmika et al., 2022; Santos, 2020; Syed et al., 2019). Textbooks are also valuable resources for both students and inexperienced teachers, offering a structured syllabus and guidance (Habiburrahman & Trisno, 2022; Khameneh & Hashamdar, 2021; Ulfa & Trisno, 2022).

To be considered excellent, textbooks should align with students' needs and proficiency levels, match the goals of language learning programs, reflect the uses of language that students will encounter in the present and future, and serve as effective learning supports (Santos, 2020). Activities within textbooks should consider task grading (Pirzad & Abadikhah, 2022), sequencing (Pratama, 2019), and offer meaningful tasks (Ahidaturrohman, 2021) while achieving a balance between the four language skills (Gilmore, 2007). Additionally, textbooks should cater to various roles students may play in their learning, whether individual, in pairs, or in group work (Khameneh & Hashamdar, 2021). Importantly, the content should be engaging, stimulating, and free from cultural biases and unfavorable stereotypes, ensuring appropriateness for Indonesian cultures (Labtici & Teo, 2020; Riadini & Cahyono, 2021; Weninger & Kiss, 2013).

The study contrasts the "Freedom to Learn" curriculum with the 2013-based curriculum previously used in Indonesia's educational system. The 2013 curriculum places significant emphasis on character development (Sofiana et al., 2019; Sukardi et al., 2020), aiming to nurture well-rounded individuals. However, government-provided textbooks under the 2013 curriculum have faced criticism for not meeting the demands of teachers and students or providing sufficient relevant assignments (Sofiana et al., 2019; Zamzami et al., 2018). Consequently, many teachers opt not to use them, and students often find these books confusing, preferring handouts provided by teachers.



Numerous studies have attempted to evaluate 2013 curriculum-based textbooks. Some researchers, like Serasi et al. (2022), suggest that future textbooks should focus on character values in line with the 2013 curriculum's emphasis on character education. Others, such as Kinasih (2014), found that certain textbooks lacked relevant content and character-building activities. In contrast, "Pathway to English" was considered relevant due to its presentational and character-building activities. Sari et al. (2018) Permata Sari et al. (2018) classified an English textbook as good, with the only missing category being activities that encourage students to make grammatical discoveries from simple drills. Putri & Syahrudin (2020) confirmed the relevance of the English textbook titled "*Bahasa Inggris*" published by the Ministry of Education and Culture, to the competencies required by the 2013 curriculum. Prasojo (2013) aimed to determine the compatibility of materials in "Pathway to English" with the 2013 curriculum for first-grade senior high school students.

Surprisingly, there has been a lack of thorough analysis by the Indonesian government of English textbooks that focuses on a unit design. This is a crucial aspect of textbooks, as a unit design is central to helping students learn the target language (Kuromiya et al., 2022). The government has already published 2013 curriculum-based English textbooks titled "*Bahasa Inggris*" for all senior high school students, divided into two parts for the 1st and 2nd semesters, each consisting of several units. While textbooks typically have a similar approach, format, and organization for every grade, the 2013 curriculum-based English textbooks for grades X, XI, and XII exhibit significant differences in unit design. Many researchers have not yet recognized these differences, leading to impressionistic judgments about the various series of books. Additionally, they often analyze textbooks based on general criteria without delving deeper into activities and content. To address these gaps, the researcher conducted a study focusing on the evaluation of a "*Bahasa Inggris*" textbook for grade XI of Senior High School in terms of unit designs. Furthermore, the study investigates teachers' perceptions of this textbook.

Understanding the differences between the 2013 curriculum and the "Freedom to Learn" curriculum is crucial for policymakers, educational authorities, and educators. It informs decision-making regarding curriculum development and implementation, allows for the assessment of the effectiveness of educational reforms, and facilitates adjustments in teaching strategies to align with new pedagogical approaches. Furthermore, these differences may necessitate changes in assessment methods and teacher training programs to align with the curriculum's objectives.

One of the key reasons for selecting the 2013 curriculum textbook as our reference point for analysis lies in its representativeness. This textbook was widely used in the Indonesian educational system and was considered a standard resource for teaching and learning in alignment with the 2013 curriculum. Given its extensive use, it served as a representative example of the curriculum's content and objectives, making it a suitable reference for evaluating the curricular changes introduced by the freedom-to-learn curriculum. Therefore, a study focusing on the evaluation of a "*Bahasa Inggris*" textbook for grade XI of Senior High School is necessary. The study aimed:



1. To investigate the unit design fulfilled by a “*Bahasa Inggris*” textbook;
2. To find out teachers’ perceptions towards a “*Bahasa Inggris*” Textbook.

Method

Research Design

This study falls under the category of textbook evaluation, which is a type of descriptive qualitative research (Creswell & Creswell, 2023). The research method used in this study is content analysis, which involves assessing various forms of recorded communication, such as books, newspapers, paintings, and more. Content analysis is employed to indirectly study human behaviors by analyzing their means of communication, such as newspapers, editorials, magazines, articles, books, films, and so on (Pandey & Pandey, 2015).

Object

The focus of this study was the “*Bahasa Inggris kelas XI Semester I*” textbook, which was published by the Ministry of Education and Culture to support the implementation of Curriculum 2013. The textbook comprised 116 pages and included five chapters: “*Can greed ever be satisfied?*”, “*Bullying: A cancer that must be eradicated*”, “*Hopes and dreams!*”, “*Vanity, what is the price?*”, and “*Benefit of doubt!*”. The “*Bahasa Inggris kelas XI Semester I*” textbook was initially published in 2014 and widely distributed to senior high schools in Indonesia as primary teaching material for students.

Sample

The sampling method used in this study was purposive sampling, which involves the researcher's judgment in selecting participants based on prior information. The participants in this study were English teachers who had experience using the ‘*Bahasa Inggris*’ textbook in their English classes. The English teachers were selected based on their teaching experience of more than two years.

Data Collection and Analysis

The research conducted a comprehensive data collection process, combining document analysis and interviews, to ensure the rigor of the study. The document analysis primarily utilized checklists as a powerful tool for evaluating the “*Bahasa Inggris kelas XI Semester I*” textbook. Checklists were chosen due to their effectiveness in analyzing language teaching materials.

Interviews were integrated as a vital data collection method to gain profound insights into the evaluation of the “*Bahasa Inggris kelas XI Semester I*” textbook. These interviews followed a systematic process, starting with the careful selection of participants using purposive sampling. Experienced English teachers who had used the textbook for at least two years were chosen, ensuring a deep understanding of the textbook and its practical applications. Before conducting interviews, efforts were made to obtain informed consent from participants, emphasizing research objectives, procedures, and participants' rights. Confidentiality was assured, and participants were informed of the voluntary nature of their participation.

