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Abstract

The researchers would like to combine Tomlinson's theory and *Buku Saku Tanya Jawab Kurikulum Merdeka* which had never been done previously. This study aimed at analyzing the feasibility features of a textbook entitled "English for Junior High School Students: Pragmatics Based" designed by the researchers themselves as an R&D product of the research funded by the Ministry of Education, Culture, Research, and Technology under the scheme *Penelitian Terapan Unggulan Perguruan Tinggi* (PTUPT). This study employed a descriptive qualitative research design with the designed textbook for seventh-grade students of Junior High School as the research object which then analyzed using Tomlinson's theory and *Buku Saku Tanya Jawab Kurikulum Merdeka*. Based on the findings, the textbook fulfills 16 (sixteen) criteria proposed by Tomlinson. It also meets the needs that must be acquired by the students in the implementation of *Kurikulum Merdeka* where English lessons should cover not only 4 (four) skills; listening, speaking, reading, and writing, but also viewing and presenting which became the novelty of the study. The textbook is also equipped with audio and videos that can be accessed via Android and iOS. Based on those findings, the textbook can give a contribution to the latest curriculum that is *Kurikulum Merdeka* as a fruitful supplementary textbook.

Keywords: EFL textbook, feasibility features, *kurikulum merdeka*

Introduction

The recovery of pandemic conditions is happening in the Indonesian education sector where online teaching has turned back into a face-to-face classroom. The current situation leads the Ministry of Education to introduce new curriculum called *Kurikulum Merdeka* which is actually designed to recover the crisis in Indonesian education facing post-pandemic situation. Based on *Buku Saku Tanya Jawab Kurikulum Merdeka*, issued by the Indonesian Ministry of Education, Culture, Research and Technology (2022), *Kurikulum Merdeka* is a

curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. This curriculum has been piloted at schools what is so called *Sekolah Penggerak* and is being implemented in the 2022/2023 academic year. In *Buku Saku Tanya Jawab Kurikulum Merdeka*, various national and international studies presented that Indonesia has experienced a learning crisis for a long time. Therefore, the Indonesian education institutions are allowed to implement one curriculum which is suitable to the student's learning needs and must concern the students' competency achievement in the context of learning recovery. This *Kurikulum Merdeka* will become the national curriculum in 2024.

By changing the curriculum, learning tools need to be adjusted, including textbooks. Content and material should be adjusted to the indicators and learning outcomes that are in accordance with *Kurikulum Merdeka* as well as supports and implements *Kurikulum Merdeka*. To hope for the best, that the adjustment of the textbook will facilitate students and teachers in the learning process. The current situation leads the researchers to their curiosity of analyzing the feasibility features in an EFL textbook entitled "English for Junior High School Students: Pragmatics Based". This book was designed from an R&D research design. It is expected that this book will be able to answer the need of *Kurikulum Merdeka* which will be implemented into a national curriculum in 2024.

Literature Review

EFL Textbook

It is widely known that textbooks are one of the important aspects in the teaching-learning process. Textbooks are one of the learning media that are often used by teachers and students. In English as Foreign Language context, textbooks play a crucial role. According to Maulana & Rizkiani (2019), there are many types of books designed for students of all levels and ages. Further, Masrupi et al. (2020) define textbook as a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. In addition, Arono & Syafrina (2017) remarked that a textbook means a created material designed as materials for teaching the learning process in order to increase the learners' knowledge and experience. Wulandari et al. (2021) also claimed that the textbook is the best instrument which contains material description about a particular subject and arranges systematically to give a big impact toward learning success in the class. The most important one, based on Richards (2019) in Ayu (2020), textbooks are a key component in language programs that function as the source of most language information (language input) both for language learning and for practicing English in the classroom. Thus, textbooks are one of the most important mediums in the learning and teaching process as they serve as a source and guideline to both students and teachers.

The reasons for using textbooks, first of all, the material must suitable for their needs. Secondly, the textbooks allowed the users to look forward to what we were going to do or to look back to what we had done. Third, the textbooks provided a well-presented material that could only be replaced by the users at great expense, both in terms of money and time. Finally, textbooks allowed the users to adapt and improvise while teaching (O'Neill, 1982).

Feasibility Features English Textbooks for Junior High School

In Indonesia, there is a National Education Standards Board that regulates several criteria of a good textbook; the feasibility of content, the feasibility of language, the feasibility of presentation, and the feasibility of graphics. Cunningsworth (1995) in Richard (2001) in (Novianti, 2014) proposes four criteria for evaluating textbook, that are: (1) textbook should correspond to learner's needs, (2) textbook should reflect the uses (present or future) which learner will make of the language, (3) textbook should take account of student's needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method, and (4) textbook should have a clear role as a support for learning.

Some experts propose good criteria of English material (Rowntree (1997); Richard (2001); Novianti, 2014). It states that good material should be: (1) arouse the learner's interest, (2) remind them of earlier learning, (3) tell them what they will be learning next, (4) explain new learning content to them, (5) relate these ideas to learners' previous learning, (6) get learners to think about new content, (7) help them get feedback on their learning, (8) encourage them to practice, (9) make sure they know what they are supposed to be doing, (10) enable them to check their progress, and (11) help them to do better.

There are criteria of good material which relate to some basic principles of Second Language Acquisition (Tomlinson (1998); Novianti (2014). A good English textbook has the following criteria, the criteria are: (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and useful, (5) materials should require and facilitate learner self-investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should consider that learners differ in effective attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback.

Learning Achievements in Kurikulum Merdeka

There are three learning achievements that are emphasized in Kurikulum Merdeka; they are listening-speaking, reading-viewing, and writing-presenting. According to Haris Fadhillah (2020), listening-speaking, and using English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in a variety of ways in formal and informal familiar contexts. With repetition and alternation of vocabulary, students understand the main ideas and relevant details from discussions or presentations about a variety of topics that are familiar and in the context of life at school and at school house. They are involved in discussions, for example giving opinions, making comparisons and conveying preferences. They explain and clarify their answers using simple sentence structures and verbs. Reading-viewing, reading and responding to familiar and unfamiliar texts that contain predefined structures learned and familiar vocabulary independently. They seek and evaluate ideas, main and specific information in various types of text. This text can be in print or digital, including visual, multimodal or interactive text. They identify the purpose of

the text and begin to make inferences to understand the information implied in a text. In writing-presenting, communicate their ideas and experiences through simple and structured paragraphs, show progress in the use of specific vocabulary and sentence structure simple. Using examples, they plan, write, and present informational text, imagination and persuasion using simple and compound sentences to construct arguments and explain or defend an opinion.

Method

This study employed a descriptive qualitative research design. Creswell (2014) defined qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. Further, Bricki & Green (2007) defined Qualitative research as characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.

Instruments

The object of this study was an EFL textbook entitled "English for Junior High School Students: Pragmatic Based" for the seventh-grade students of Junior High School. This book was designed by the researchers themselves as an R&D product of the research funded by the Ministry of Education, Culture, Research, and Technology under the scheme *Penelitian Terapan Unggulan Perguruan Tinggi (PTUPT)*.

Procedures

The data of this study were following these steps: (1) reading the textbook, (2) studying the material contained in the textbook, and (3) collecting the materials in the textbook to be analyzed. After the data were collected, the researchers analyzed those data using Tomlinson's theory (1998) about the feasibility and *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022).

Results

The findings were collected from the textbook entitled "English for Junior High School Students: Pragmatics Based" which were analyzed using Tomlinson's theory (1998) and *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022).

The first analysis was using Tomlinson's theory (1998) which is about criteria of good material which relate to some basic principles of Second Language Acquisition, namely (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and useful, (5) materials should require and facilitate learner self-investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should take into account that learners differ in effective attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, (15)

materials should not rely too much on controlled practice, and (16) is materials should provide opportunities for outcome feedback. The findings are presented as follows:

1. Material should achieve impact

The first criterion was reflected in 9 (nine) chapters provided in the textbook, those were: 1) Meeting People, 2) Thanking and Apologies, 3) Introducing People, 4) Expressing Times, Dates, and Numbers, 5) Identifying Animals, Things, and Public Places, 6) Characterizing Persons, Animals, and Things, 7) Giving Information of Habits and Function of Things, 8) Describing Persons, Places, and Things, 9) Identifying the Message and Themes of the Songs. Every chapter is provided by *Kompetensi Dasar* (KD) or Basic Competency and the output that must be achieved by the students at the end of the lesson.

2. Materials should help learners to feel at least

The second criterion was reflected by many exercises and other features such as dialogue and pictures, texts and illustrations which displayed in the textbook. It can be seen that every dialogue provided in the textbook was preceded by a situation.

3. Materials should help learners to develop confidence

To fulfill the third criterion, the textbook provided many activities that use expressions which can be done individually or in groups.

4. What is being taught should be perceived by learners as relevant and useful

The fourth criterion is that what is being taught should be perceived by learners as relevant and useful. The textbook provides material that is relevant and also useful for students. They are described as follows:

Table 1. *The materials on “English for Junior High School Students: Pragmatics Based”textbook*

Chapter 1	The material presented in this chapter is about expressions to greeting and leave-taking which are packaged in the theme "Meeting People". Related to this theme, activities provided will be connected to expressing greetings and leave-taking while meeting people in the relevant situation.
Chapter 2	“Thanking and Apologizing” is the theme of this chapter. It contains expressions of thanking and apologizing with several activities to support students' learning process. In this session there are many tasks such as making a dialogue, responses to certain situations, arranging jumbled dialogue and sentences, translating, and so on. With these activities which students can explore greetings and leave- taking expressions as in its context.
Chapter 3	In this chapter students will learn about introducing themselves and others in the theme “Introducing People”. The session also focused on grammar and vocabulary.

Chapter 4	This theme is “Expressing Times, Dates, and Numbers” which students will learn about asking and giving information about time, day and date. The material also consists of ordinal numbers, cardinal numbers, time, days and months, and dates. Several tasks in pairs or individuals are available in this chapter. Students can be more understanding about the use of these expressions and they can apply it in their daily activities (Rowntree (1997); Richard (2001); Novianti (2014).
Chapter 5	The theme of the fifth chapter is “Identifying Animals, Things, and Public Places”. Students will be taught about identifying the name of animals, things, and public places and asking for and giving information about animals, things, and public places. In addition, there are singular and plural, prepositions place also article explanations in this chapter.
Chapter 6	The sixth chapter explains asking for and giving information about the characteristics of a person, animal and thing with the theme “Characterizing Persons, Animals, and Things”. There are many activities related to the theme and so that later students will be able to ask and give information about the characteristics of a person, animal and thing.
Chapter 7	“Giving Information of Habits and Function of Things” is the theme of the seventh chapter. Students will learn about asking for and giving information about a person's / animal's habits and asking for and giving information about the function of things.
Chapter 8	This chapter is talking about describing someone, a place or a thing in the theme “Describing Persons, Places, and Things”. Materials are provided in text or in dialogue which makes students easier to understand. Many activities related to the topics support students in describing persons, places, and things.
Chapter 9	Last chapter with the theme “Identifying the Message and Themes of the Song”. This part is hoped that students will be able to identify the message of the song and identify the theme of the song.

5. Materials should require and facilitate learner self-investment

The fifth criterion is materials should require and facilitate learner self- investment. This textbook contains materials that can facilitate students. We can find 4 skills of English tasks in this textbook, such as listening on activity 3, chapter 1, page 4, speaking on activity 5, chapter 4 page 56, reading on activity 5 chapter 6 page 85, and writing on activity 9 chapter 6 page 88.

6. Learners must be ready to acquire the points being taught

The sixth criterion is learners must be ready to acquire the points being taught. By providing a focus on grammar or vocabulary and language features, this textbook creates students' readiness. For example, focus on grammar on page 35 and vocabulary on page 43.

7. Materials should expose the learners to language in authentic use

The seventh criterion is that materials should expose the learners to language in authentic use. This English for Junior High School Students: Pragmatics Based textbook is equipped with some authentic material, such as songs.

8. The learners' attention should be drawn to linguistic features of the input

The eighth criteria is that the learners' attention should be drawn to linguistic features of the input. This book gives an activity focused on grammar on page 35 and vocabulary on page 43. It can give learners' attention to the linguistic features of the input.

