THE CONTENT ANALYSIS OF 7TH GRADE TEACHER MANUAL BOOK OF "ENGLISH FOR NUSANTARA" IN MERDEKA CURRICULUM

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Abstrak

Studi ini memiliki tujuan untuk menyampaikan hasil Analisa dari buku guru "English for Nusantara" untuk kelas VII. Metode yang digunakan adalah qualitative dengan disain konten analisis. Studi ini dilakukan pada semester genap tahun ajaran 2022/2023 dimana peneliti adalah instrument dari penelitian ini. Data dikumpulkan dari lima bab dan tiga unit dari masing-masing bab di buku panduan guru ini. Penelitian kualitatif ini dilakukan dengan mengacu pada delapan aspek yang diharapkan oleh guru SMP terdapat pada sebuah buku guru sebagaimana yang ditemukan oleh Fahmi, dkk (2022) dari penelitain mereka. Kedelapan elemen tersebut mencakup: layout, prosedur mengajar, penjelasan materi, alat bantu mengajar, penilaian, alokasi waktu, contoh bahasa dan kunci jawaban. Hasil Analisa menunjukkan bahwa tidak semua aspek tersebut terdapat di dalam buku guru ini sehingga dapat dikatakan bahwa buku ini kurang efektif dalam memandu guru ketika menggunakannya. Tetapi, sebagai implemenatasi dari kurikulum merdeka, buku ini telah memenuhi apa yang dimandatkan oleh kurikulum. Penelitian ini menyarankan kepada penulis dari buku guru apapun untuk mengembangkan buku guru berdasarkan harapan dan kebutuhan guru untuk meningkatkan kebermanfaatannya

Kata kunci: *Analisa Konten, Buku Teks Bahasa Inggris, Buku Teks English for Nusantara, Buku Guru, Kurikulum Merdeka*

Abstract

This study had the purpose to report the analysis results of teacher manual book of "English for Nusantara" for grade VII. The research applied qualitative method with content analysis research design. This study was conducted in even semester of 2022/2023 academic year where the research herself as the instrument of the research. The data were collected from all five chapters in this book together with all three units of each of the chapter. This qualitative research applied conceptual research design. The analysis was carried out by referring to eight aspects junior high school teachers expected to be available in a teacher manual book as found by Fahmi, et.al., (2022) in their research. Those elements covered: layout, teaching procedures, materials explanation, teaching aids, assessment, time allotment, language example and answer key. The analysis results revealed that not all aspects provided in this book, hence, it was less effective to guide teacher in using this manual. However, as the implementation of "Merdeka curriculum', this manual had already fulfilled what were mandated by the curriculum. This research suggests the authors of the any teacher manual textbook to develop the book based on the teachers' expectations and needs in order to improve its benefits.

Keywords: *Keywords: Content Analysis, English TextBbook, English for Nusantara Text-Book, Teacher Manual, Merdeka Curriculum*

Introduction

In the process of TEFL for junior high school students in Indonesia, text-book is used for both teachers and learners as a primary learning source that comprises the subjects should be learnt and the targeted competence to be achieved by the students. A variety of English text-books published by publishers by referring to one of national curriculums in which currently the curriculums officially acknowledged by Indonesian government are '13-curriculum' and 'Merdeka curriculum'. Therefore, a school may select a particular text-book based on what curriculum it applies. Dwinalida (2023) opined that coursebook is a pivotal element in the instructional process as the curriculum requires it to give clear guidance on what should be taught, how, in what kinds of sequences and what the students need to learn.

According to Wen-Cheng et al., (2011), text-books are a guidance and an activity design in a course that should meet the learners' needs. Charalambous (2011)claimed that course-books take a pivotal role in EFL teaching and learning since they serve instructional structure, methodological support, and spaces for preparation and revision. In language education, textbooks are demanded to ease the learning process and facilitates exercise, discussion and other activities (Liagustin, 2023). Radić-Bojanić & Topalov, (2016) previously summarized various opinions from scholars and linguists which described that in language teaching and learning, textbooks are significant instruments that assist students to escalate their language skills, study the subject content, familiarized with foreign countries' cultures, help teachers to serve their teaching program and supporting tools for less experienced teachers to get confidence, test any new methodologies, and be aware of any pedagogical issues.

Having seen the importance of textbooks in EFL classrooms, Sugiyanta & Said, (2018) strongly said that assessing the EFL textbooks is very important especially for the teachers to determine which textbook is good to be used prior and during the instructional process, particularly in high schools. Further they added that 'a good textbook' should fulfill the criteria of a good EFL textbook. This means that learning will achieve its objective if the source used to get the knowledge is good.