Interviews were guided by a well-structured interview guideline, with structured questions designed to extract detailed responses on various aspects,



including textbook usage, effectiveness, alignment with Curriculum 2013, and overall teaching experiences. The interviews were conducted one-on-one, creating a conducive environment for participants to express their views freely, and audio recordings were made with participants' consent. After the interviews, verbatim transcriptions of the discussions were prepared to maintain data integrity and facilitate subsequent analysis.

The data analysis process followed a structured three-step procedure: data reduction, data display, and data conclusion, as outlined by Miles et al. (2014). Relevant data was selected, checklists were analyzed by marking criteria as (√) for presence and (x) for absence, and information was organized into tables. Investigator triangulation was used to minimize subjectivity by comparing data collected by the researcher and collaborators.

Findings and Discussions

Findings

A unit design fulfilled by the 'Bahasa Inggris' textbook

Table 1 serves as a comprehensive evaluation framework for assessing key criteria related to the effectiveness and coherence of a textbook's unit design. This table outlines six critical criteria, ranging from the clarity of unit objectives to the balance of activities between different forms of student engagement. Each criterion plays a pivotal role in shaping the quality and pedagogical value of the language learning materials, ultimately influencing the overall learning experience.

Table 1. Criteria of a Unit Design in the "Bahasa Inggris" Textbook

Criteria	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
1. The units of the textbook have clear objectives stating what learners will be able to do as a result of taking part in.	1	1	1	1	1
2. The unit has a clear instruction in every task.	1	1	1	1	1
3. The pictures are suitable to the topic.	0	0	0	1	1
4. The activities are efficiently graded according to complexity (easy to difficult).	0	0	0	0	0
5. The activities are balanced between individual response, pair work and group work.	0	0	0	0	0
5. Each Unit has a clear component (e.g. PPP, Genre based, etc.)	1	1	1	1	1
Total	3	3	3	4	4
Percentage	50%	50%	50%	66%	66%

Based on the gathered data, it is evident that the percentage distribution falls within the range of 50% to 66%, encompassing the intervals of $> 50\%$ and $60\% < X \leq 79\%$. Within the first interval ($> 50\%$), the assessment categorizes this component as "Poor." Notably, Units 1, 2, and 3 all fall within this "Poor"



classification, primarily owing to their inability to fulfill three of the general item requirements stipulated for evaluation. Transitioning to the second interval ($60\% < X \leq 79\%$), this classification designates the component as "Fair." Both Units 4 and 5 fall under this "Fair" categorization, primarily due to their absence of compliance with indicators 4 and 5 as per the evaluation criteria. A comprehensive and meticulous examination of the unit design shall be subsequently provided in the ensuing sections for a more nuanced understanding of the assessment outcomes.

a. Clear Objectives

Clear objectives in education serve a dual purpose: informing students about upcoming subjects and activating their prior knowledge. These objectives are aligned with the 2013 curriculum, emphasizing their pedagogical relevance and adherence to standards.

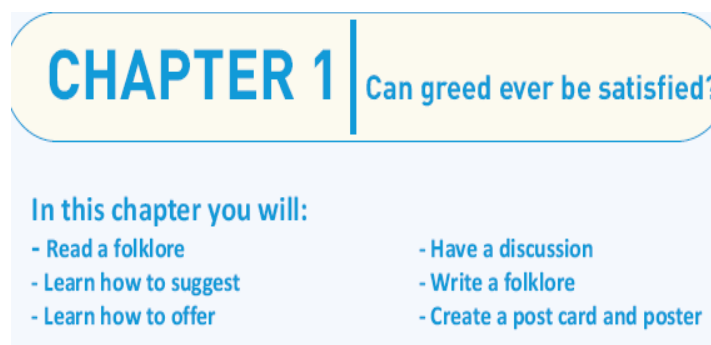


Figure 1. The Objectives Presented in “*Bahasa Inggris*” Textbook

An analysis of the content within Unit 1 reveals that students will be involved in a diverse range of activities. These activities encompass reading a folklore, acquiring the skills to suggest and offer, engaging in discussions, composing a folklore, and crafting a postcard and poster. It is noteworthy that this set of activities effectively corresponds to the competencies outlined in 3.1 and 4.1. Moreover, this objective exhibits a commendable level of clarity regarding its intended educational outcomes.

Table 1 offers a thorough assessment of the clarity of objectives within each unit of the textbook, a crucial element in effective pedagogical materials. All units, including Unit 1, 2, 3, 4, and 5, present clear and distinct objectives that precisely outline what learners are expected to achieve through their participation.

b. Clear Instructions

Clear instructions are essential in the teaching and learning process, bridging the gap between educational materials and students. The '*Bahasa Inggris*' textbook excels in this regard, maintaining consistency in its unit design across Units 1 to 5. This alignment enhances the clarity of instructions, helping students understand their roles and responsibilities in the learning process.

A thorough examination of the textbook units presented in Table 1 reveals a consistent effort to provide clear and understandable instructions for each assigned task in all five units (Unit 1, 2, 3, 4, and 5). Remarkably, each of these units earns a perfect score in Criterion 2, indicating a flawless 100% compliance with the delivery of instructions that are both clear and easy to comprehend. This



accomplishment is significant because it contributes to an optimal learning experience by reducing confusion and encouraging active student participation. The textbook's steadfast commitment to offering straightforward instructions is a noteworthy strength, ultimately enhancing its effectiveness in the field of education.

Table 2. Instruction Presented in “*Bahasa Inggris*” Textbook

Instructions	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Pre-reading	✓	✓	✓	✓	✓
Reading	-	-	-	-	-
Post-reading	✓	✓	✓	✓	✓
Personal Journal	✓	✓	✓	✓	✓
Building Blocks	-	-	-	-	-
Word Power	-	-	-	-	-
Let’s Practice	✓	✓	✓	✓	✓
Active Conversation	✓	✓	✓	✓	✓
Writing Connection	✓	✓	✓	✓	✓
Let’s Create/Contribute	✓	✓	✓	✓	✓
Parent Connection	✓	✓	✓	✓	✓

Table 2 provides an overview of the instructional components presented in the “*Bahasa Inggris*” textbook. Notably, it reveals the absence of instructional instruments for three specific activities within the textbook. These activities encompass a reading activity, the building blocks section, and the word power segment. The reading activity is designed to engage students in the comprehension of a given text, a fundamental skill necessary for their subsequent tasks. However, the absence of a dedicated instructional instrument for this activity may pose challenges for students in effectively comprehending and interpreting the text. Similarly, the building blocks section serves to elucidate expressions introduced in the speaking activity. Without a designated instructional instrument, students may encounter difficulties in grasping the nuances of these expressions and their practical application. The word power segment, which offers lists of challenging words along with their meanings and pronunciations, also lacks a specified instructional instrument. This absence could potentially hinder students' ability to fully harness the educational value of this vocabulary-building resource.

c. Suitable Pictures

Incorporating visuals into educational materials is recognized as a powerful method to aid students in understanding and remembering information. Visual elements also play a vital role in keeping students engaged and interested in the subject matter. However, when assessing a specific educational resource, it was found that the use of images in speaking activities had some shortcomings.