9. Materials should provide the learners with opportunities to use the target language to achieve communicative purpose

The ninth criterion is materials should provide the learners with opportunities to use the target language to achieve communicative purpose. The communicative interaction can be in the form of post-reading, creative writing and creative speaking activities (Fakhomah, 2017). This textbook gives chapters with communicative interaction. Chapter 1 provides listening, speaking, reading, and writing activities. Chapter 2 provides listening, speaking, reading, and writing activities. Chapter 3 provides speaking, reading, and writing activities. Chapter 4 provides listening, speaking, reading, and writing activities. Chapter 5 provides listening, speaking, reading, and writing activities. Chapter 6 provides listening, speaking, reading, and writing activities. Chapter 7 provides listening, speaking, reading, and writing activities. Chapter 8 provides listening, reading, and writing activities. Chapter 9 provides listening, speaking, reading, and writing activities.

(10), (11), (12), (13), (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities, (15) materials should not rely too much on controlled practice, and (16) is materials should provide opportunities for outcome feedback.

10. Materials should consider that the positive effects of instruction are usually delayed

Tenth criterion is materials should consider that the positive effects of instruction are usually delayed. The materials are arranged related to the topic. It can ease students to study English from basic to difficult material.

11. Materials should consider that learners differ in learning style

Eleventh criterion is materials should consider that learners differ in learning style. The textbook "English for Junior High School Students: Pragmatics Based" provides various activities to explore students' learning styles.

Table 2. *The example of activity for auditory learning style*

Listen to your teacher!	
Situation: Mrs. Julia is counting the students in the classroom. She asks them to count one by one before starting the lesson.	
Mrs. Julia	Students, let's count one by one! Start from the right row.
Students	One, two, three, four, five, six, seven, eight, nine, ten
Mrs. Julia	Next...
Students	Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen
Mrs. Julia	Next, please!
Students	Nineteen, twenty, twenty one, twenty two, twenty three, twenty four, twenty five, twenty six
Mrs. Julia	Ok, next!
Students	Twenty seven, twenty eight, twenty nine, thirty, thirty one, thirty two, thirty three
Mrs. Julia	Ok, good. So, you are all present today. Well, let's start our lesson.

Table 3. *The example of activity for visual learning style*

Read the text below then answer the questions!
I want to tell you about my new pencil case. You see, it's a beautiful big pencil case. Um... it is round. It is made of leather. The color? It has a color like chocolate, dark brown. You know, I like the color because it is not easily seen if it is dirty. There are some pockets in my pencil case. The first one is the main pocket. It is between the smallpockets. I usually put my writing utensils in it. The second ones are the small pockets. I keep my money and my school identity in these pockets.

Table 4. *The example of activity for kinesthetic learning style*

Role Play
Make a simple dialog with your partner based on the following topics and perform it in front of the class. 1. Describing a new book to a friend. 2. Telling a movie to a cousin.

12. Materials should consider that learners differ in effective attitude

Twelfth criterion is materials should consider that learners differ in effective attitude. This textbook provides different types of activities to motivate and support students to learn.

Table 5. *The example of descriptive text*

My pencil
I have a new pencil. It is a souvenir from my sister who has just come back from Japan. It is a light and colorful pencil. Its color is yellow, green, red, blue, orange, and purple. It is ten centimeters long. There is an eraser at the top end of the pencil. The shape of the eraser is a rabbit. It is very cute. I keep it in my pencil case.

13. Materials should permit a silent period at the beginning of instruction

Thirteenth criterion is materials should permit a silent period at the beginning of instruction. The textbook facilitates a silent period before working on a question with the material presented in the form of a voice recording or a silent period before working on questions from material in the form of manuscripts or reading.

Table 6. *The example of silent period*

Activity 1: Read the dialog below! Then, answer the following questions!
Activity 2: Listen to the song “What Makes You Beautiful” by One Direction, and try to answer the following questions!

14. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brains activities

Fourteenth criterion is materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brains activities. Right brain functions as spatial ability such as music, creativity, art, and shape. Meanwhile, the left brains functions as logic thinking, language and mathematics (Fakhomah, 2017).

Table 7. *The example of right brain activity*

Complete the sentences using the correct form of to be!
1. I a newcomer.
2. She a doctor.

3. You beautiful.

4. The students in the laboratory.

5. Susan from Surakarta.

Table 8. *The example of left brains activity*

Listen to the song "Perfect" by Simple Plan, and do not search for its lyrics on the internet. Try to fill in the blank lyrics below based on what you heard from the song.

PERFECT

Simple Plan Hey, Dad, look at me
Think back, and talk to me
Did I grow up _____(1) to plan?

And do you think I'm wasting my time
Doing things I wanna do?
But it hurts when you _____(2) all along
And now I try hard to make it
I just want to make you _____(3)

I'm never gonna be good _____(4) for you
Can't _____(5) that I'm alright
And you can't change me
'Cause we lost it all
Nothin' lasts forever
I'm sorry I can't be perfect
Now it's just too late
And we can't go back

I'm sorry I can't be perfect

15. Materials should not rely too much on controlled practice

Fifteenth criterion is materials should not rely too much on controlled practice. This textbook provides some activities that explore students' abilities.

Table 9. *The example of activity exploring students' abilities with not rely too much on controlled practice*

Activity 9:

Look at the pictures! Then, write the physical characteristics. What does she/he look like?

16. Materials should provide opportunities for outcome feedback.

Sixteenth criterion is materials should provide opportunities for outcome feedback. There are reflection sections provided by this textbook in every chapter. Reflection is used to measure the learners' understanding of the materials. Reflection in English for Junior High School Students: Pragmatics Based. Reflections are on page 14, 27, 46, 64, 77, 94, 107, 108, 123, and 135.

The second analysis was using *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022). The analysis focused on the statement from *Buku Saku* that English skills in "Kurikulum Merdeka" no longer touch the 4 (four) English skills; listening, speaking, reading, and writing, but also viewing and presenting.

Discussion

This study aims at analyzing the feasibility Features of a textbook entitled "English for Junior High School Students: Pragmatics Based" designed by the researchers themselves as an R&D product of the research funded by the Ministry of Education, Culture, Research, and Technology under the scheme *Penelitian Terapan Unggulan Perguruan Tinggi* (PTUPT). Based on the findings, it fulfills sixteen criteria proposed by Tomlinson's theory (1998) these were (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and useful, (5) materials should require and facilitate learner self-investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should consider that learners differ in effective attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities, (15) materials should not

rely too much on controlled practice, and (16) is materials should provide opportunities for outcome feedback.

To support the finding for the first criterion in the textbook, the researchers provided another thought from Fakhomah (2017) that impact can be achieved if the materials (textbook) are new, varied, presented attractively, and appealing content. The textbook analyzed in the study consists of many types of texts and unusual topics. Therefore, the textbook that is suitable to be used by the seventh-grade students of Junior High School.

In addition, “English for Junior High School Students: Pragmatics Based” textbook has features that should be acquired by students which are listening, speaking, reading, writing, viewing, and presenting. In reading-viewing, students will be presented with various types of text that they can explore and evaluate. On the other hand, in writing-presenting, students are able to communicate and present their text by doing the exercises.

“English for Junior High School Students: Pragmatics Based” textbook is equipped with audio and videos that can be accessed via Android and iOS. It is very handy and helpful to students and teachers as well to accommodate the learning and teaching process.

The textbook was designed using R&D research design for about 2 years with new, varied, presented attractively, and appealing content. It contains various themes applied in nine chapters as follows: Meeting People; Thanking and Apologizing; Introducing People; Expressing Times, Dates, and Numbers; Identifying Animals, Things, and Public Places; Characterizing Persons, Animals, and Things; Giving Information of Habits and Function of Things; Describing Persons, Places, and Things; Identifying the Message and Themes of the Song.

Meeting People is about expressions of greeting and leave-taking. Thanking and Apologizing is expressions of thanking and apologizing. Introducing themselves and others in the theme Introducing People. Expressing Times, Dates, and Numbers is about asking and giving information about time, day and date. Identifying Animals, Things, and Public Places is about identifying the name of animals, things, and public places and asking for and giving information about animals, things, and public places. Characterizing Persons, Animals, and Things explains asking for and giving information about the characteristics of a person, animal, and thing. Giving Information of Habits and Function of Things is about asking for and giving information about a person's / animal's habits and asking for and giving information about the function of things. Describing Persons, Places, and Things is talking about describing someone, a place, or a thing. Identifying the Message and Themes of the Song is about identifying the message of the song and identifying the theme of the song. Those topics are related to students' daily basis and can be found in their real life. Those chapters have been provided attractively to catch students' interest and to make learning fun way. There are many pictures, practices, exercises, and more content to support students' and teachers' classroom activities.

Conclusion

The implementation of *Kurikulum Merdeka* surely will necessitate teachers to find a textbook which relevant to that curriculum. With additional skills, reading-viewing and writing-presenting, related to the *Kurikulum Merdeka* that must be mastered by students, of

course, there will be considerations in choosing textbooks to facilitate also assist the teaching and learning process.

“English for Junior High School Students: Pragmatics Based” textbook is claimed suitable for the needs of *Kurikulum Merdeka*. It is designed for Seventh-grade Junior High school students with various features. Further, this textbook provided reading-viewing and writing-presenting aspects which become essential abilities in *Kurikulum Merdeka*.

Along with the result of the research, English for “Junior High School Students: Pragmatics Based” can be used and applied in the classroom in the process of learning as a supplementary book. This textbook also qualified in reference to sixteen good material criteria by Tomlinson’s theory (1998). The product of this research meets the teachers' and students' needs as well as gives contribution to *Kurikulum Merdeka*.

The researchers would like to contribute some suggestions for English teachers based on the research findings and discussion. It is suggested the English teacher can use “English for Junior High School Students: Pragmatics Based” textbook as a reference book in process of teaching and learning. This textbook contains many features in simplifying the learning process.

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This manuscript is funded by the Indonesian Ministry of Education and Research. As we got the deadline to publish the manuscript in 2022. Actually I have sent the manuscript in 2022 but we got no respon, so I would like to try it again.

I am waiting for your reply.

Thank you very much.

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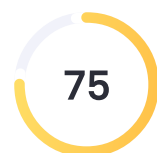
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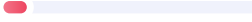
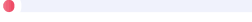

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166

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3	Mixed dialects of english	
2	Conjunction use	
2	Incomplete sentences	
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3	Faulty subject-verb agreement	
11	Closing punctuation	
17	Confused words	
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9	Incorrect noun number	

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ID 4489 The Analysis of Feasibility in EFL Textbook A Contribution to Kurikulum Merdeka

The Analysis of Feasibility in EFL Textbook: A Contribution to Kurikulum Merdeka

Abstract

The researchers would like to combine theories from Tomlinson and Buku Saku Tanya Jawab Kurikulum Merdeka that had never been done¹ previously. This² study aimed at analyzing³ the feasibility features of a textbook entitled English for Junior High School Students: Pragmatics Based⁴ designed by the⁵ researchers themselves as an R & D product of the research funded by the Ministry of Education, Culture, Research, and Technology. This² study employed a descriptive qualitative research design with the designed textbook for seventh-grade students of Junior High School as the research object, then analyzed using two theories mentioned previously. Based² on the findings, the textbook⁶ fulfills sixteen criteria proposed by Tomlinson. It can be utilized⁷ as a supplement to the study findings and as a learning tool in the classroom as well as this⁸ research contributes to Kurikulum Merdeka while also meeting the needs of teachers and students. The² combination of viewing and presenting activities can enhance students' comprehension of English as well as their⁹ speaking, listening, and idea-organizing abilities in the language. Both² viewing and presenting must be seen¹⁰ in the English learning curriculum as crucial skills that complement one another and must be taught¹¹ in an integrated way. The² textbook is also equipped¹² with audio and videos¹³ accessed via Android and iOS. Based² on those findings, the textbook¹⁴ contributes to the latest curriculum that

is Kurikulum Merdeka ¹⁷ as ¹⁵ a valuable ¹⁶ supplementary textbook. ² Therefore, there are opportunities to conduct additional research on this topic.

Keywords: EFL, textbook, feasibility features, Kurikulum Merdeka

Introduction

The recovery of pandemic conditions is happening in the Indonesian education sector ¹⁸ where online teaching has turned back into a face-to-face classroom. Kurikulum ² Merdeka, a new curriculum created to address the post-pandemic

crisis in Indonesian education as a result ¹⁹ of the current scenario, was introduced by the Ministry of Education. Based ² on Buku Saku Tanya Jawab Kurikulum Merdeka (2022), issued by the Indonesian Ministry of Education,

Culture, Research and Technology, Kurikulum Merdeka is a curriculum with a variety of intracurricular ²⁰ learning opportunities, where the content will be more suitable, allowing students enough time to explore ideas and develop skills. This ² curriculum has been piloted at schools so-called ²¹ Sekolah Penggerak and ²² is being implemented ²³ in the 2022/2023 academic year. In ² Buku Saku Tanya Jawab Kurikulum Merdeka, various national and international studies presented that Indonesia has experienced a learning crisis for a long time. Therefore, ²

Indonesian education institutions are allowed to ²⁴ implement one curriculum suitable to the student's learning needs and must concern their competency achievement in the context of learning recovery. This ² Kurikulum Merdeka will become the national curriculum in 2024.