In order to determine whether or not a textbook used in an English classroom has met the criteria of a good textbook, teachers might assess the book by analyzing its content. As Radić-bojanić and Topalov (2016) described, textbook content analysis should cover several processes. First, by analyzing the content related to its specified objectives, for example, the extent in which teaching scopes such as vocabulary, grammar, speaking, reading, listening and or speaking as well as culture are presented in student's book, activity book, and teacher's manual. Second, by examining the content in reference to students' abilities, needs, and preferences. Third, by establishing the criteria of that content analysis in terms of teaching and learning objectives.

Meanwhile, Akhmad et al., (2022) cited the work of Cunningsworth suggested 7 elements to evaluating a textbook, namely: 1) its aim and approaches, 2) its design and organization, 3) the language content, 4) the targeted skills, 5) the topics, 6) the methodology, and 7) its relevance with teacher's books. Additionally, they also described 4 criteria of a good textbook, as proposed by Cunningsworth, i.e., 1) fulfilling the needs of the learners, 2) using 'present' and 'future' for the learners to use the language on their own, 3) facilitating the learning process without imposing a rigid methodology, and 4) taking a role as a learning support that mediates between L1 to the target language.

In Indonesian context, there were huge number of prior studies which analyzed the content of English textbooks, particularly the ones for junior high school students. These studies were dominated by the analysis of "When English Rings Bell" textbook (Taqfar, 2016; Mumtaz, 2020; Akbarjono et al., 2021; Hidayah et al., 2021; Simanjuntak et al., 2021; Sitorus et al., 2021) and "Bright an English Course" textbook (Sucipto & Cahyo,

2019; Firharmawan, 2019; Said et al, 2021; Putri & Muamaroh, 2022; Prasetyaningtyas et al., 2022). The earlier book was published by the Ministry of Education and Culture of Republic of Indonesia, while the later one was published by Erlangga. The analysis of those researches mostly focused on students' textbook, had variety of different purposes, applied various theories and approaches, and reported diverse findings.

However, among these numerous numbers of previous studies, the researchers found that the research which analyzed teacher's manual for using English text-book was still rare. Besides, the analysis of text-book content related to 'Merdeka Curriculum' was not found yet. As Jannah et al., (2024) said that this curriculum promotes 'Merdeka Belajar' in all elements of all education levels in Indonesia; hence, analyzing the content of English text-book to ensure that it is in line with the purposes of the applied curriculum is obviously important. Therefore, the researchers were interested to fill this gap by investigating one teacher manual to work on "English for Nusantara" textbook. It was published in 2022 by Agency of Education Standards, Curriculum, and Assessments Secretariat, Centre of Books, Ministry of Education, Culture, Research, and Technology. This book was issued to carry out English teaching and learning for grade 7 students of junior high school in the implementation of 'Merdeka' curriculum. Thus, the title of this research was: "The Content Analysis of 7th Grade Teacher Manual Textbook of *English for Nusantara* in Merdeka Curriculum."

This research work was guided by two research questions, namely: 1) How effective is teacher manual in guiding 7 grade teachers to use English for Nusantara text-book? 2) Are the contents of all chapters in this textbook in line with the purpose of 'Merdeka Curriculum'? Based on these two questions, the objectives of this study were: 1) to report whether or not this teacher manual effective in guiding 7 grade teachers use this text-book, and 2) to find out if all the contents in 5 chapters in this textbook in line with the purpose of 'Merdeka Curriculum'. The researchers believe that this research would positively contribute to the theories of content analysis and to give insights to 7 grade English teachers particularly, in analyzing any text-book they use in order to effectively achieve the objectives of learning as mandated by the curriculum.

Research Method

This research was carried out in even semester, academic year of 2022/2023. It took for about one semester to accomplish the study. The process itself covered several processes, namely: determining the topic of the study, reviewing the literatures that supported the topic discussion, selecting the theory and or the literature used as the basis to analyze the data, collecting the data, analyzing the data, presenting the results of the analysis, and making the conclusion. This study applied qualitative method as Creswell and Creswell (2018) simply explained that qualitative method relies on words rather than numbers. Since the main purpose of this study was to report the results of textbook content analysis descriptively, the used of qualitative method was the most appropriate one.

The research design of this study was content analysis which applied conceptual type of analysis. The main objective of conceptual analysis is to assess and identify the occurrence of selected terms in the data. The terms can be implicit or explicit. Commonly, the implicit ones are more complicated, hence it requires the justification of the researcher. Wilson (2011) added that in conceptual analysis, "the content is coded for certain words, concepts, or themes, and the analyst makes inferences based on the patterns that emerge" (p. 1).