Upon analyzing the textbook in Table 1, it was observed that Units 1, 2, and 3 did not effectively use suitable images related to the topics of the language skill activities, receiving a score of 0 for picture suitability. This missed opportunity



could have enhanced students' understanding and engagement. In contrast, Units 4 and 5 received a score of 1 for using relevant images, which can be beneficial in aiding comprehension and maintaining students' interest. The presence of suitable pictures in Units 4 and 5 suggests that thoughtful selection of visuals aligned with the content can enhance students' engagement and understanding. This highlights the importance of considering the relevance of images when designing effective language skill activities.

Notably, the images employed in these speaking activities were found to lack vibrancy and relevance to the topic under discussion (see figure 2). This deficiency in visual engagement could potentially hinder students' ability to connect with and comprehend the subject matter effectively. Furthermore, a recurring issue was identified wherein the same images were consistently recycled throughout different chapters, offering little to no variation or meaningful context for learners. This repetition of imagery not only diminished the potential impact of visual aids but also failed to provide the necessary diversity needed to support a comprehensive understanding of various topics.

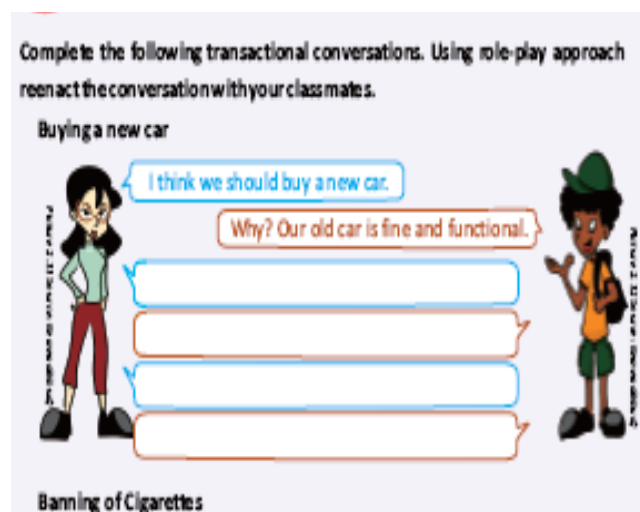


Figure 2. the Illustration in “Bahasa Inggris” Textbook

d. Grading of Activities

The notion of grading within instructional materials entails a systematic organization of activities, typically structured so that simpler tasks precede more complex ones. Grading can also be rooted in the progression from controlled or guided activities to those that are more open and freer in nature. Furthermore, it is common practice to present receptive skills like reading and listening as initial input activities, followed by the incorporation of productive skills such as speaking and writing into the learning sequence. This sequential arrangement aims to facilitate a structured and scaffolded learning experience for students, enabling them to gradually develop their skills and competencies in a logical and effective manner.

The analysis reveals (see Table 1) that none of the units (Units 1, 2, 3, 4, and 5) in the textbook received a score for the grading of activities. This implies that the language skill activities within these units did not demonstrate a clear progression in terms of difficulty or complexity. The absence of graded activities

can impact learners' ability to gradually build their language skills and may hinder their overall comprehension and competence development.

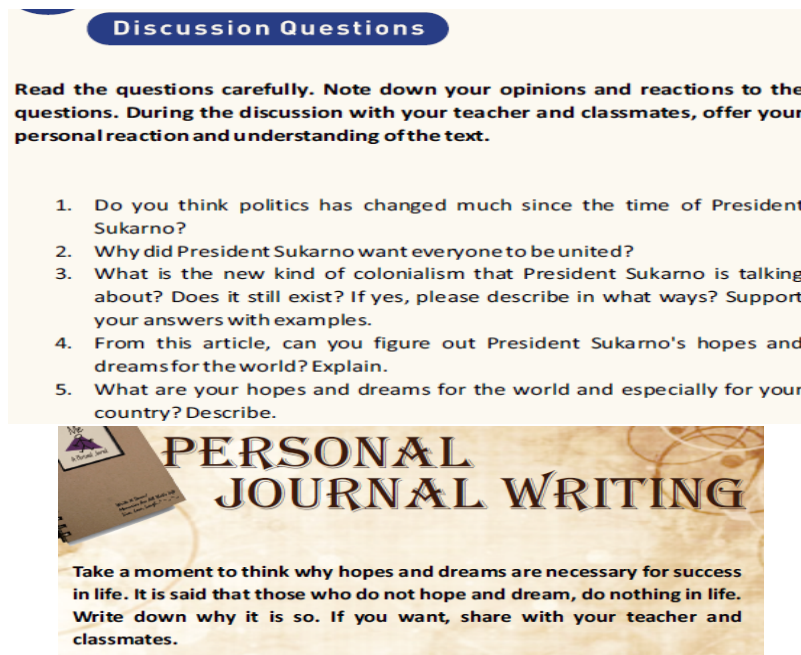


Figure 3. Reading and Writing activities in “Bahasa Inggris” Textbook

The sequence of language skills presented in the textbook led from reading and listening to speaking activities (see Figure 3). However, the researcher found that these speaking activities may not offer a sufficient level of challenge for grade XI high school students. Additionally, there was a lack of coherence between speaking and reading activities, suggesting a potential mismatch in content sources. This observation raises concerns about the appropriateness of the textbook for its intended audience and the need for more challenging tasks. Moreover, the absence of coherence between activities may hinder a seamless learning experience, affecting the overall effectiveness of the textbook as a teaching resource.

The absence of grading in all units indicates an area where the textbook can significantly enhance its effectiveness. Introducing a clear progression from simpler to more complex tasks within each unit can benefit learners by providing structured and scaffolded learning experiences. Since no unit received a score for this criterion, the overall percentage for grading of activities is 0%. This signifies a critical aspect of language skill activities that needs attention and improvement to enhance the textbook's overall quality. The absence of graded activities across all units suggests a missed opportunity to provide learners with a structured learning path. To improve the textbook's overall effectiveness, it is essential to introduce clear grading in activities, ensuring a gradual progression in complexity, which can contribute to more effective language skill development for students.

e. Balance of Activities

The criteria used in the evaluation focused on the balance of activities within the textbook, particularly the progression from individual tasks to pair work and group



work. Surprisingly, none of the five units in the textbook addressed this gradation of tasks, resulting in a score of 0% for this criterion (see Table 1). The absence of activities that facilitate a gradual transition from individual work to collaborative engagement is a significant shortcoming. Such a balance is essential in language learning as it allows students to develop their language skills progressively, aligning with pedagogical principles and accommodating various learning styles. This deficiency may impact the textbook's effectiveness in catering to diverse learning needs and styles, requiring attention in future revisions.