By changing the curriculum, learning tools ²⁵ need to be adjusted, including ²⁶ textbooks. Textbooks ² are a crucial component of the education system, and ²⁶ they ²⁶ play a significant role in shaping students' learning experiences. When ² the curriculum changes, it is essential to update ²⁷ textbooks to align with the new standards and learning objectives. It ² is important to note that changing textbooks and other learning tools can be a significant undertaking, and it

often takes time to develop and distribute updated materials. Therefore, it is crucial to plan ahead and provide adequate resources and support to ensure a smooth transition to the new curriculum.

In this case, content and material should be adapted to the indicators and learning outcomes following Kurikulum Merdeka as well as support and implement the curriculum. To hope for the best, that the adjustment of the textbook will facilitate students and teachers in the learning process. The current situation leads the researchers to their curiosity of analyzing the feasibility features in an EFL textbook entitled English for Junior High School Students: Pragmatics Based. This book was designed from an R&D research design. It is expected that this book will be able to answer the need for Kurikulum Merdeka which will be implemented into national curriculum in 2024.

Literature Review

EFL Textbook

It is widely known that textbooks are one of the essential aspects of the learning process. Textbooks are one of the learning media that are often used by teachers and students. In EFL context, textbooks play a crucial role. According to Maulana and Rizkiani (2019), many types of books are designed for students of all levels and ages. Further, Masrupietal (2020) defined a textbook as a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. In addition, Arono and Syafrina (2017) remarked that a textbook is a created material designed as materials for teaching the learning process to increase the learner's knowledge and experience. Wulandari et al. (2021) also claimed that the textbook is the best tool for containing information about a specific subject and organizing it in a way that will have a big impact on how well

students learn it in class. The² most important one, based on Richards (2019) in Ayu (2020), textbooks are a vital component in language programs that function as the source of most language information (language input) both for language learning and for practicing English in the classroom. Thus², textbooks are one of the most important⁴⁸ mediums in the learning and teaching process as they serve as a source and guideline to both⁴⁹ students and teachers.

The reasons for using textbooks, first of all, the material must be suitable for their needs. Secondly², the textbooks⁵⁰ allowed the users to look forward to what we⁵¹ were going to⁵² do or to look back to⁵³ what we⁵⁴ had done. Third², the textbooks⁵⁵ provided well-presented material that could only be replaced⁵⁶ by the users at great expense both⁵⁷ in terms of money and time. Finally², textbooks⁵⁸ allowed the users to adapt and improvise while teaching (O'Neill⁵⁹, 1982).

Feasibility Features English Textbooks for Junior High School

In Indonesia, there is⁶¹ a National Education Standards Board that⁶¹ regulates several criteria of⁶⁰ a good textbook. A² good textbook must meet numerous requirements, including the feasibility of the material, the feasibility of the language, the feasibility of the presentation, and the feasibility of the illustrations. Cunningsworth² (1995) suggests four criteria for evaluating textbooks: (1) textbook⁶² should correspond to learner's⁶³ needs; (2) textbook⁶⁴ should reflect the uses (present or future) which learner will make of the language; (3) textbook⁶⁵ should take account of student's needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method; and (4) textbook should have a clear role as a support tool. Some experts propose good criteria for English material (Rowntree⁶⁶, 1997; Richard⁶⁷, 2001; Novianti⁶⁸, 2014). It⁵⁹ states that effective learning materials should: (1) pique the learner's interest; (2) remind them of earlier learning; (3) inform them of what they will learn next; (4) explain new learning content to

them; (5) relate these ideas to learners' previous learning; (6) get learners to think about new content; (7) help them get feedback on their learning; (8) encourage them to practice; (9) ensure that they know what they are supposed to be doing; (10) allow them to check their prowess.

There are criteria for good material ⁶⁶ which relate to some basic principles of Second Language Acquisition (Tomlinson, 1998; Novianti, 2014). ^{59 2} A good English textbook has the following criteria, and the ⁶⁷ criteria are: (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and valuable, (5) materials should require and facilitate learner self- investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve the communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should consider that learners differ in practical attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right-brain and left-brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback.

Learning Achievements in Kurikulum Merdeka

Three learning achievements that are emphasized in Kurikulum Merdeka; they are listening-speaking, reading-viewing, and writing-presenting. According to Haris Fadhillah (2020), listening-speaking, and using English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in a variety of ways in formal and informal familiar contexts. With repetition and alternation of vocabulary, students understand the main ideas and relevant details from discussions or presentations about various topics that are familiar and in the context of life at school and schoolhouse. They are involved in discussions, for example giving opinions, making comparisons and conveying preferences. They explain and clarify their answers using simple sentence structures and verbs. Reading-viewing, reading, and responding to both known and unexpected texts that have learnt language and predetermined structures. They seek and evaluate ideas, primary and specific information in various text types. This text can be in print or digital, including visual, multimodal, or interactive text. They identify the purpose of the text and begin to make inferences to understand the information implied in a text. In writing-presenting, communicate their ideas and experiences through simple and structured paragraphs, and show progress using specific vocabulary and sentence structure simple. Using examples, they plan, write, and present informational text, imagination, and persuasion using simple and compound sentences to construct arguments and explain or defend an opinion.

Method

This study employed a descriptive qualitative research design. Creswell (2014) defined qualitative research as a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the setting of the participants; analyzing the data inductively, building

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from particulars to general themes; and making interpretations of the meaning of the data. Bricki² and Green (2007) defined Qualitative research as characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.

Research Instruments

The object of this study was an EFL textbook entitled English for Junior High School Students: Pragmatic Based for seventh-grade students of Junior High School. As² a research and development (R & D) outcome of the study supported by the Ministry of Education, Culture, Research, and Technology under the Penelitian Terapan Unggulan Perguruan Tinggi program, this book was created⁸⁷ by the researchers⁸⁸ themselves.⁸⁹

Research Procedures

The data for this study were gathered⁹⁰ by doing the following steps: reading the textbook, studying the content, and gathering⁹¹ the textbook materials for analysis. After the data were collected⁹², the researchers analyzed those data using Tomlinson's theory (1998) about feasibility⁹³ and Buku Saku Tanya Jawab Kurikulum Merdeka (2022).

Findings

The findings were collected⁹⁴ from the textbook entitled English for Junior High School Students: Pragmatics Based which were⁹⁵ analyzed⁹⁶ using Tomlinson's theory (1998) and Buku Saku Tanya Jawab Kurikulum Merdeka (2022).

The first analysis was using the theory from Tomlinson(1998) which is about criteria of good material which relate to some basic principles of Second Language Acquisition, namely (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to

develop confidence, (4) what is being taught should be perceived by learners as relevant and valuable, (5) materials should require and facilitate learner self-investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should take into account that learners differ in practical attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback. The findings are presented as follows:

Material should achieve impact. The first requirement was reflected in nine chapters provided in the textbook, those were; 1) Meeting People, 2) Thanking and Apologies, 3) Introducing People, 4) Expressing Times, Dates, and Numbers, 5) Identifying Animals, Things, and Public Places, 6) Characterizing Persons, Animals, and Things, 7) Giving Information of Habits and Function of Things, 8) Describing Persons, Places, and Things, 9) Identifying the Message and Themes of the Songs. Every chapter is provided by Kompetensi Dasar or Basic Competency, and the output must be achieved by the students at the end of the lesson.

Materials should help learners to feel at least

The second requirement was reflected¹⁰⁴ by many exercises and other features such as dialogue and pictures, texts and illustrations displayed¹⁰⁵ in the textbook. Every dialogue² given¹⁰⁶ in the¹⁰⁹ textbook¹⁰⁷ may be seen¹⁰⁸ to have been¹⁰⁹ preceded by a circumstance.

Materials should help learners to develop confidence

To fulfill the third requirement¹¹⁰, the textbook provided many activities using expressions that can be done individually or in groups.

What is being taught¹¹¹ should be perceived by learners as relevant and useful¹¹².

The fourth requirement was that students should believe what is being taught¹¹³ is pertinent and helpful. The² textbook offers information that is pertinent and beneficial to students. They² are described¹¹⁴ as follows:

Table 1. The materials¹¹⁵ in English for Junior High School Students: Pragmatics Based¹¹⁶ textbook¹¹⁷

Chapter 1

The material presented in this chapter is about expressions of greeting and leave-taking which^{118,119} are packaged¹²⁰ in¹²¹ the theme "Meeting People". Related to this¹²² theme², activities provided¹²³ will be connected¹²⁴ to expressing greetings and leave-taking while meeting people in the relevant situation.

Chapter 2

"Thanking and Apologizing" is the theme of this chapter. It² contains expressions of thanking¹²⁵ and apologies with several activities to support the learning process of the students¹²⁶. In this session², there are many tasks such¹²⁷ as making a dialogue, responding to specific situations, arranging jumbled dialogue¹²⁸ and sentences, translating, and so on¹²⁹. With these activities², students can explore greetings and leave-taking expressions in their context¹³⁰.

Chapter 3

Students will study self-introduction and other-introductions¹³² in this chapter, which has the "Introducing People" topic. The² session also focused on grammar and vocabulary.

Chapter 4

The theme is "Expressing Times, Dates, and Numbers"¹³³ which students will learn about asking and giving information about time, day, and date. The² material also¹³⁴ includes ordinal numbers, cardinal numbers, time, days and months, and dates. Several² tasks in pairs or individuals are available in this chapter. Students² can use these expressions more effectively if they have a better understanding of¹³⁵ how to use them (Rowntree, 1997; Richard, 2001; Novianti, 2014).⁵⁹

Chapter 5

The theme of the fifth chapter is "Identifying Animals, Things, and Public Places". Students¹³⁶ will be taught¹³⁷ about identifying the name of animals, things, and public places and asking for and giving information about animals, things,¹³⁸ and public places.¹³⁹ In² addition, there are singular and plural,¹⁴⁰ prepositions places¹⁴¹ article explanations in this chapter.

Chapter 6

The sixth chapter explains asking for and giving information about the characteristics of¹⁴² a person, animal, and thing with the theme "Characterizing Persons, Animals, and Things". There are many activities related to the theme¹⁴³,¹⁴⁴ so that later, students will be able to¹⁴⁶ ask and give information about the characteristics of a person, animal, and thing.

Chapter 7

"Giving Information of Habits and Function of Things" is the theme of the seventh chapter. Students² will learn about asking for and giving information

about the habits of person¹⁴⁷ or animal and asking for and giving information about the function of things.

Chapter 8

This chapter discusses describing someone, a place¹⁴⁸, orating in the theme "Describing Persons, Places, and Things"¹⁴⁹. Students² can better understand the materials because they are presented¹⁵⁰ in text or dialogue. Many² topic-related activities help children learn how to describe people, places, and things.

Chapter 9

Last chapter with the theme "Identifying the Message and Themes of the Song"¹⁵¹. This part² is hoped¹⁵² that students will be able to identify the message of the song and identify the theme of the song.

Materials should require and facilitate learner¹⁵³ personal-investment

The fifth requirement was that learning materials should encourage student

personality investment. Materials² in this textbook are available to help

students. This² textbook has 4¹⁵⁴ exercises for the 4 English language skills:

hearing in activity¹⁵⁵ 3¹⁵⁶ of chapter¹⁵⁷ 1¹⁵⁸, speaking in activity¹⁵⁹ 5¹⁶⁰ of chapter¹⁶¹ 4¹⁶², reading in

activity¹⁵⁹ 5¹⁶⁰ of chapter¹⁶¹ 6¹⁶², and writing in activity¹⁶¹ 9¹⁶² of chapter¹⁶³ 6.

Learners must be ready to acquire the points being taught¹⁶³

The sixth requirement was that students must be prepared¹⁶⁴ to understand the

concepts being taught¹⁶⁶. This² textbook develops students' preparation by putting¹⁶⁵

an emphasis on¹⁶⁷ grammar or vocabulary and linguistic elements. Consider²

concentrating on your vocabulary¹⁶⁸ and grammar.

Materials should expose the learner to language in¹⁶⁹ authentic use.