In this research, the researchers themselves were the key instruments to collect the data. Bahrami et al., (2016) argued that in a qualitative study, the researcher's role as the instrument greatly affects the research process since his/her knowledge of the data play pivotal role in validating the data. According to Marshall & Rossman (2016), researchers

who gather and interpret the data by themselves examine documents by using a tool to record the data, that tool is developed by themselves and not by others.

By referring to the explanation above, the researchers formulated the framework of and did the analysis of the textbook content by themselves. The elements analyzed were modified from what Fahmi et al., (2022)found in their study, i.e., layout/appearance design, teaching procedures, explanation of the materials, teaching aids, the assessment of teaching and learning, time allotment, classroom language example, and answer key.

The main data in this research was teacher manual of "English for Nusantara" textbook for Grade VII. The researcher collected the data by analyzing all the five chapters with all three units of each of the chapter. This teacher manual consisted of 246 pages. Since this study was led by two research questions, in the analysis process the researcher did the following steps:

1] In measuring the effectiveness of teacher manual, the availability of the 8 aspects found in Fahmi, et.al. (2022) were carefully checked through checklist table;

2] In determining whether or not this teacher manual support 'Merdeka curriculum', the researchers referred to general competence of the curriculum. For junior high school grade VII, the students are in phase D.

With reference to these, this study descriptively reported the contents of this teacher book as a comprehensive analysis. Definitely, these descriptive results answered the two research questions.

Findings and Discussion

As it was mentioned earlier, this study analyzed teacher manual of "English for Nusantara" for Grade VII. The results of the analysis were reported to answer two research questions formulated in Chapter I.

1] The effectiveness of teacher manual of "English for Nusantara" for Grade VII

For this research question 1, the analysis of each chapter of this book was referred to the aspects found by Fahmi, et.al. (2022) in their qualitative study. It was used since the 8 aspects were expected by English teachers to be served by a teacher book. In order to give clearer descriptions of the findings, the following Table 1 to Table 5 displays the results of this analysis for each chapter of the book:

Table 1 Analysis Checklist Results for Chapter I

The Elements/Aspects	CHAPTER I						Remarks
	Unit 1		Unit 2		Unit 3		
	A	NA	A	NA	A	NA	
Layout/design appearance	✔		✔		✔		
Teaching procedures	✔		✔		✔		
Materials explanation	✔			✔		✔	
Teaching aids		✔		✔		✔	
Assessment	✔		✔		✔		
Time allotment		✔		✔		✔	
Language example	✔		✔	✔			
Answer key	✔		✔		✔		

A   = Available
NA   = Not Available

Table 2 Analysis Checklist Results for Chapter II

The Elements/Aspects	CHAPTER II						
	Unit 1		Unit 2		Unit 3		Remarks
	A	NA	A	NA	A	NA	
Layout/design appearance	✔		✔			✔	
Teaching procedures	✔			✔		✔	
Materials explanation		✔		✔	✔		
Teaching aids		✔		✔		✔	
Assessment	✔		✔		✔		
Time allotment		✔		✔		✔	
Language example	✔		✔		✔		
Answer key	✔		✔		✔		

A = Available
NA = Not Available

Table 3 Analysis Checklist Results for Chapter III

The Elements/Aspects	CHAPTER III						
	Unit 1		Unit 2		Unit 3		Remarks
	A	NA	A	NA	A	NA	
Layout/design appearance	✔		✔		✔		
Teaching procedures	✔		✔		✔		
Materials explanation		✔		✔		✔	
Teaching aids	✔			✔		✔	
Assessment	✔		✔		✔		
Time allotment		✔		✔		✔	
Language example	✔		✔		✔		
Answer key	✔		✔		✔		

A = Available
NA = Not Available

Table 4.4 Analysis Checklist Results for Chapter IV

The Elements/Aspects	CHAPTER IV						
	Unit 1		Unit 2		Unit 3		Remarks
	A	NA	A	NA	A	NA	
Layout/design appearance	✔		✔		✔		
Teaching procedures	✔		✔		✔		
Materials explanation		✔		✔		✔	
Teaching aids		✔	✔			✔	
Assessment	✔		✔		✔		
Time allotment		✔		✔		✔	
Language example	✔		✔		✔		
Answer key	✔		✔		✔		

A = Available
NA = Not Available

Table 5 Analysis Checklist Results for Chapter V

The Elements/Aspects	CHAPTER V						Remarks
	Unit 1		Unit 2		Unit 3		
	A	NA	A	NA	A	NA	
Layout/design appearance	✔		✔		✔		
Teaching procedures	✔		✔		✔		
Materials explanation		✔		✔		✔	
Teaching aids	✔			✔		✔	
Assessment	✔		✔		✔		
Time allotment		✔		✔		✔	
Language example	✔		✔		✔		
Answer key	✔		✔		✔		

A = Available
NA = Not Available

By referring to the results of the analysis presented in Table 1 until 5, the findings were interpreted as follows:

Layout/design appearance
It could be seen from all the table that in every unit of every chapter, the layout of the content was available. This showed that this teacher manual had fulfilled the expectation of teachers for the element of design appearance.