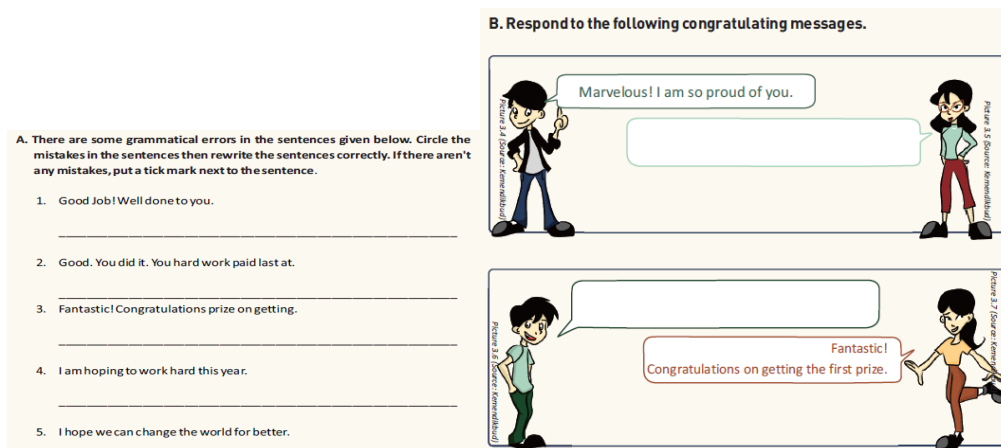


Figure 4. Speaking activities in “Bahasa Inggris” Textbook

Another significant shortcoming identified in the textbook was the lack of explicit instructions regarding students' roles within instructional activities. Clear instructions are vital to help students understand their designated roles, whether they involve individual, pair, or group participation. The absence of such guidance compromises the clarity and effectiveness of the learning experience, potentially leading to confusion and reduced engagement. Providing clear instructions about students' roles within activities is crucial for creating a conducive learning environment that supports comprehension and active participation.

f. Clear Component of a Unit

Moreover, this textbook had a good unit component with a consistent instruction in each unit. A well-designed textbook must have a consistent unit component that aligns with the approach or methodology being used. This unit component can be created using terms specific to the textbook writer or based on the procedures of the approach employed. By following a consistent unit design, students can better understand the material and engage with the learning activities more effectively.

Table 3. The Explanation of Unit Components

Components
a) Pre-Reading Activity
b) Reading Activity
c) Post-Reading Activity (<i>discussion and personal journal</i>)

- d) Word Power
 - e) Let's Practice
 - f) Active Conversation
 - g) Writing Connection
 - h) Let's Create/Contribute
 - i) Parent Connection
 - j) Formative Assessment
-

A well-structured textbook should exhibit a transparent delineation of its components, thereby facilitating teachers' and students' understanding of the unit's organization and content delivery. The analysis of the *'Bahasa Inggris'* textbook in accordance with this criterion (see Table 1) yielded positive results across all units.

Unit 1, Unit 2, Unit 3, and Unit 5 each received a score of 1, signifying a strong alignment with this criterion. These units effectively present a clear component structure, ensuring that the various elements and activities within the unit are distinctly organized and easily navigable for both educators and learners. This clarity in unit design contributes to a smoother learning experience and aids educators in effectively planning and delivering lessons. In Unit 4, similar to the other units, a clear component structure was observed, resulting in a score of 1. This structure encompasses a systematic organization of the unit's content and activities, enhancing the unit's cohesiveness and comprehensibility.

Teachers' Perceptions toward a 'Bahasa Inggris' Textbook

Talking an objective of the unit, teachers agreed that the objective had already stated in the beginning of the unit. The teacher also added that the objective matched with the Basic Competency of 2013 curriculum.

"Yes. . . because it is discussed in the beginning of every chapter, for example chapter 1. It is written that in this chapter you will, . . ." (Teacher 1)

"Yes. Every chapter is provided with an objective, aim or goal what students need to study. It is clearly stated in every chapter." (Teacher 2)

"Because it has already been written, in this chapter you will bla. . .bla. . every chapter is taken from a core competency or basic competency." (Teacher 3)

The data at hand permits the conclusion that the outcome of the analysis conducted by both the researcher and the teachers was aligned. The stakeholders reached a mutual consensus on the textbook's unambiguous goals, indicating that no revisions were necessary in this regard.

With regards to instructional quality, the teachers' evaluations also yielded congruent results. Nonetheless, the researcher sought to validate and enhance the reliability of these findings by soliciting their views on the absence of instruction in various academic activities, as well as inquiring about their perceptions of the need for instructional support in these contexts. Additionally, the researcher extended this inquiry to the student body, in order to gather further insights on this matter.

"I think it is needed. But, even though there is no instruction in this book, actually teachers can interpret by their self. For example, in a reading activity, the activity must be reading although there is no instruction stated." (Teacher 1)



“In my opinion, every activity should have an instruction. So, students understand what they need to do, eeeee. . . . need to do what kind of activity it is. Yah. . . I think the instruction should be provided in every activity.” (Teacher 2)

“. . . . for this activity, there is no an instruction, but it's already in common. Students have already understood. However, the building blocks and word power activities have to have an instruction exactly, especially for building blocks.” (Teacher 3)

Upon reviewing the interviews, it became clear that students generally understood the tasks in the reading activity, but they still found teacher guidance helpful. It was suggested to include instructions in all activities, such as reading tasks, building blocks, or word power exercises. The data analysis and interviews indicated that the instructions were clear, but improvements were needed in the reading activity, building blocks, and word power exercises. Regarding the use of pictures in the textbook, the researcher and Collaborators 1 and 2 agreed that irrelevant pictures were not suitable. However, Collaborator 3 had a different perspective, giving a score of 1 for all units except unit 4.

The textbook had two types of pictures, used in reading and speaking activities. Pictures in reading activities were colorful, relevant, and accurately depicted real-life scenarios, with each chapter having matching pictures. Teacher interviews confirmed these findings.

“According my opinion, the pictures in the reading text have already been appropriate.” (Teacher 1)

“The pictures of reading activity, in my opinion, are suitable with the text given in the book.” (Teacher 2)

“If it is for the text discussed, it is suitable.” (Teacher 3)

All the teachers gave the same opinion toward the appropriateness of pictures in the speaking activity. The following chart presented the teachers' opinion.

“But the cartoon's illustration is not suitable.” (Teacher 1)

“But the pictures in the speaking activity are monotonous. so, it is not matched with the context learned in every chapter.” (Teacher 2)

“If the topic is in airports, in movies, the pictures are much better to be changed ya. ya it is better suitable with the topic.” (Teacher 3)

The study found that the pictures in the textbook needed to be revised because they didn't match the topics well. Specifically, pictures used in speaking activities were seen as helpful for students' understanding.

Regarding activity grading, both the researcher and collaborators agreed that grading should not solely depend on activity complexity. The curriculum started with reading exercises, including pre-reading, reading, and post-reading discussions using texts often exceeding 500 words. This was followed by writing tasks, where students-maintained journals related to the discussed material.

The analysis of grading activities was supported by teacher interviews, which echoed the researcher's opinion.