The seventh requirement was that materials should expose the learners to

language in authentic use. This² English for Junior High School Students:

Pragmatics Based¹⁷⁰ textbook contains some¹⁷¹ original material, such as songs.

The learners attention should be drawn to linguistic features of the input
 The eighth requirement was that the learners' attention should be drawn to linguistic features of the input. This book gives an activity focused on grammar and vocabulary. It can give learners attention to the linguistic features of the input.

Materials should provide the learners with opportunities to use the target language to achieve the communicative purpose

The ninth requirement was material should provide the learners with opportunities to use the target language to achieve the communicative purpose. The communicative interaction can be in the form of post-reading, creative writing, and creative speaking activities (Fakhomah, 2017). This textbook gives chapters on communicative interaction. Chapter 1 includes listening, speaking, reading, and writing activities. Chapter 2 includes listening, speaking, reading, and writing activities. Chapter 3 includes speaking, reading, and writing activities. Chapter 4 includes listening, speaking, reading, and writing activities. Chapter 5 includes listening, speaking, reading, and writing activities. Chapter 6 includes listening, speaking, reading, and writing activities. Chapter 7 includes listening, speaking, reading, and writing activities. Chapter 8 includes listening, reading, and writing activities. Chapter 9 includes listening, speaking, reading, and writing activities.

On the other hand, materials 10-14 should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities, materials 15 should not rely too much on controlled practice, and materials 16 should provide opportunities for outcome feedback.

Materials should consider that the positive effects of instruction are usually delayed^{185,186}

The tenth requirement was materials should consider that the positive effects of instruction are usually delayed¹⁸⁸. The materials are arranged^{187 2} related to the topic.² It² can ease students to study English from primary to complex materials. Materials should consider that learners differ in learning style¹⁹⁰

The eleventh requirement was that resources take different learning styles into account. Numerous activities are offered² in^{191 192} the textbook English for Junior High School Students: Pragmatics Based to help students discover their learning preferences. The² example of three different learning style¹⁹³ is displayed as follows.

Table 2. The example² of an activity for auditory learning style¹⁹⁴

Listen to your teacher!

Situation: Mrs. Julia is counting the students in the classroom. She² asks them to count one by one before starting the lesson.

Mrs. Julia

Students, let's count on one! Start² from the right row.

Students

One, two, three, four, five, six, seven, eight, nine, ten

Mrs. Julia

Next!

Students

Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen

Mrs. Julia

Next, please!

Students

Nineteen, ¹⁹⁵ twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six.

Mrs. Julia

Ok, next!

Students

Twenty-seven, twenty-eight, twenty-nine, thirty, thirty-one, thirty-two, thirty-three.

Mrs. Julia

Ok, good. ² So, you are all present today. ² Well, let's start our lesson.

Table 3. ¹⁹⁶ The example of an activity for visual learning style

Read the text below, then answer the questions!

I want to tell you about my new pencil case. ² You see, it's a beautiful big pencil case. ² Um... ¹⁹⁷ it is round. ² It is made of leather. ¹⁹⁸ The color? ² It has a color like chocolate, dark brown. ² You know, I like the color because dirt cannot be noticed as ²⁰¹ easily with it. ² There are some pockets in my pencil case. ² The first one is the main pocket. ² It is between the small ²⁰² pockets. Usually put my writing utensils in it. The second one is the small pockets. ² I keep my money and my school identity in these pockets.

Table 4. ² The example of ²⁰³ activity for kinaesthetic learning style

Role Play

Make a simple dialog with your partner based on the following topics and perform it in front of the class.

1. Describing² a new book to a friend.

2. Telling² a movie to a cousin.

Materials should consider that learners differ in practical attitude²⁰⁴

The twelfth requirement was materials should consider that learners differ in practical attitude. This² textbook provides different activities to motivate and support students to learn.

Table 5.²⁰⁵ An example of descriptive text

My pencil

I have a new pencil. It² is a souvenir from my sister who²⁰⁶ has just returned from Japan. It² is a light and colorful pencil. Its² color is yellow, green, red, blue, orange, and purple. It

istencentimeterslong.Thereisaneraseratthetopendofthepencil.The shape of the eraser is a rabbit. It² is adorable. I² keep it in my pencil case.

Materials should permit a silent period at the beginning of instruction.

The materials must allow for a silent interval at the start of instruction, according to the thirteenth criteria^{207,208}. The² textbook makes it easy for students to take a break before working on a question while listening to a voice recording of the information or while reading or studying a manuscript that contains the materials.

Table 6.²⁰⁹ An example of silent period²¹⁰

Activity1:Readthedialogbelow!Then, answer the following questions!

Activity2:Listen to the song "What Makes You Beautiful" by One Direction, and try to answer the following questions!

Materials should maximize learning potential by encouraging intellectual, aesthetic, ²¹¹and, ²¹²emotional involvement which stimulates both right-brain and left-brain ²¹³activities

The fourteenth requirement was that educational materials must encourage intellectual, aesthetic, and emotional engagement, ²¹⁴which stimulates the right and left brains' respective ²¹⁵processes, to the fullest extent possible. ²The right-brain ²¹⁶works as a spatial ability such as music, creativity, art, and shape. ²Meanwhile, the left brain works in logical thinking, language ²¹⁷and ⁵⁹mathematics (Fakhomah, 2017).

Table 7. ²An example of the right-brain activity

Complete the sentences using the correct form of to be! ²¹⁸

1. ²¹⁹I ²²⁰..... a newcomer.

2. ²She..... a doctor. ²²¹

3. ²Youbeautiful.

4. ²The students..... in the laboratory. ²²²

5. Susan From Surakarta.

Table 8. ²An example of left-brain activity

Listen to ²²³the song "Perfect" ²²³by Simple Plan, and do not search for its lyrics online.

Try to fill in the blank lyrics below based on what you heard from the song.

PERFECT

Simple Plan Hey, Dad, look at me²²⁴ think back, and talk to me
Did²²⁵ grow up (1) to plan?

And do you think I'm wasting my time Doing things I²²⁶ wanna do?
But it hurts when you (2) all along now²²⁷ I try hard to make it
I just²²⁸ want to make you (3)

I'm never gonna²²⁹ be good (4) for you can't (5) that I'm alright
And you can't change me²³⁰ Cause²³¹ we lost it all Nothin' lasts forever
I'm sorry I can't be perfect Now it's just too late
And we can't go back

I'm sorry I can't be perfect

Materials should not rely too much on controlled practice²³²

The fifteenth requirement materials²³³ should not²³⁴ rely too much²³⁴ on controlled
practice. This textbook provides some activities that explore students'^{2,235} abilities.
Table 9. An example of² activity²³⁶ exploring students' abilities with not rely too
much on controlled practice

Activity 9:

Look at the pictures! Then², write the physical characteristics. What does s/he
look like?

Materials should provide opportunities for outcome feedback²³⁷

The sixteenth requirement was materials should provide opportunities for
outcome feedback. This² textbook includes reflection sections in each chapter.

Reflection² is used²³⁸ to measure the learners' understanding of the materials.

The second analysis was using^{239,240} Buku Saku Tanya Jawab Kurikulum Merdeka (2022). The focus of the examination was²⁴³ on Buku Saku's assertion that Kurikulum Merdekacurriculum explores not just the four English language abilities to listen²⁴¹, speaking, reading, and writing²⁴², but also viewing and presenting. The findings are presented as follows:

Table 10. An² example of a viewing-presenting activity

Activity 11:

Scan the QR with your mobile phone, then you can watch a short documentary video about zoo²⁴⁴, after that²⁴⁵, share your thoughts and describe what you have watch!²⁴⁶

Viewing activity²⁴⁷ is an important aspect²⁴⁸ of learning English. This activity² involves the use of²⁴⁹ various types of visual media, such as videos, images, or presentations, to help students understand English in a broader context.

Some examples of viewing activities that can be done²⁵⁰ in English for Junior High School Students: Pragmatics²⁵¹ Based textbook²⁵², include²⁵³ watching videos, observing pictures, watching presentations, and listening to audio. By watching² videos²⁵⁴, students can watch videos related to the topic of English being studied, such as news videos, movies or²⁵⁵ music clips². After² watching, students can hold

discussions or answer questions related to the video. By observing pictures, students can see pictures or illustrations related to the topic of English being studied. This can help students understand vocabulary and enrich their imagination. By watching presentations, students can watch presentations made by their teacher or classmates. After watching, students can provide feedback or ask questions about the topic of the presentation. By listening to audio, students can listen to audio, such as podcasts or news recordings, to improve their listening skills and understand English used in various contexts. Viewing activities can help students broaden their understanding of English and improve listening, comprehension, and speaking skills. Therefore, this activity is very important to be applied in learning English. Further, presenting activities are one of the important aspects of learning English. This activity involves the use of English orally to convey information or present ideas or ideas. historical, cultural, or social issues. This will help students enrich their vocabulary and improve their speaking skills in English. Some examples of presenting activities that can be done in English for Junior High School Students: Pragmatics Based textbook, include participating in debates, delivering speeches, and conducting a mock interview. By participating in debates, students can participate in debates about certain topics in English. This will help students improve their speaking, listening and organizing ideas in English. By delivering speeches, students can deliver speeches in English on topics relevant to their learning. This will help students deepen their understanding of English and improve their speaking skills. By conducting a mock interview, students can conduct a simulated job interview or college entrance interview in English. This will help students prepare for real-life situations where they need to use English.

Presenting activities can help students improve their speaking, listening, and organizing ideas in English. Therefore, this activity is very important to be applied in learning English.

Discussion

This study intends to evaluate the viability of a research and development product—an English for Junior High School Students: Pragmatics Based textbook—created by the researchers themselves. Based on the findings, the textbook satisfies sixteen requirements outlined by both Tomlinson and Buku Saku Tanya Jawab Kurikulum Merdeka theories. The researchers gave another idea from Fakhomah (2017) to support the findings for the first criterion in the textbook, which states that impact can be created if the materials (textbook) are new, diversified, presented nicely, and have compelling content. The study's analysis of the textbook includes a variety of texts on strange subjects. The analysis using theory Tomlinson showed that English for Junior High School Students: Pragmatics Based has fulfilled the sixteen criteria of good textbook. The first requirement was reflected in nine chapters provided in the textbook. The second requirement was reflected by many exercises and other features such as dialogue and pictures, texts and illustrations displayed in the textbook. The third requirement, the textbook provided many activities using expressions that can be done individually or in groups. The fourth requirement was that students should believe what is being taught is pertinent and helpful. The fifth requirement was that learning materials should encourage student personality investment. The sixth requirement was that students must be prepared to understand the concepts being taught. Theseventh requirement was that materials should expose the learners to language in authentic use. The eighth requirement was that the learners' attention should be drawn to linguistic features of the input. The materials must allow for a silent interval at the start

of instruction, according to the thirteenth criteria^{311,312}. The² fourteenth requirement was that educational materials must encourage intellectual, aesthetic, and emotional engagement, which stimulates³¹³ the right and left brains' respective processes³¹⁴, to the fullest extent possible. The² fifteenth requirement is materials should not rely too much³¹⁵ on controlled practice. The² sixteenth requirement was materials should provide opportunities for outcome feedback. This² textbook includes reflection sections in each chapter. Therefore², the English for Junior High School Students: Pragmatics Based³¹⁶ textbook³¹⁷ is suitable to be used by the seventh-grade³¹⁸ students of Junior High School.

The second analysis using Buku Saku Tanya Jawab Kurikulum Merdeka showing[:] that the English for Junior High School Students: Pragmatics Based textbook has features that should be acquired³²⁰ by students which³²¹ are listening, speaking, reading, writing, viewing, and presenting. Students² will be exposed³²² to a range³²³ of text types during reading-viewing, which they can examine and assess. Contrarily², by completing the tasks in writing-presenting³²⁴, students are able to convey and present their content. In² addition to the traditional skills, the inclusion of viewing and presenting recognizes the importance of visual literacy and effective³²⁶ communication skills in today's digital age. This² approach acknowledges that students need to be able³²⁷ to understand and interpret visual media, such as videos and images, and to³²⁷ communicate their ideas effectively through various modes of presentation. Overall², the inclusion of viewing and presenting in the Kurikulum Merdeka curriculum is a positive development, as it recognizes the importance of developing a range of skills that are relevant to³²⁸ today's world². It² also reflects a broader understanding of language learning, which goes beyond traditional notions of language as a set of discrete skills to be mastered³²⁹.