Teaching procedures
As well as layout element, teaching procedures was also one of the aspects that were found in every unit of all chapters. This finding also confirmed that teaching procedures had already met the needed of the teacher in this teacher book.

Materials explanation
From the analysis, materials explanation was found in the following chapters and units:
Chapter I   : Unit 1
Chapter II   : Unit 3
These results revealed that in other chapters and or units, teaching procedures were not available. This also meant that this teacher manual should be completed the explanation for teachers, hence, this book would be satisfied the
needed of the teachers in terms of how to be guided to explain the lessons.

Teaching aids
The analysis results showed that teaching aids was only found in Chapter IV, Unit 2 of this teacher book. As teaching aids is very important to support the process of teaching, hence the absence of this aspect in major parts of this teacher book should be taken into serious account.

Assessment
The assessment was available in all chapters and units of this book. While doing the analysis, the researcher found that this element was presented comprehensively in this book. The assessment covered the exercises and or activities should be carried out by the students and also the formula of how to calculate students' scores. This finding revealed that teachers' need for this aspect was well-accommodated.

Time allotment

Time allocation to carry out each of teaching step is very important to guide teachers managing their teaching hours. However, this aspect was not found in all chapters and units of this book. Thus, this element did not fulfill the expectation and need of the teachers.

Language example

Like teaching aids, this teacher manual also provided language example for teachers. Even better, language example was found almost in all step of the teaching procedures. Teachers were guided with the example of the language in detailed related to the activity they were about to proceed. This indicated that this book filled the needed of the teacher for getting language example.

Answer key

Similar to two elements earlier, answer key was also available in all chapters and units of the book. This aspect could be found in every exercise of each unit. In line with the aspect of assessment, the answer key was given right after the exercise. This showed that teachers' need of this element was fulfilled fully.

In sum, having seen the findings of the analysis above, it could be said that this teacher manual was less effective in terms of several aspects.

2] The alignment of this teacher book with the purpose of 'Merdeka curriculum'

As it was explained in the preface of this book that 'Merdeka curriculum' was developed as more flexible framework focusing on the core of the materials and the development of competence and student character suitable with 'Pancasila' student profile. The topics used in this textbook were related to national culture varieties, global diversity, and Sustainable Development Goals (SDGs) issues.

This textbook adopted 4 issues out of 17 stated on SDGs, namely: 1) environmental awareness, 2) digital safety, 3) nutrition and wellness, and 4) financial literacy. Besides, this textbook also gave students opportunities to develop their ability to use English in integrated six language skills, namely: listening, speaking, reading, writing, viewing, and presenting in various text types. The approach used in this English for grade VII (phase D) was genre-based approach, i.e., text-based learning in a variety of modals; written, visual, audio, and or multi-modals. The book focused on descriptive and procedure texts.

Additionally, in every chapter of this book, a certain character could be found. This showed that the students should be aware of good character as the person with 'Pancasila' soul. Every unit of this book also asked student with the question 'Do you know?', which aimed to let the students be familiar to be aware of their environment as they live in diversity world.

Based on this explanation, it could be concluded that this book was already in line with 'Merdeka curriculum'.

Conclusion

This qualitative study of analyzing teacher manual book of "English for Nusantara" for grade VII was based on two research questions. First, the results of the analysis confirmed that this book was less effective in guiding teachers since there were several elements or aspects unavailable in all chapters and units of the book.

Second, in terms of 'Merdeka curriculum', the analysis results of this study explained that this book was in line with and supported this curriculum. This was seen from the content in all chapters and units of the book which contained the materials that developed

students' language skills. Besides, the implicit message about character and diversity world was also found in every discussion of each unit.

The results of this research led the researcher to propose several suggestions as follows: First, it is suggested that English teachers be active in the assessment of any textbook in order to ensure that the content fulfills what the teachers are expected. Second, since it was found that several elements or aspects expected by teachers from teacher manual were unavailable, it is suggested that this book can be further developed by the book authors. The development should cover all the elements teachers need in order to support their teachings. Third, the limitations in terms of the very simple approach used in analyzing the book might be more comprehensive if other more detailed approaches used by the next researchers. Thus, the findings of the analysis will contribute more to the quality of teacher manual as the companion of student book.

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