“There is a fairytale that is more difficult than an expression of suggestion or offering in my opinion. So, the statement is incorrect based on my opinion.” (Teacher 1)

“In my opinion, the text of a reading activity in chapter 1 is too long and there is a new vocabulary as well. This is too difficult applied for senior high school students.



writing connection, let's create/contribute, parent connection, and formative assessment.

Discussion

The significance of this study lies in its investigation of the English textbook, "*Bahasa Inggris*," which has not been examined before. The study aims to fill the knowledge gap by providing valuable insights into the effectiveness of the textbook in teaching English to Indonesian students. The study's results demonstrate that the "*Bahasa Inggris*" textbook addresses only three of the six suggested indicators.

Nevertheless, the textbook's design includes a specific objective, clear guidelines, and a structured procedure for each unit, which aligns with the previous research's recommendations (Alsulami, 2021; Santos, 2020; Khaerudin & Chik, 2021; Kinasih, 2014; Li, 2021; Li & Fernandez Deocampo, 2021; Mitsikopoulou, 2014; Nazim, 2021; Pirzad & Abadikhah, 2022; Reynolds et al., 2022; Ulfa & Trisno, 2022; Zamzami et al., 2018). The previous researchers argue that the units should comprise well-defined learning objectives that articulate the intended learning outcomes of the activity. These objectives must be drawn from the core competency and basic competency curriculum established in 2013 by the Ministry of Education and Culture (Regulation No. 65, year 2013).

The textbook employs detailed instructions and role assignments to aid students in grasping learning objectives, as recommended by Tyas et al., (2020). Incorporating relevant images, as suggested by Mantei & Kervin (2014) and Romney (2018), can further enhance students' understanding of the content. However, the study highlights critical deficiencies in the "*Bahasa Inggris*" English textbook. It features monotonous and irrelevant images that may distract students and hinder comprehension. Pictures are essential in elaborating on text and simplifying learning by encouraging visualization and understanding. Unfortunately, the textbook's inappropriate use of visuals can lead to confusion, especially when the images do not align with the content. Therefore, evaluating consistency and grading based on activity complexity, as emphasized by Nunan (1989), is crucial to ensure a comprehensive learning experience.

Numerous studies, including those by (Birdsell (2017), Mantei & Kervin (2014), Pourrajab et al. (2015), and Romney (2018), emphasize the pivotal role of visual aids, such as pictures and illustrations, in the learning process. These visual elements simplify the conveyance of intricate information, enhancing comprehension significantly. Moreover, they activate students' cognitive schemata, aiding in the assimilation of new knowledge.

In the context of language learning, visuals have significant advantages, promoting exploration of societal issues and fostering creative and critical thinking (Birdsell, 2017; Mantei & Kervin, 2014; Seo, 2020). This highlights the importance of thoughtful integration of visuals into textbooks to enhance students' educational experiences. This study recommends that visuals go beyond mere support; they should act as symbols or focal points, encouraging students to delve deeper into the associated text, improving focus, and enhancing comprehensive information processing. These images also help clarify complex concepts and develop verbal and nonverbal communication skills, facilitating meaningful learning and



stimulating imagination. Therefore, textbook creators must carefully choose and use visuals to maximize learning and engagement.

The English textbook "*Bahasa Inggris*" should acknowledge the value of appropriate visuals to complement text, enhancing student comprehension and participation in their learning journey. For example, in a post-pandemic Covid-19 English textbook, an illustrative scene could depict a park with a diverse group of people enjoying a communal picnic and recreational activities. This image symbolizes unity and togetherness after social isolation and distancing measures. In the foreground, individuals maintain social distancing, some wearing masks for safety. A hand sanitizer dispenser or signs promoting handwashing emphasize hygiene and safety. Additionally, the image could include captions or speech bubbles with conversational English phrases related to the post-pandemic experience, allowing students to practice English in a relevant context.

Furthermore, the study reveals shortcomings in the "*Bahasa Inggris*" textbook, particularly the absence of a clear grading system. Such a system aids students in assessing their progress and aligning with learning objectives. A well-structured textbook should systematically present material, progressing from easy to complex concepts. This approach, in line with the study done by Pirzad & Abadikhah (2022), eases students into the learning process, preventing overwhelm and promoting gradual knowledge and skill development.

The "*Bahasa Inggris*" textbook faces several critical issues. One major concern is the lack of clarity regarding students' roles, potentially causing confusion and hindering task completion. Providing explicit instructions is vital to guide students through activities (Sofiana et al., 2019), helping them grasp the learning objectives and steps needed to achieve them (Nunan, 1991; Ulfa & Trisno, 2022).

In the post-pandemic era, an effective English textbook should adhere to the freedom-to-learn curriculum (Suhartono, 2021), emphasizing student-centered learning (Nugraha, 2022; Tohir, 2020). Teachers facilitate learning, requiring adaptability for different learning environments, whether in-class or remote. The textbook must offer numerous interactive activities to promote student engagement and interaction (Anggraena et al., 2021; Rohimjaya et al., 2022; Wakhidah et al., 2021).

Relevance and authenticity are also crucial criteria. The textbook should feature materials that reflect current situations and learner needs, including pandemic-related topics like health, safety, and technology (Zamzami et al., 2018; Alshumaimeri, 2015; Gilmore, 2007; Wakhidah et al., 2021). Inclusivity is vital, accommodating diverse cultures, backgrounds, and learning needs (Labtich & Teo, 2020; Riadini & Cahyono, 2021; Weninger & Kiss, 2013). Inclusivity promotes equity, diversity, and inclusiveness (EDI), essential for academic success and personal growth.

A student-centered approach should be the cornerstone of the textbook's design, empowering learners to take control of their education and promoting independent learning (Ariga, 2022; Nugraha, 2022; Puskur Dikbud Ristek, 2021; Suhartono, 2021). Varied assessment methods, including formative and summative assessments, must monitor student progress and offer continuous improvement feedback (Puskur Dikbud Ristek, 2021). These considerations are pivotal for creating a more effective and relevant English textbook.



The "*Bahasa Inggris*" textbook in Indonesia, like many others, has evolved significantly in relevance and usage during the post-pandemic era. The Covid-19 pandemic compelled educational institutions to transition to online and remote learning, impacting how textbooks are used. One key issue is the necessity for textbooks to be adaptable to changing learning environments. The pandemic underscored the importance of easily modifiable and online-accessible materials (Wakhidah et al., 2021). Students now switch between in-person and remote learning, necessitating versatile resources. There is also a growing demand for textbooks that incorporate local content and cultural perspectives (Weninger & Kiss, 2013). Online learning offers opportunities for multimedia resources and interactive activities to engage students more effectively. Moreover, the pandemic emphasized the importance of digital literacy, which can be integrated into the English curriculum through technology and digital resources. However, the study evaluating the textbook has limitations. It focuses on a single textbook, making it challenging to generalize the findings to all government-published English textbooks. The study's sample size also restricts its scope, ignoring other factors affecting textbook feasibility, such as teacher quality and resource availability.