Moreover, English for Junior High School Students: Pragmatics Based textbook is equipped with audio and videos that can be accessed via Android and iOS. It is very handy and helpful to students and teachers as well to accommodate the learning and teaching process. It suggests that the textbook has a more comprehensive approach to English language learning. The inclusion of audio and video materials in a textbook that can be accessed via Android and iOS devices is a great way to enhance students' learning experience. These multimedia resources can provide a more engaging and interactive learning experience for students, as they can see and hear authentic language being used in context. Accessing the materials via mobile devices also makes the learning process more convenient and flexible, as students can access the materials anytime, anywhere, as long as they have an internet connection. This can be particularly beneficial for students who have busy schedules or limited access to traditional learning resources. Overall, the use of audio and video materials in a textbook that can be accessed via Android and iOS devices is a positive development in language learning, as it allows for a more engaging and interactive learning experience that is flexible and convenient for students.

Conclusion

Finding a textbook that is appropriate for Kurikulum Merdeka will undoubtedly be a must for instructors after that curriculum is implemented. There will, of course, be considerations in selecting textbooks to facilitate and assist the teaching and learning process given the additional abilities, reading-viewing and writing-presenting, relevant to the Kurikulum Merdeka that students must master. The textbook English for Junior High School Students: Pragmatics Based can be utilized as a supplement to the study findings and as a learning tool in the classroom as well as this research contributes to Kurikulum Merdeka while also meeting the needs of teachers and students. Therefore, the

researchers advise English teachers, particularly in Indonesia, to use this textbook.

The researchers want to draw attention to the viewing and presenting activities for further researchers. Activities involving viewing and presenting in Kurikulum Merdeka are crucial components of this curriculum that students must learn.

The combination of viewing and presenting activities can enhance students' comprehension of English as well as their speaking, listening, and idea-organizing abilities in the language. Both viewing and presenting must be seen in the English learning curriculum as crucial skills that complement one another and must be taught in an integrated way. There are, therefore, opportunities to perform additional research on this subject.

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1.	<i>been done</i>	Passive voice misuse	Clarity
2.	<i>. This; . Based; . It; . The; . Both; . Therefore; . Kurikulum; . In; . Textbooks; . When; . To; . According; . Further; . Wulandari; . Thus; . Secondly; . Third; . Finally; . A; . Cunningsworth; . With; . They; . Reading-viewing; . Using; . Creswell; . Bricki; . As; . After; . Every; . Related;</i>	Text inconsistencies	Correctness
3.	aimed at analyzing → analyzed	Wordy sentences	Clarity
4.	Based,	Punctuation in compound/complex sentences	Correctness
5.	<i>by the researchers</i>	Misplaced words or phrases	Correctness
6.	textbook → book, text, reader	Word choice	Engagement
7.	<i>be utilized</i>	Passive voice misuse	Clarity
8.	<i>It can be utilized as a supplement to the study findings and as a learning tool in the classroom as well as this research contributes to Kurikulum Merdeka while also meeting the needs of teachers and students.</i>	Unclear sentences	Clarity
9.	as well as → and	Wordy sentences	Clarity
10.	<i>be seen</i>	Passive voice misuse	Clarity
11.	<i>be taught</i>	Passive voice misuse	Clarity
12.	<i>is also equipped</i>	Passive voice misuse	Clarity
13.	videosaccessed → videos accessed, video accessed	Misspelled words	Correctness
14.	textbook → book, text, reader	Word choice	Engagement

15.	, as	Punctuation in compound/complex sentences	Correctness
16.	supplementary textbook	Misspelled words	Correctness
17.	<i>Based on those findings, the textbook contributes to the latest curriculum that is Kurikulum Merdeka as a valuable supplementarytextbook.</i>	Unclear sentences	Clarity
18.	sector,	Punctuation in compound/complex sentences	Correctness
19.	as a result of → due to	Wordy sentences	Clarity
20.	intra-curricular → extracurricular, extra-curricular	Misspelled words	Correctness
21.	, so-called	Punctuation in compound/complex sentences	Correctness
22.	, and	Punctuation in compound/complex sentences	Correctness
23.	<i>being implemented</i>	Passive voice misuse	Clarity
24.	are allowed to → can	Wordy sentences	Clarity
25.	<i>By changing the curriculum, learning tools need to be adjusted, including textbooks.</i>	Unclear sentences	Clarity
26.	<i>Textbooks are a crucial component of the education system, and they play a significant role in shaping students' learning experiences.</i>	Unclear sentences	Clarity
27.	<i>When the curriculum changes, it is essential to update textbooks to align with the new standards and learning objectives.</i>	Unclear sentences	Clarity
28.	ahead	Wordy sentences	Clarity

29.	<i>Therefore, it is crucial to plan ahead and provide adequate resources and support to ensure a smooth transition to the new curriculum.</i>	Unclear sentences	Clarity
30.	<i>be adapted</i>	Passive voice misuse	Clarity
31.	as well as → and	Wordy sentences	Clarity
32.		Tone suggestions	Delivery
33.	best,	Punctuation in compound/complex sentences	Correctness
34.	the feasibility	Improper formatting	Correctness
35.	<i>was designed</i>	Passive voice misuse	Clarity
36.	<i>is expected</i>	Passive voice misuse	Clarity
37.		Tone suggestions	Delivery
38.	<i>be implemented</i>	Passive voice misuse	Clarity
39.	the national	Determiner use (a/an/the/this, etc.)	Correctness
40.	<i>is widely known</i>	Passive voice misuse	Clarity
41.	<i>Textbooks are one of the learning media that are often used by teachers and students.</i>	Passive voice misuse	Clarity
42.	the EFL	Determiner use (a/an/the/this, etc.)	Correctness
43.	types of	Wordy sentences	Clarity

44.	<i>are designed</i>	Passive voice misuse	Clarity
45.	<i>In addition, Arono and Syafrina (2017) remarked that a textbook is a created material designed as materials for teaching the learning process to increase the learner's knowledge and experience.</i>	Unclear sentences	Clarity
46.	big → significant	Word choice	Engagement
47.	<i>Wulandari et al. (2021) also claimed that the textbook is the best tool for containing information about a specific subject and organizing it in a way that will have a big impact on how well students learn it in class.</i>	Unclear sentences	Clarity
48.	important → essential	Word choice	Engagement
49.	to both → for	Wordy sentences	Clarity
50.	textbooks → books, texts, readers	Word choice	Engagement
51.	we → they	Pronoun use	Correctness
52.	were going to → would	Wordy sentences	Clarity
53.	to → at	Wrong or missing prepositions	Correctness
54.	we → they	Pronoun use	Correctness
55.	textbooks → books, texts, readers	Word choice	Engagement
56.	<i>be replaced</i>	Passive voice misuse	Clarity
57.	both	Wordy sentences	Clarity
58.	textbooks → books, texts, readers	Word choice	Engagement
59.	<i>(O'Neill, 1982); (Rowntree, 1997; Richard, 2001; Novianti, 2014); (Tomlinson, 1998; Novianti, 2014); (Rowntree, 1997; Richard, 2001; Novianti, 2014); (Fakhomah, 2017); (INCoEPP 2021)</i>	Citation style options	Correctness

60.	ef → for	Wrong or missing prepositions	Correctness
61.	<i>In Indonesia, there is a National Education Standards Board that regulates several criteria of a good textbook.</i>	Unclear sentences	Clarity
62.	the textbook	Determiner use (a/an/the/this, etc.)	Correctness
63.	the learner's	Determiner use (a/an/the/this, etc.)	Correctness
64.	the textbook	Determiner use (a/an/the/this, etc.)	Correctness
65.	the textbook	Determiner use (a/an/the/this, etc.)	Correctness
66.	which relate → that relate	Pronoun use	Correctness
67.	eriteria → requirements	Word choice	Engagement
68.	that are	Pronoun use	Correctness
69.	<i>are emphasized</i>	Passive voice misuse	Clarity
70.	they	Pronoun use	Correctness
71.	listening-speaking,	Punctuation in compound/complex sentences	Correctness
72.	, and	Comma misuse within clauses	Correctness
73.	, and	Comma misuse within clauses	Correctness
74.	a variety of → various	Wordy sentences	Clarity
75.	<i>With repetition and alternation of vocabulary, students understand the main ideas and relevant details from</i>	Unclear sentences	Clarity

discussions or presentations about various topics that are familiar and in the context of life at school and schoolhouse.

76.	, and	Comma misuse within clauses	Correctness
77.	both	Wordy sentences	Clarity
78.	learnt → learned	Mixed dialects of English	Correctness
79.	the language	Determiner use (a/an/the/this, etc.)	Correctness
80.	structures → configurations	Word choice	Engagement
81.	and primary	Conjunction use	Correctness
82.	text	Wordy sentences	Clarity
83.	they communicate	Incomplete sentences	Correctness
84.	ascribe → ascribed	Incorrect verb forms	Correctness
85.	<i>Creswell (2014) defined qualitative research as a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem.</i>	Unclear sentences	Clarity
86.	research process	Wordy sentences	Clarity
87.	was created	Passive voice misuse	Clarity
88.	by the researchers	Misplaced words or phrases	Correctness
89.	<i>As a research and development (R & D) outcome of the study supported by the Ministry of Education, Culture, Research, and Technology under the Penelitian Terapan</i>	Unclear sentences	Clarity

Unggulan Perguruan Tinggi program, this book was created by the researchers themselves.

90.	<i>The data for this study were gathered</i>	Passive voice misuse	Clarity
91.	gathering → picking	Word choice	Engagement
92.	<i>the data were collected</i>	Passive voice misuse	Clarity
93.	the feasibility	Determiner use (a/an/the/this, etc.)	Correctness
94.	<i>were collected</i>	Passive voice misuse	Clarity
95.	, which	Punctuation in compound/complex sentences	Correctness
96.	were → was	Faulty subject-verb agreement	Correctness
97.	<i>are presented</i>	Passive voice misuse	Clarity
98.	The material	Determiner use (a/an/the/this, etc.)	Correctness
99.	impact.	Closing punctuation	Correctness
100.	<i>The first requirement was reflected</i>	Passive voice misuse	Clarity
101.	, these → ; those, , and those, . Those	Punctuation in compound/complex sentences	Correctness
102.	<i>Every chapter is provided by Kompetensi Dasar or Basic Competency, and the output must be achieved by the students at the end of the lesson.</i>	Passive voice misuse	Clarity

103.	least.	Closing punctuation	Correctness
104.	<i>was reflected</i>	Passive voice misuse	Clarity
105.	displayed	Wordy sentences	Clarity
106.	dialogue → conversation, discussion, talk, conference	Word choice	Engagement
107.	textbook → book, reader	Word choice	Engagement
108.	<i>be seen</i>	Passive voice misuse	Clarity
109.	<i>Every dialogue given in the textbook may be seen to have been preceded by a circumstance.</i>	Unclear sentences	Clarity
110.	<i>To fulfill the third requirement</i>	Misplaced words or phrases	Correctness
111.	<i>being taught</i>	Passive voice misuse	Clarity
112.	useful → valuable	Word choice	Engagement
113.	<i>being taught</i>	Passive voice misuse	Clarity
114.	<i>are described</i>	Passive voice misuse	Clarity
115.	materials → Materials	Confused words	Correctness
116.	Pragmatics-Based	Misspelled words	Correctness
117.	textbook → Textbook	Confused words	Correctness
118.	which	Pronoun use	Correctness
119.	, which	Punctuation in compound/complex sentences	Correctness

120.	<i>are packaged</i>	Passive voice misuse	Clarity
121.	in → under	Wrong or missing prepositions	Correctness
122.	; → ."	Misuse of semicolons, quotation marks, etc.	Correctness
123.	<i>Related to this theme</i>	Misplaced words or phrases	Correctness
124.	<i>activities provided will be connected</i>	Passive voice misuse	Clarity
125.	thanking → thanks	Confused words	Correctness
126.	<i>It contains expressions of thanking and apologies with several activities to support the learning process of the students.</i>	Unclear sentences	Clarity
127.	, such	Punctuation in compound/complex sentences	Correctness
128.	dialogue → exchange, talk, conference	Word choice	Engagement
129.	and so on → etc	Wordy sentences	Clarity
130.	<i>With these activities, students can explore greetings and leave-taking expressions in their context.</i>	Unclear sentences	Clarity
131.	their context → their context	Improper formatting	Correctness
132.	other introductions	Confused words	Correctness
133.	Numbers,	Punctuation in compound/complex sentences	Correctness

134.	also	Wordy sentences	Clarity
135.	<i>Students can use these expressions more effectively if they have a better understanding of how to use them (Rowntree, 1997; Richard, 2001; Novianti, 2014).</i>	Unclear sentences	Clarity
136.	; → ."	Misuse of semicolons, quotation marks, etc.	Correctness
137.	<i>be taught</i>	Passive voice misuse	Clarity
138.	things → items	Word choice	Engagement
139.	places → areas	Word choice	Engagement
140.	plural,	Punctuation in compound/complex sentences	Correctness
141.	places → place	Faulty subject-verb agreement	Correctness
142.	<i>The sixth chapter explains asking for and giving information about the characteristics of a person, animal, and thing with the theme "Characterizing Persons, Animals, and Things".</i>	Unclear sentences	Clarity
143.	; → ."	Misuse of semicolons, quotation marks, etc.	Correctness
144.	theme → article, music	Word choice	Engagement
145.	theme,	Punctuation in compound/complex sentences	Correctness
146.	will be able to → can	Wordy sentences	Clarity
147.	a person	Determiner use	Correctness

		(a/an/the/this, etc.)	
148.	or a	Conjunction use	Correctness
149.	⋮ → ."	Misuse of semicolons, quotation marks, etc.	Correctness
150.	are presented	Passive voice misuse	Clarity
151.	⋮ → ."	Misuse of semicolons, quotation marks, etc.	Correctness
152.	is hoped	Passive voice misuse	Clarity
153.	learner → learner's	Incorrect noun number	Correctness
154.	4 → four	Improper formatting	Correctness
155.	activity → Activity	Confused words	Correctness
156.	chapter → Chapter	Confused words	Correctness
157.	activity → Activity	Confused words	Correctness
158.	chapter → Chapter	Confused words	Correctness
159.	activity → Activity	Confused words	Correctness
160.	chapter → Chapter	Confused words	Correctness
161.	activity → Activity	Confused words	Correctness
162.	chapter → Chapter	Confused words	Correctness
163.	being taught	Passive voice	Clarity

		misuse	
164.	must	Wordy sentences	Clarity
165.	<i>be prepared</i>	Passive voice misuse	Clarity
166.	<i>being taught</i>	Passive voice misuse	Clarity
167.	emphasizing	Wordy sentences	Clarity
168.	vocabulary → tongue	Word choice	Engagement
169.	in → to	Wrong or missing prepositions	Correctness
170.	Pragmatics-Based	Misspelled words	Correctness
171.	some	Wordy sentences	Clarity
172.	learners → learner's, learners'	Incorrect noun number	Correctness
173.	<i>The learners attention should be drawn</i>	Passive voice misuse	Clarity
174.	the linguistic	Determiner use (a/an/the/this, etc.)	Correctness
175.	should	Wordy sentences	Clarity
176.	<i>the learners' attention should be drawn</i>	Passive voice misuse	Clarity
177.	the linguistic	Determiner use (a/an/the/this, etc.)	Correctness
178.	input → information	Word choice	Engagement
179.	provide learners with, provide learners	Word choice	Engagement
180.	input → information	Word choice	Engagement

181.	purpose.	Closing punctuation	Correctness
182.	, and	Comma misuse within clauses	Correctness
183.	, which	Punctuation in compound/complex sentences	Correctness
184.	and → ; and, . And	Punctuation in compound/complex sentences	Correctness
185.	are usually delayed	Passive voice misuse	Clarity
186.	delayed.	Closing punctuation	Correctness
187.	are usually delayed	Passive voice misuse	Clarity
188.	<i>The tenth requirement was materials should consider that the positive effects of instruction are usually delayed.</i>	Unclear sentences	Clarity
189.	are arranged	Passive voice misuse	Clarity
190.	style.	Closing punctuation	Correctness
191.	are offered	Passive voice misuse	Clarity
192.	<i>Numerous activities are offered in the textbook English for Junior High School Students: Pragmatics Based to help students discover their learning preferences.</i>	Unclear sentences	Clarity
193.	style → styles	Incorrect noun number	Correctness

194.	The example → An example	Determiner use (a/an/the/this, etc.)	Correctness
195.	<i>Nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six.</i>	Unclear sentences	Clarity
196.	The example → An example	Determiner use (a/an/the/this, etc.)	Correctness
197.	...	Misuse of semicolons, quotation marks, etc.	Correctness
198.	<i>is made</i>	Passive voice misuse	Clarity
199.	<i>You know, I like the color because dirt cannot be noticed as easily with it.</i>	Unclear sentences	Clarity
200.	<i>dirt cannot be noticed</i>	Passive voice misuse	Clarity
201.	easily → quickly	Word choice	Engagement
202.	pockets → bags	Word choice	Engagement
203.	an activity	Determiner use (a/an/the/this, etc.)	Correctness
204.	attitude.	Closing punctuation	Correctness
205.	.. → ., ...	Closing punctuation	Correctness
206.	, who	Punctuation in compound/complex sentences	Correctness
207.	criteria → criterion	Incorrect noun number	Correctness
208.	<i>The materials must allow for a silent interval at the start</i>	Unclear sentences	Clarity

of instruction, according to the thirteenth criteria.

209.	→ → ., ...	Closing punctuation	Correctness
210.	a silent	Determiner use (a/an/the/this, etc.)	Correctness
211.	and,	Punctuation in compound/complex sentences	Correctness
212.	, which	Punctuation in compound/complex sentences	Correctness
213.	activities.	Closing punctuation	Correctness
214.	which stimulates → stimulating	Wordy sentences	Clarity
215.	processes,	Punctuation in compound/complex sentences	Correctness
216.	right-brain → right brain	Confused words	Correctness
217.	, and	Comma misuse within clauses	Correctness
218.	to be → to be	Improper formatting	Correctness
219.	. I	Improper formatting	Correctness
220.	Misuse of semicolons, quotation marks, etc.	Correctness
221.	Misuse of semicolons,	Correctness

		quotation marks, etc.	
222.	Misuse of semicolons, quotation marks, etc.	Correctness
223.	<i>Listen to the song "Perfect" by Simple Plan, and do not search for its lyrics online.</i>	Unclear sentences	Clarity
224.	me,	Punctuation in compound/complex sentences	Correctness
225.	Did → Did I	Misspelled words	Correctness
226.	wanna → wants to	Inappropriate colloquialisms	Delivery
227.	now,	Punctuation in compound/complex sentences	Correctness
228.		Tone suggestions	Delivery
229.	gonna → going to	Inappropriate colloquialisms	Delivery
230.	me' → me	Confused words	Correctness
231.	'Cause → because	Inappropriate colloquialisms	Delivery
232.	practice.	Closing punctuation	Correctness
233.	is that materials	Incomplete sentences	Correctness
234.		Tone suggestions	Delivery
235.	— thistextbookprovidessomeactivitiesthatexplorestudents'	Incomplete sentences	Delivery

236.	an activity	Determiner use (a/an/the/this, etc.)	Correctness
237.	feedback.	Closing punctuation	Correctness
238.	is used	Passive voice misuse	Clarity
239.	was using → uses	Faulty tense sequence	Correctness
240.	was using → used	Wordy sentences	Clarity
241.	to listen → of listening	Incorrect verb forms	Correctness
242.	writing,	Punctuation in compound/complex sentences	Correctness
243.	<i>The focus of the examination was on Buku Saku's assertion that Kurikulum Merdeka curriculum explores not just the four English language abilities to listen, speaking, reading, and writing, but also viewing and presenting.</i>	Unclear sentences	Clarity
244.	the zoo, or a zoo	Determiner use (a/an/the/this, etc.)	Correctness
245.	, after → ; after, . After	Punctuation in compound/complex sentences	Correctness
246.	watch → watched	Incorrect verb forms	Correctness
247.	activity → activities	Incorrect noun number	Correctness
248.	important → essential	Word choice	Engagement
249.	the use of → using	Wordy sentences	Clarity

250.	<i>can be done</i>	Passive voice misuse	Clarity
251.	<i>in Pragmatics</i>	Wrong or missing prepositions	Correctness
252.	<i>textbook,</i>	Punctuation in compound/complex sentences	Correctness
253.	include → including	Incorrect verb forms	Correctness
254.	<i>By watching videos, students can watch videos related to the topic of English being studied, such as news videos, movies or music clips.</i>	Unclear sentences	Clarity
255.	<i>, or</i>	Comma misuse within clauses	Correctness
256.	related to → about	Wordy sentences	Clarity
257.	<i>By observing pictures, students can see pictures or illustrations related to the topic of English being studied.</i>	Unclear sentences	Clarity
258.	pictures → photos, images, photographs	Word choice	Engagement
259.	<i>being studied</i>	Passive voice misuse	Clarity
260.	<i>This</i>	Intricate text	Clarity
261.	presentations → representations	Word choice	Engagement
262.	<i>presentation topic</i>	Wordy sentences	Clarity
263.	presentation → production, display, exhibition	Word choice	Engagement
264.	<i>the audio</i>	Determiner use (a/an/the/this, etc.)	Correctness
265.	very important → significant, essential, critical, vital	Word choice	Engagement

266.	<i>be applied</i>	Passive voice misuse	Clarity
267.	are → is	Faulty subject-verb agreement	Correctness
268.	important → essential, critical, crucial	Word choice	Engagement
269.	present → give	Word choice	Engagement
270.	historical → Historical	Improper formatting	Correctness
271.	<i>historical, cultural, or social issues.</i>	Incomplete sentences	Delivery
272.	<i>This</i>	Intricate text	Clarity
273.	<i>can be done</i>	Passive voice misuse	Clarity
274.	debates → discussions	Word choice	Engagement
275.	<i>By participating in debates, students can participate in debates about certain topics in English.</i>	Unclear sentences	Clarity
276.	debates → discussions	Word choice	Engagement
277.	certain → specific	Word choice	Engagement
278.	<i>This</i>	Intricate text	Clarity
279.	<i>, and</i>	Comma misuse within clauses	Correctness
280.	speeches → lessons	Word choice	Engagement
281.	<i>This</i>	Intricate text	Clarity
282.	<i>By conducting a mock interview, students can conduct a simulated job interview or college entrance interview in English.</i>	Unclear sentences	Clarity

283.	conduct → complete, achieve	Word choice	Engagement
284.	<i>This</i>	Intricate text	Clarity
285.	need to → must	Wordy sentences	Clarity
286.	very important → significant, essential, critical, vital	Word choice	Engagement
287.	<i>be applied</i>	Passive voice misuse	Clarity
288.	Pragmatics-Based	Misspelled words	Correctness
289.	<i>by the researchers</i>	Misplaced words or phrases	Correctness
290.	both	Wordy sentences	Clarity
291.	Merdeka → Merdeka's	Incorrect noun number	Correctness
292.	<i>impact can be created</i>	Passive voice misuse	Clarity
293.	textbook → book, reader	Word choice	Engagement
294.	textbook → book, reader	Word choice	Engagement
295.	a good	Determiner use (a/an/the/this, etc.)	Correctness
296.	<i>The first requirement was reflected</i>	Passive voice misuse	Clarity
297.	textbook → book, reader	Word choice	Engagement
298.	<i>was reflected</i>	Passive voice misuse	Clarity
299.	reflected → echoed, remembered	Word choice	Engagement
300.	displayed	Wordy sentences	Clarity

301.	textbook → book, reader	Word choice	Engagement
302.	textbook → book, reader	Word choice	Engagement
303.	provided → provides	Faulty tense sequence	Correctness
304.	being taught	Passive voice misuse	Clarity
305.	must	Wordy sentences	Clarity
306.	be prepared	Passive voice misuse	Clarity
307.	being taught	Passive voice misuse	Clarity
308.	should	Wordy sentences	Clarity
309.	the learners' attention should be drawn	Passive voice misuse	Clarity
310.	the linguistic	Determiner use (a/an/the/this, etc.)	Correctness
311.	eriteria → criterion	Incorrect noun number	Correctness
312.	The materials must allow for a silent interval at the start of instruction, according to the thirteenth criteria.	Unclear sentences	Clarity
313.	which stimulates → stimulating	Wordy sentences	Clarity
314.	processes,	Punctuation in compound/complex sentences	Correctness
315.		Tone suggestions	Delivery
316.	Pragmatics-Based	Misspelled words	Correctness
317.	textbook → book, text, reader	Word choice	Engagement