Conclusion

It is crucial to provide specific recommendations for improving the feasibility of the English textbook in question. The study reveals a need to update and improve the textbook's content, making it more engaging and relevant. Collaboration between the government, educators, and English teaching experts is crucial to ensure its alignment with current trends and practices. The study highlights a lack of multimedia resources like audio and video files in the textbook. Incorporating such resources can enhance interactivity, aiding students in improving listening and speaking skills. To address challenges faced by teachers in effectively using the textbook, comprehensive training programs must be provided. Government collaboration with teacher training institutions can facilitate workshops and training sessions. The study neglects the pandemic's impact on learning needs and teacher challenges in online or blended learning settings. Therefore, the textbook should be adapted for such formats, and additional support should be given to teachers in these environments. Furthermore, the study's scope is limited to a single government-published English textbook. Conducting broader research to evaluate various English textbooks used in Indonesian schools and comparing them to international standards would identify areas for improvement, ensuring a high-quality English education for students.

References

- Abdala, H. E. H. (2022). *International Journal of Linguistics, Literature and Translation Evaluation of English Textbook Taught as an Intensive English Course at King Khalid University from Communicative Competence Perspective*. <https://doi.org/10.32996/ijllt>
- Akkermans, J., Richardson, J., & Kraimer, M. L. (2020). The Covid-19 crisis as a career shock: Implications for careers and vocational behavior. In *Journal of Vocational Behavior* (Vol. 119). Academic Press Inc. <https://doi.org/10.1016/j.jvb.2020.103434>



- Alawi, D., Sumpena, A., Supiana, S., & Zaqiah, Q. Y. (2022). Implementasi Kurikulum Merdeka Belajar Kampus Merdeka Pasca Pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5863–5873. <https://doi.org/10.31004/edukatif.v4i4.3531>
- Al-Qahtani, E. M. (2019). *Critical Thinking Pedagogy: Using Textbooks Evaluation and Content Analysis Techniques for Saudi University Students*. <https://doi.org/10.32996/ijllt.2019.2.5.28>
- Alshumaimeri, Y. A. (2015). Using Material Authenticity in the Saudi English Textbook Design: A Content Analysis from the Viewpoint of EFL Teachers. *Advances in Language and Literary Studies*, 6(2). <https://doi.org/10.7575/aiac.all.s.v.6n.2p.229>
- Alsulami, Y. A. K. (2021). An Evaluation of a Fourth Level English Textbook Used in Secondary Schools in Riyadh City. *English Language Teaching*, 14(2), 68. <https://doi.org/10.5539/elt.v14n2p68>
- Ariga, S. (2022). Implementasi Kurikulum Merdeka Pasca Pandemi Covid-19. *Edu Society: Jurnal Pendidikan, Ilmu Sosial, Dan Pengabdian Kepada Masyarakat*, 2(2), 662–670. <https://jurnal.permapendis-sumut.org/index.php/edusociety>
- Birdsell, B. J. (2017). The role of images in ELT textbooks: A case for visual metaphors. *Journal of Liberal Arts Development and Practices*, 1(2013), 9–18.
- Campenhout, R. Van, Dittel, S., Jerome, B., & Johnson, B. G. (2021). *Transforming Textbooks into Learning by Doing Environments: An Evaluation of Textbook-Based Automatic Question Generation Automatic Question Generation View project The Doer Effect View project Transforming Textbooks into Learning by Doing Environments: An Evaluation of Textbook-Based Automatic Question Generation*. <https://www.researchgate.net/publication/353062097>
- Creswell, J. W., & Creswell, D. J. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approach* (Sixth Edit). SAGE Publication Inc. <https://patents.google.com/patent/US273882A/en>
- Dabamona, M., & Rahanyamtel, M. (2021). Problems of Learning English in the Era of Pandemic Covid-19 at MTsN Sorong. *Transcript: Review of English Teaching and Learning*, 3(2), 10–27. <https://doi.org/10.6084/m9.figshare.19569019.v1>
- Dewantara, K. A. K., Artini, L. P., & Wahyuni, L. G. E. (2022). Reading Related Activities in English Textbook and How the Texts are Exploited in the Classroom. *Journal of Education Research and Evaluation*, 6(3), 439–448. <https://doi.org/10.23887/jere.v6i3.48583>
- Dewayani, S., Subrata, I., Manohara, R. A., Anshari, T. Z., & Priyanti, E. (2021). *Inspirasi pembelajaran yang menguatkan literasi pada mata pelajaran IPA, Prakarya, PPKn, IPS, dan lintas mata pelajaran untuk jenjang Sekolah Menengah Pertama*. 1–248.
- Djatmika, D., Santosa, R., Wiratno, T., Hari Wibowo, A., & Mustika Sari, I. (2022). Language Education and Acquisition Research Network SFL-driven Analysis of English Reading Materials Within the Textbooks for High School Students in Indonesia. In *LEARN Journal: Language Education and Acquisition Research Network* (Vol. 15, Issue 1). <https://so04.tci->



- thaijo.org/index.php/LEARN/index
- Dos Santos, L. M. (2020). Textbook evaluation of a general english textbook for senior foreign language learners: Application of a textbook evaluation checklist. *Journal of Education and E-Learning Research*, 7(1), 22–27. <https://doi.org/10.20448/journal.509.2020.71.22.27>
- Firmansyah, B., Hamamah, H., & Emaliana, I. (2023). Recent Students' Motivation Toward Learning English After the COVID-19 Post-Pandemic. *Journal of Languages and Language Teaching*, 11(1), 130. <https://doi.org/10.33394/jollt.v11i1.6635>
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97–118. <https://doi.org/10.1017/S0261444807004144>
- Habiburrahman, M., & Trisno, E. (2022). *Evaluation of Formative Assessment in the Textbook for Senior High School Grade XI*.
- Hakim, A. R. (2022). *What Covid-19 Pandemic Has Altered English Teacher 's Teaching Practice A Book of Teaching Approaches Implemented by* (Issue March).
- Higgins, M. C. M., Taylor, A. H., Rocco, S. A., Kimel, R. A., & Sinnott, S. B. (2022). COVID-19 pandemic student engagement strategies for materials science and engineering courses. *MRS Bulletin*, 47(1), 5–9. <https://doi.org/10.1557/s43577-021-00252-8>
- Ida, H. (2023). *The Journal of Asia TEFL Posthumanist Approach to the Role of Textbooks that Underpins Student Engagement in English Language Learning under Covid-19 : A Case from Japanese Universities*. 20(1), 1–13.
- Işik, A. (2018). ELT Materials Evaluation: A System and Criteria. *Theory and Practice in Language Studies*, 8(7), 797. <https://doi.org/10.17507/tpls.0807.11>
- Kashoob, M. M. D. (2018). Evaluating ELT Materials with Specific Reference to Colleges of Applied Sciences General Foundation Programme in Oman: Towards a Viable checklist MUNA. In *University of York*. University of York.
- Kemdikbud. (2022). *Buku Saku Kurikulum Merdeka; Tanya Jawab. Kementerian Pendidikan Dan Kebudayaan*, 1–50.
- Kemendikbud. (2020). *Buku Saku Merdeka Belajar: Prinsip dan Implementasi pada Jenjang Pendidikan SMA*.
- Khaerudin, T., & Chik, A. (2021). Evaluating supports for learner autonomy in ELT textbooks. *Journal of Asia TEFL*, 18(1), 39–56. <https://doi.org/10.18823/asiatefl.2021.18.1.3.39>
- Khandaghi Khameneh, A., & Hashamdar, M. (2021). Iranian EFL Teachers' Perspective towards the High School English Textbook, Vision3: An Evaluation Based on Communicative Approach. *International Journal of Research in English Education*, 6(3), 96–116. <https://doi.org/10.52547/ijree.6.3.96>
- Kinasih, A. (2014). *A Content Analysis on English Textbooks for the*. State University Yogyakarta.
- Kuromiya, H., Majumdar, R., Miyabe, G., & Ogata, H. (2022). E-book-based learning activity during COVID-19: engagement behaviors and perceptions of Japanese junior-high school students. *Research and Practice in Technology Enhanced Learning*, 17(1). <https://doi.org/10.1186/s41039-022-00184-0>