318.	the seventh-grade	Determiner use (a/an/the/this, etc.)	Correctness
319.	showing → shows	Incorrect verb forms	Correctness
320.	<i>be acquired</i>	Passive voice misuse	Clarity
321.	, which	Punctuation in compound/complex sentences	Correctness
322.	<i>be exposed</i>	Passive voice misuse	Clarity
323.	a range of → various	Wordy sentences	Clarity
324.	are able to → can	Wordy sentences	Clarity
325.	<i>Contrarily, by completing the tasks in writing-presenting, students are able to convey and present their content.</i>	Unclear sentences	Clarity
326.	effective → practical	Word choice	Engagement
327.	<i>This approach acknowledges that students need to be able to understand and interpret visual media, such as videos and images, and to communicate their ideas effectively through various modes of presentation.</i>	Unclear sentences	Clarity
328.	<i>Overall, the inclusion of viewing and presenting in the Kurikulum Merdeka curriculum is a positive development, as it recognizes the importance of developing a range of skills that are relevant to today's world.</i>	Unclear sentences	Clarity
329.	<i>be mastered</i>	Passive voice misuse	Clarity
330.	the English	Determiner use (a/an/the/this, etc.)	Correctness
331.	Pragmatics-Based	Misspelled words	Correctness

332.	<i>is equipped</i>	Passive voice misuse	Clarity
333.	is equipped with → has	Wordy sentences	Clarity
334.	<i>can be accessed</i>	Passive voice misuse	Clarity
335.	very handy → convenient	Word choice	Engagement
336.	as well	Wordy sentences	Clarity
337.	<i>It suggests that the textbook has a more comprehensive approach to English language learning.</i>	Unclear sentences	Clarity
338.	. The	Improper formatting	Correctness
339.	The inclusion of → Including	Wordy sentences	Clarity
340.	textbook → book, text, reader	Word choice	Engagement
341.	<i>can be accessed</i>	Passive voice misuse	Clarity
342.	students' → student's	Confused words	Correctness
343.	the authentic	Determiner use (a/an/the/this, etc.)	Correctness
344.	being	Wordy sentences	Clarity
345.	<i>being used</i>	Passive voice misuse	Clarity
346.	<i>This</i>	Intricate text	Clarity
347.	who have → with	Wordy sentences	Clarity
348.	the use of → using	Wordy sentences	Clarity
349.	<i>can be accessed</i>	Passive voice misuse	Clarity

350.	that is	Wordy sentences	Clarity
351.	<i>is implemented</i>	Passive voice misuse	Clarity
352.	given → . Given, ; given	Punctuation in compound/complex sentences	Correctness
353.	as → . As, ; as	Punctuation in compound/complex sentences	Correctness
354.	researchers → research	Confused words	Correctness
355.	presenting → offering	Word choice	Engagement
356.	as well as → and	Wordy sentences	Clarity
357.	<i>be seen</i>	Passive voice misuse	Clarity
358.	<i>be taught</i>	Passive voice misuse	Clarity
359.		Tone suggestions	Delivery
360.	Acknowledgement → Acknowledgment	Mixed dialects of English	Correctness
361.	<i>was supported</i>	Passive voice misuse	Clarity
362.	, and	Comma misuse within clauses	Correctness
363.	a senior	Determiner use (a/an/the/this, etc.)	Correctness
364.	an English	Determiner use (a/an/the/this, etc.)	Correctness

365.	Tomlinson' → Tomlinson's	Incorrect noun number	Correctness
366.	stheory → theory, story	Misspelled words	Correctness
367.	textbook → textbooks	Incorrect noun number	Correctness
368.	en → in	Wrong or missing prepositions	Correctness
369.	an english	Determiner use (a/an/the/this, etc.)	Correctness
370.	english → English	Misspelled words	Correctness
371.	bright → Bright	Confused words	Correctness
372.	seventh-grade → seventh-grade	Misspelled words	Correctness
373.	Pragmatics-based	Misspelled words	Correctness
374.	fulfil → fulfill	Mixed dialects of English	Correctness
375.	<i>for exploring and understanding the meaning of individuals or groups</i>	Community College Advising Coordinators: A Perspective from Middle Management	Originality
376.	<i>The process of research involves emerging questions and procedures; collecting data in the</i>	Understanding Research Methods to Study African American Males in College	Originality
377.	<i>analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data.</i>	Understanding Research Methods to Study African American Males in College	Originality

378. *Research design: qualitative, quantitative, and mixed methods approaches.*

Understanding
Research Methods
to Study African
American Males in
College

Originality

REVIEW COMMENTS

- Please have a look at the report of your paper (attached) proofread, edit, and use proper citations to reduce the similarity percentage to below %10.
- Please have a look at the report of your paper (attached). Read pages (29-53), proofread, edit, and address all highlighted issues (related to the context of your paper **only**) in the report and make the necessary changes to increase the score of overall readability of the paper.
- General formatting: Margins of 2cm on top, bottom, and sides. No page numbering. No headers or footers. All new paragraphs are to be indented by five spaces. Format: Times New Roman, 12-point font, fully justified. APA format throughout (unless specified otherwise). Have a look at the published papers in our journal to have an idea. We formatted the paper according to the journal guidelines. Please follow these modifications in case you want to add new information.

Rewrite the Abstract

- The abstract should be written as a continuous paragraph with 250 words and recapitulative state the background of the research, purpose (main aim+ significance), the main question, and a summary of the findings reached from the analysis and its contributions to the field. It should emphasize new or important aspects of the study. Rewrite it, please.
- Avoid introducing abbreviations in the abstract or keywords.

Rewrite the Introduction

- Include the significance of the study after the main aim.
- Include the research objectives after the significance of the study.
- Include the research questions after the research objectives
- Provide an overview of the paper structure by the end of the section.

Literature Review and Citation

- Include more recent studies conducted in the last two years.
- Include some quotes to support your arguments.
- Identify the research gap.
- Check the authors in relation to the list of references.
- Use the ampersand “&” when you are citing parenthetically.

Findings

- Include a summary of the findings by the end of the section.
- Texts and songs from the textbook can be included in the appendices section and refer to them in the text.

Discussion

- You need to answer the research questions by the beginning of the section.

- You need to include studies from the literature review to support your discussion. Do not introduce new studies.
- Provide the relevance of the findings by the end of the discussion section.

Tables

- You need to provide comments on your tables and then provide a transition to the following ones through a sentence.
- Check your tables' format. (see our guidelines: <https://awej.org/images/relatedlinks/Template.pdf>)

References

- **Ensure** that every reference cited in the text is also present in the reference list. We refined the list. Please check and correct it again.
- Include the doi of the paper if it is available.
- Italicize book titles, journal titles, and volume numbers.
- Write the **complete** information about each reference.

The Analysis of Feasibility in EFL Textbook: A Contribution to *Kurikulum Merdeka*

Abstract

The researchers would like to combine theories from Tomlinson and *Buku Saku Tanya Jawab Kurikulum Merdeka* that had never been done previously. This study aimed at analyzing the feasibility features of a textbook entitled *English for Junior High School Students: Pragmatics Based* designed by the researchers themselves as an R & D product of the research funded by the Ministry of Education, Culture, Research, and Technology. The study can make a valuable contribution to the field of education by providing insights into the development of a new textbook that focuses on pragmatics, which is the study of language use in context. It employed a descriptive qualitative research design with the designed textbook for seventh-grade students of Junior High School as the research object, then analyzed using two theories mentioned previously. Based on the findings, the textbook fulfills sixteen criteria proposed by Tomlinson. It can be utilized as a supplement to the study findings and as a learning tool in the classroom as well as this research contributes to *Kurikulum Merdeka* while also meeting the needs of teachers and students. The combination of viewing and presenting activities can enhance students' comprehension of English as well as their speaking, listening, and idea-organizing abilities in the language. Both viewing and presenting must be seen in the English learning curriculum as crucial skills that complement one another and must be taught in an integrated way. The textbook is also equipped with audio and videos accessed via Android and iOS. Based on those findings, the textbook contributes to the latest curriculum that is *Kurikulum Merdeka* as a valuable supplementary textbook. Therefore, there are opportunities to conduct additional research on this topic.

Keywords: English as Foreign Language, textbook, feasibility features, *Kurikulum Merdeka*, Pragmatics, Junior High School

Introduction

The recovery of pandemic conditions is happening in the Indonesian education sector where online teaching has turned back into a face-to-face classroom. *Kurikulum Merdeka*, a new curriculum created to address the post-pandemic crisis in Indonesian education as a result of the current scenario, was introduced by the Ministry of Education. Based on *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022), issued by the Indonesian Ministry of Education, Culture, Research and Technology, *Kurikulum Merdeka* is a curriculum with a variety of intracurricular learning opportunities, where the content will be more suitable, allowing students enough time to explore ideas and develop skills. This curriculum has been piloted at schools so-called *Sekolah Penggerak* and is being implemented in the 2022/2023 academic year. In *Buku Saku Tanya Jawab Kurikulum Merdeka*, various national and international studies presented that Indonesia has experienced a learning crisis for a long time. Therefore, Indonesian education institutions are allowed to implement one curriculum suitable to the student's learning needs and must concern their competency achievement in the context of learning recovery. This *Kurikulum Merdeka* will become the national curriculum in 2024.

By changing the curriculum, learning tools need to be adjusted, including textbooks. Textbooks are a crucial component of the education system, and they play a significant role in shaping students' learning experiences. When the curriculum changes, it is essential to update textbooks to align with the new standards and learning objectives. It is important to note that changing textbooks and other learning tools can be a significant undertaking, and it often takes time to develop and distribute updated materials. Therefore, it is crucial to plan ahead and provide adequate resources and support to ensure a smooth transition to the new curriculum.

In this case, content and material should be adapted to the indicators and learning outcomes following *Kurikulum Merdeka* as well as support and implement the curriculum. To hope for the best, that the adjustment of the textbook will facilitate students and teachers in the learning process. The current situation leads the researchers to their curiosity of analyzing the feasibility features in an EFL textbook entitled *English for Junior High School Students: Pragmatics Based*. This book was designed from an R&D research design. It is expected that this book will be able to answer the

need for *Kurikulum Merdeka* which will be implemented into national curriculum in 2024. With this backdrop in mind, This study sought to assess the viability of the characteristics of an English for Junior High School Students: Pragmatics Based textbook created by the researchers as a R & D product of research financed by the Ministry of Education, Culture, Research, and Technology. The study has the potential to make a significant contribution to the area of education by offering insights into the development of a new textbook focusing on pragmatics, which is the study of language usage in context. This can be especially important for junior high school students, as they are at a crucial stage of language development and social interactions. Since then, there is a lack of textbooks that specifically address pragmatics-based English learning for junior high school students, this study can fill that gap and offer an innovative approach to language teaching and learning.

Literature Review

EFL Textbook

It is widely known that textbooks are one of the essential aspects of the learning process. Textbooks are one of the learning media that are often used by teachers and students. In EFL context, textbooks play a crucial role. According to Maulana and Rizkiani (2019), many types of books are designed for students of all levels and ages. Further, Masrupi et al (2020) defined a textbook as a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. In addition, Arono and Syafrina (2017) noticed that a textbook is a created material designed as materials for teaching the learning process to increase the learner's knowledge and experience. Wulandari and Mulyadi (2021) also claimed that the textbook is the best tool for containing information about a specific subject and organizing it in a way that will have a big impact on how well students learn it in class. The most important one, based on Richards (2019) in Ayu (2020), textbooks are a vital component in language programs that function as the source of most language information (language input) both for language learning and for practicing English in the classroom. Thus, textbooks are one of the most important mediums in the learning and teaching process as they serve as a source and guideline to both students and teachers.

The reasons for using textbooks, first of all, the material must be suitable for their needs. Secondly, the textbooks allowed the users to look forward to what we were going to do or to look back to what we had done. Third, the textbooks provided well-presented material that could only be replaced by the users at great expense both in terms of money and time. Finally, textbooks allowed the users to adapt and improvise while teaching (O'Neill, 1982).

Feasibility Features English Textbooks for Junior High School

In Indonesia, there is a National Education Standards Board that regulates several criteria of a good textbook. A good textbook must meet numerous requirements, including the feasibility of the material, the feasibility of the language, the feasibility of the presentation, and the feasibility of the illustrations. Cunningsworth (1995) suggests four criteria for evaluating textbooks: (1) textbook should correspond to learner's needs; (2) textbook should reflect the uses (present or future) which learner will make of the language; (3) textbook should take account of student's needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method; and (4) textbook should have a clear role as a support tool.

Some experts propose good criteria for English material (Rowntree, 1997; Richard, 2001; Novianti, 2014). It states that effective learning materials should: (1) pique the learner's interest; (2) remind them of earlier learning; (3) inform them of what they will learn next; (4) explain new learning content to them; (5) relate these ideas to learners' previous learning; (6) get learners to think about new content; (7) help them get feedback on their learning; (8) encourage them to practice; (9) ensure that they know what they are supposed to be doing; (10) allow them to check

their process.