- Labtic, I. G. C., & Teo, A. (2020). The Presentation of Sources of Culture in English Textbooks in Thai Context. *English Language Teaching*, 13(5), 15. <https://doi.org/10.5539/elt.v13n5p15>
- Li, X. (2021). Textbook Digitization: A Case Study of English Textbooks in China. *English Language Teaching*, 14(4), 34. <https://doi.org/10.5539/elt.v14n4p34>
- Li, X., & Fernandez Deocampo, M. (2021). An Empirical Evaluation of Two College English Textbooks in China Based on the China Standards English Framework. *Arab World English Journal*, 12(3), 323–337. <https://doi.org/10.24093/awej/vol12no3.22>
- Lina, M. F., & Hidayati, D. N. (2022). Using WhatsApp Group & Google Meet during Online Class, Why Not? *Elsya : Journal of English Language Studies*, 4(Vol. 4 No. 3 (2022): Elsy : Journal of English Language Studies), 276–289. <https://journal.unilak.ac.id/index.php/elsya/article/view/9787/4482>
- Mantei, J., & Kervin, L. (2014). Interpreting the images in a picture book: Students make connections to themselves, their lives and experiences. *English Teaching*, 13(2), 76–92.
- Miles, M. B., Huberman, A. M., & Sadana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications Inc.
- Mishra, S. B., & Alok, S. (2019). *Handbook of research methodology* (Issue January). Educreation Publishing.
- Mitsikopoulou, B. (2014). Materials design for the digital enrichment of the Greek EFL textbooks. *Research Papers in Language Teaching and Learning*, 5(1), 48–69.
- Mukminin, A., Habibi, A., Prasajo, L. D., Idi, A., & Hamidah, A. (2019). Curriculum reform in indonesia: Moving from an exclusive to inclusive curriculum. *Center for Educational Policy Studies Journal*, 9(2), 53–72. <https://doi.org/10.26529/cepsj.543>
- Munir, H. (2022). Reshaping Sustainable University Education in Post-Pandemic World: Lessons Learned from an Empirical Study. *Education Sciences*, 12(8). <https://doi.org/10.3390/educsci12080524>
- Na, E., & Lee, H. (2019). The Analysis of Writing Tasks in High School English Textbooks: A Process-Genre Based Approach. *ENGLISH TEACHING*, 74(4), 105–129. <https://doi.org/10.15858/engtea.74.4.201912.105>
- Nazim, M. (2021). Textbook evaluation: A case study of cutting edge. *Journal of Language Teaching and Research*, 12(6), 1021–1033. <https://doi.org/10.17507/JLTR.1206.18>
- Nugraha, T. S. (2022). *Inovasi Kurikulum*. 250–261.
- Nunan, D. (1989). Designing Tasks for the Communicative Classroom. In *Studies in Second Language Acquisition* (Vol. 12, Issue 4, pp. 455–456). Cambridge University Press. <https://doi.org/10.1017/s0272263100009578>
- Nunan, D. (1991). *Language Teaching Methodology_ A Textbook for Teachers*. Prentice Hall.
- Permata Sari, I., Fauzia Rozani Syafei, A., & Fatimah, S. (2018). An Analysis of the Activities in Bahasa Inggris Textbook For 10 Th Grade Students Published by the Indonesian Ministry of Education and Culture. *Journal of English Language Teaching*, 7(3), 426–435. <http://ejournal.unp.ac.id/index.php/jelt>
- Pertiwi, D. R., & Kusumaningrum, M. A. D. (2021). Project-Based Learning for



- Mechanical Engineering Students in the Emergency Remote Teaching. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(2), 152. <https://doi.org/10.33394/jo-elt.v8i2.4427>
- Pirzad, F., & Abadikhah, S. (2022). An Evaluation of Iranian Tenth-grade English Textbook: With a Focus on Language Skills, Activities and Teachers' Perceptions. *Journal of English Language Teaching and Learning*, 14(29), 213–239. <https://doi.org/10.22034/ELT.2021.50068.2475>
- Pourrajab, M., Rabbani, M., & Kasmaienezhadfad, S. (2015). Effects of Pictures in Textbooks on Students' Creativity. *Multi Disciplinary Edu Global Quest (Quarterly)*, 4(2), 83–96. www.mdegq.com
- Prasojo, A. (2013). *the Analysis of English Textbook Used in the First Grade of Senior High School Based on Curriculum 2013* ["Syarif Hidayatullah" State Islamic University, Jakarta]. <https://doi.org/10.24114/reg.v5i1.5285>
- Puskur Dikbud Ristek. (2021). Kurikulum Untuk Pemulihan Pembelajaran. *Kajian Akademik*, 130.
- Putri, S. A., & Syahrudin, J. (2020). The Analysis of English Textbook Bahasa Inggris for Grade XI Second Semester Used in SMAN 3 Pariaman Viewed from Relevancy Aspect. *Advances in Social Science, Education and Humanities Research*, 411(Icoelt 2019), 131–134. <https://doi.org/10.2991/assehr.k.200306.023>
- Quesada-Pallarès, C., Sánchez-Martí, A., Ciraso-Calí, A., & Pineda-Herrero, P. (2019). Online vs. Classroom Learning: Examining Motivational and Self-Regulated Learning Strategies Among Vocational Education and Training Students. *Frontiers in Psychology*, 10(December). <https://doi.org/10.3389/fpsyg.2019.02795>
- Reynolds, B. L., Ha, X. Van, & Yu, M. H. (2022). English Textbook Selection in Taiwan: Voices of Two Book Sales Representatives. *Education Research International*, 2022, 1–6. <https://doi.org/10.1155/2022/2559737>
- Riadini, U. S., & Cahyono, B. Y. (2021). The Analysis of the Culture-Related Contents in an Indonesian English Textbook. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 5(2), 285. <https://doi.org/10.21093/ijeltal.v5i2.711>
- Riana, A., & Tambunan, S. (2023). *The Journal of Asia TEFL Postgraduate Students' Perceptions of Forced Online Learning amidst the COVID-19 Pandemic: A Qualitative Study in Indonesia*. 20(1), 132–140.
- Ridley, D. S., & Walther, B. (2004). Creating responsible learners: The role of a positive classroom environment. *Creating Responsible Learners: The Role of a Positive Classroom Environment*. <https://doi.org/10.1037/10181-000>
- Rohimjaya, N. A., Hartono, R., Yuliasri, I., & Fitriati, S. W. (2022). Need Analysis of English Ebook Based on Merdeka Curriculum for Indonesian Senior High School Students. *Technology*, 1033–1038. <https://proceeding.unnes.ac.id/index.php/iset>
- Romney, C. (2018). The purposes of images in ELT textbooks reexamined. *The 2018 PanSIG Journal*, 203–209. https://pansig.org/publications/2018/PanSIG_2018_Journal.pdf
- Septiyana, L., Subhan Roza, A., Hardijanti, L., & Rekha, A. (2022). The



- representation of cultural content in ELT textbook for middle school students. *Metathesis: Journal of English Language Literature and Teaching*, 6(2), 247–261. <https://doi.org/10.31002/metathesis.v6i2.93>
- Serasi, R., Peransiska, L., & Hakim, M. A. R. (2022). Character Education Analysis Represented in English Textbooks for Secondary School Based on the 2013 Curriculum in Indonesia. *Metathesis: Journal of English Language, Literature, and Teaching*, 6(2), 157–167. <https://doi.org/10.31002/metathesis.v6i2.273>
- Singh, P., & Tumanishvili, G. G. (2021). Education in post-pandemic era: An international overview and problematic issues. *GESJ: Education Science and Psychology*, 58(1), 12–30. http://gesj.internet-academy.org/ge/en/list_artic_en.php?b_sec=edu
- Sofiana, N., Mubarok, H., & Yuliasri, I. (2019). English Language Teaching in Secondary Schools: An Analysis of the Implementation of Indonesian ELT 2013 Curriculum. In *An Analysis ... International Journal of Instruction* (Vol. 12, Issue 1). www.e-iji.net
- Suharto, R. P. (2022). Investigating Students' Perceptions on E-Learning Materials and Tools for English for MICE. *Metathesis: Journal of English Language, Literature, and Teaching*, 6(2), 179–189. <https://doi.org/10.31002/metathesis.v6i2.153>
- Suhartono, O. (2021). Kebijakan Merdeka Belajar dalam Pelaksanaan Pendidikan di Masa Pandemi Covid-19. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 1(1), 8–19. <https://doi.org/10.18860/rosikhun.v1i1.13897>
- Sukardi, Sugiharto, D. Y. P., Raharjo, T. J., & Achmad Rifa'i, R. (2020). *Writing Training of 2013 Curriculum-Based Textbook for Working Group Elementary School Teacher*. 443(Iset 2019), 377–380. <https://doi.org/10.2991/assehr.k.200620.073>
- Susanto, D. et al. (2021). *Inspirasi Pelajaran Yang Memperkuat Literasi*. 78.
- Syed, N. M., Quraishi, U., & Shahid Kazi, A. (2019). *English Language Textbook and Development of Oral Communicative Competence in Grade VIII Students of Public Sector Schools in Punjab* (Vol. 41, Issue 1).
- Tohir, M. (2020). *Buku Panduan Merdeka Belajar - Kampus Merdeka*. <https://doi.org/10.31219/osf.io/ujmte>
- Tomlinson, B. (2008). *English Language Learning Materials: A Critical Review*. Continuum International Publishing Group.
- Tomlinson, B. (2012). Materials Development. In *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching* (pp. 269–278). Cambridge University Press. <https://doi.org/10.4324/9781003253624-3>
- Tomlinson, B., & Masuhara, H. (2018). *Materials Development for Language Learning*. John Wiley & Sons Inc.
- Tyas, M. A., Nurkamto, J., & Marmanto, S. (2020). Cultivating Students' Higher-Order Thinking Skills in EFL Classes: The Role of the Teacher and the Textbook. In *International Online Journal of Education and Teaching (IOJET)* (Vol. 7, Issue 1). <http://iojet.org/index.php/IOJET/article/view/773>
- Ulfa, Z., & Trisno, E. (2022). *Evaluation of Learning Material in the Textbook for Senior High School Grade XI*.
- Ur, P. (2012). A Course in English Language Teaching. In *A Course in English*



- Language Teaching* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/9781009024518>
- Wakhidah, N., Erman, E., Widyaningrum, A., & Aini, V. N. (2021). Reflection Online Learning During Pandemic and New Normal: Barriers, Readiness, Solutions, and Teacher Innovation. *JPI (Jurnal Pendidikan Indonesia)*, 10(3), 464. <https://doi.org/10.23887/jpi-undiksha.v10i3.31093>
- Weninger, C., & Kiss, T. (2013). Culture in English as a foreign language (EFL) textbooks: A semiotic approach. *TESOL Quarterly*, 47(4), 694–716. <https://doi.org/10.1002/tesq.87>
- Winata, A., Widiyanti, I. S. R., Sri Cacik, Kresnaningsih, W., Fitriani, S., Purwanto, A. J., Dicky Susanto dkk, Dwi Cahyanovianty, A., Rohim, D. C., Rahmawati, S., Ganestri, I. D., Nadjamuddin, A., Hulukati, E., Bin, A., Rahim, P., Razaq, A., Ahmad, B. I. N., Resti, Y., Zulkarnain, Z., ... Indra kurniawan, A. R. (2021). Inspirasi Pembelajaran yang Menguatkan Numerasi. *Journal of Mathematics Education and Learning*, 1(1), 90. <http://ejournal.ft.unsri.ac.id/index.php/avoer/article/download/246/195/%0A> <https://www.kemdikbud.go.id/main/>
- Yahaya Lawan, N., Isyaku Muhammad, I., Lawal, M., Ismail Shitu, M., Kumar Verma, A., Vprp, V., & Barik, M. (2020). Online Education During COVID-19 Periods. In *A Text Book of the SARS-CoV-2* (pp. 147–167).
- Zamzami, A., Setia, T., & Adireja, R. K. (2018). English Textbook Analysis: Content Relevance To Curriculum 2013 At the Tenth Grade of Islamic Senior High School. *EEAL Journal ...*, 1(3), 197–202. <https://journal.institutpendidikan.ac.id/index.php/eeal/article/view/1698>