There are criteria for good material which relate to some basic principles of Second Language Acquisition (Tomlinson, 1998, Tomlinson, 2011; Tomlinson & Matsuhara, 2008; Novianti, 2014). A good English textbook has the following criteria, and the criteria are: (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and valuable, (5) materials should require and facilitate learner self- investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve the communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should consider that learners differ in practical attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right-brain and left-brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback.

Learning Achievements in Kurikulum Merdeka

Three learning achievements that are emphasized in *Kurikulum Merdeka*; they are listening-speaking, reading-viewing, and writing-presenting. According to Fadhillah (2020), listening-speaking, and using English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in a variety of ways in formal and informal familiar contexts. With repetition and alternation of vocabulary, students understand the main ideas and relevant details from discussions or presentations about various topics that are familiar and in the context of life at school and schoolhouse. They are involved in discussions, for example giving opinions, making comparisons and conveying preferences. They explain and clarify their answers using simple sentence structures and verbs. Reading-viewing, reading, and responding to both known and unexpected texts that have learnt language and predetermined structures. They seek and evaluate ideas, primary and specific information in various text types. This text can be in print or digital, including visual, multimodal, or interactive text. They identify the purpose of the text and begin to make inferences to understand the information implied in a text. In writing-presenting, communicate their ideas and experiences through simple and structured paragraphs, and show progress using specific vocabulary and sentence structure simple. Using examples, they plan, write, and present informational text, imagination, and persuasion using simple and compound sentences to construct arguments and explain or defend an opinion.

Method

This study employed a descriptive qualitative research design. Creswell (2014) defined qualitative research as a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the setting of the participants; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. Bricki and Green (2007) defined Qualitative research as characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.

Research Instruments

The object of this study was an EFL textbook entitled *English for Junior High School Students: Pragmatic Based* for seventh-grade students of Junior High School. As a research and

development (R & D) outcome of the study supported by the Ministry of Education, Culture, Research, and Technology under the *Penelitian Terapan Unggulan Perguruan Tinggi* program, this book was created by the researchers themselves.

Research Procedures

The data for this study were gathered by doing the following steps: reading the textbook, studying the content, and gathering the textbook materials for analysis. After the data were collected, the researchers analyzed those data using Tomlinson's theory (1998 & 2011) about feasibility and *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022).

Findings

The findings were collected from the textbook entitled *English for Junior High School Students: Pragmatics Based* which were analyzed using Tomlinson's theory (1998 & 2011) and *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022).

The first analysis was using the theory from Tomlinson (1998) which is about criteria of good material which relate to some basic principles of Second Language Acquisition, namely (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and valuable, (5) materials should require and facilitate learner self-investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should take into account that learners differ in practical attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback. The findings are presented as follows:

Material should achieve impact

The first requirement was reflected in nine chapters provided in the textbook, those were; 1) Meeting People, 2) Thanking and Apologies, 3) Introducing People, 4) Expressing Times, Dates, and Numbers, 5) Identifying Animals, Things, and Public Places, 6) Characterizing Persons, Animals, and Things, 7) Giving Information of Habits and Function of Things, 8) Describing Persons, Places, and Things, 9) Identifying the Message and Themes of the Songs. Every chapter is provided by *Kompetensi Dasar* or Basic Competency, and the output must be achieved by the students at the end of the lesson.

Materials should help learners to feel at least

The second requirement was reflected by many exercises and other features such as dialogue and pictures, texts and illustrations displayed in the textbook. Every dialogue given in the textbook may be seen to have been preceded by a circumstance.

Materials should help learners to develop confidence

To fulfill the third requirement, the textbook provided many activities using expressions that can be done individually or in groups.

1. What is being taught should be perceived by learners as relevant and useful.

The fourth requirement was that students should believe what is being taught is pertinent and helpful. The textbook offers information that is pertinent and beneficial to students. They are described as follows:

Table 1. *The materials in English for Junior High School Students: Pragmatics Based textbook*

Chapter 1	The material presented in this chapter is about expressions of greeting and leave-taking which are packaged in the theme "Meeting People". Related to this theme, activities provided will be connected to expressing greetings and leave-taking while meeting people in the relevant situation.
Chapter 2	"Thanking and Apologizing" is the theme of this chapter. It contains expressions of thanking and apologies with several activities to support the learning process of the students. In this session, there are many tasks such as making a dialogue, responding to specific situations, arranging jumbled dialogue and sentences, translating, and so on. With these activities, students can explore greetings and leave-taking expressions in their context.
Chapter 3	Students will study self-introduction and other-introductions in this chapter, which has the "Introducing People" topic. The session also focused on grammar and vocabulary.
Chapter 4	The theme is "Expressing Times, Dates, and Numbers" which students will learn about asking and giving information about time, day, and date. The material also includes ordinal numbers, cardinal numbers, time, days and months, and dates. Several tasks in pairs or individuals are available in this chapter. Students can use these expressions more effectively if they have a better understanding of how to use them (Rowntree, 1997; Richard, 2001; Novianti, 2014).
Chapter 5	The theme of the fifth chapter is "Identifying Animals, Things, and Public Places". Students will be taught about identifying the name of animals, things, and public places and asking for and giving information about animals, things, and public places. In addition, there are singular and plural, prepositions places article explanations in this chapter.
Chapter 6	The sixth chapter explains asking for and giving information about the characteristics of a person, animal, and thing with the theme "Characterizing Persons, Animals, and Things". There are many activities related to the theme, so that later, students will be able to ask and give information about the characteristics of a person, animal, and thing.

Chapter 7	“Giving Information of Habits and Function of Things” is the theme of the seventh chapter. Students will learn about asking for and giving information about the habits of person or animal and asking for and giving information about the function of things.
Chapter 8	This chapter discusses describing someone, a place, orating in the theme “Describing Persons, Places, and Things”. Students can better understand the materials because they are presented in text or dialogue. Many topic-related activities help children learn how to describe people, places, and things.
Chapter 9	Last chapter with the theme “Identifying the Message and Themes of the Song”. This part is hoped that students will be able to identify the message of the song and identify the theme of the song.

Materials should require and facilitate learner personal-investment

The fifth requirement was that learning materials should encourage student personality investment. Materials in this textbook are available to help students. This textbook has four exercises for the four English language skills: hearing in activity three of chapter 1, speaking in activity five of chapter 4, reading in activity five of chapter 6, and writing in activity nine of chapter 6.

Learners must be ready to acquire the points being taught

The sixth requirement was that students must be prepared to understand the concepts being taught. This textbook develops students' preparation by putting an emphasis on grammar or vocabulary and linguistic elements. Consider concentrating on your vocabulary and grammar.

2. Materials should expose the learner to language in authentic use.

The seventh requirement was that materials should expose the learners to language in authentic use. This *English for Junior High School Students: Pragmatics Based textbook* contains some original material, such as songs.

The learners attention should be drawn to linguistic features of the input

The eighth requirement was that the learners' attention should be drawn to linguistic features of the input. This book gives an activity focused on grammar and vocabulary. It can give learners attention to the linguistic features of the input.

Materials should provide the learners with opportunities to use the target language to achieve the communicative purpose

The ninth requirement was material should provide the learners with opportunities to use the target language to achieve the communicative purpose. The communicative interaction can be in the form of post-reading, creative writing, and creative speaking activities (Fakhomah, 2017). This textbook gives chapters on communicative interaction. Chapter 1 includes listening, speaking, reading, and writing activities. Chapter 2 includes listening, speaking, reading, and writing activities. Chapter 3 includes speaking, reading, and writing activities. Chapter 4 includes listening, speaking, reading, and writing activities. Chapter 5 includes listening, speaking, reading, and writing activities. Chapter 6 includes listening, speaking, reading, and writing activities. Chapter 7 includes listening, speaking, reading, and writing activities. Chapter 8 includes listening, reading, and writing activities. Chapter 9 includes listening, speaking, reading, and writing activities.

On the other hand, materials 10-14 should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities, materials 15 should not rely too much on controlled practice, and materials 16 should provide opportunities for outcome feedback.

Materials should consider that the positive effects of instruction are usually delayed

The tenth requirement was materials should consider that the positive effects of instruction are usually delayed. The materials are arranged related to the topic. It can ease students to study English from primary to complex materials.

Materials should consider that learners differ in learning style

The eleventh requirement was that resources take different learning styles into account. Numerous activities are offered in the textbook *English for Junior High School Students: Pragmatics Based* to help students discover their learning preferences. The example of three different learning style is displayed as follows.

Table 2. The example of an activity for auditory learning style

Listen to your teacher!	
Situation: Mrs. Julia is counting the students in the classroom. She asks them to count one by one before starting the lesson.	
Mrs. Julia	Students, let's count on one! Start from the right row.
Students	One, two, three, four, five, six, seven, eight, nine, ten
Mrs. Julia	Next!
Students	Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen
Mrs. Julia	Next, please!
Students	Nineteen, twenty, twenty- o n e , twenty- two, twenty- t h r e e , twenty- f o u r , twenty-five, twenty-six.
Mrs. Julia	Ok, next!
Students	Twenty- s e v e n , twenty- e i g h t , twenty- n i n e , thirty, thirty- o n e , thirty- t w o , thirty-three.
Mrs. Julia	Ok, good. So, you are all present today. Well, let's start our lesson.

Table 3. The example of an activity for visual learning style

Read the text below, then answer the questions!
I want to tell you about my new pencil case. You see, it's a beautiful big pencil case. Um... it is round. It is made of leather. The color? It has a color like chocolate, dark brown. You know, I like the color because dirt cannot be noticed as easily with it. There are some pockets in my pencil case. The first one is the main pocket. It is between the small pockets. I usually put my writing utensils in it. The second one is the small pockets. I keep my money and my school identity in these pockets.

Table 4. *The example of activity for kinaesthetic learning style*

Role Play
Makeasimpledialogwithyourpartnerbasedonthefollowingtopicsandperformitinfront of the class. 1. Describing a new book to a friend. 2. Telling a movie to a cousin.

Materials should consider that learners differ in practical attitude

The twelfth requirement was materials should consider that learners differ in practical attitude. This textbook provides different activities to motivate and support students to learn.

Table 5. *An example of descriptive text*

My pencil
I have a new pencil. It is a souvenir from my sister who has just returned from Japan. It is a light and colorful pencil. Its color is yellow, green, red, blue, orange, and purple. It istencentimeterslong. Thereisaneraseratthetopendofthepencil. The shape of the eraser is a rabbit. It is adorable. I keep it in my pencil case.

9. Materials should permit a silent period at the beginning of instruction.

The materials must allow for a silent interval at the start of instruction, according to the thirteenth criteria. The textbook makes it easy for students to take a break before working on a question while listening to a voice recording of the information or while reading or studying a manuscript that contains the materials.

Table 6. *An example of silent period*

Activity1:Readthedialogbelow!Then, answer the following questions!
Activity2:Listen to the song “What Makes You Beautiful” by One Direction, and try to answer the following questions!

Materials should maximize learning potential by encouraging intellectual, aesthetic, and, emotional involvement which stimulates both right-brain and left-brain activities

The fourteenth requirement was that educational materials must encourage intellectual, aesthetic, and emotional engagement, which stimulates the right and left brains' respective processes, to the fullest extent possible. The right-brain works as a spatial ability such as music, creativity, art, and shape. Meanwhile, the left brain works in logical thinking, language and mathematics (Fakhomah, 2017). The examples are as follows.

Table 7. *An example of the right-brain activity*

Complete the sentences using the correct form of to be!
1. I..... a newcomer.
2. She..... a doctor.
3. Youbeautiful.
4. The students..... in the laboratory.
5. Susan From Surakarta.

Table 8. An example of left-brain activity

Listen to the song “Perfect” by Simple Plan, and do not search for its lyrics online. Try to fill in the blank lyrics below based on what you heard from the song.
PERFECT
Simple Plan Hey, Dad, look at me think back, and talk to me Did I grow up _____(1) to plan?
And do you think I'm wasting my time Doing things I wanna do? But it hurts when you _____(2) all along now I try hard to make it I just want to make you _____(3)
I'm never gonna be good _____(4) for you can't _____(5) that I'm alright And you can't change me' Cause we lost it all Nothin' lasts forever I'm sorry I can't be perfect Now it's just too late And we can't go back I'm sorry I can't be perfect

Materials should not rely too much on controlled practice

The fifteenth requirement materials should not rely too much on controlled practice. This textbook provides some activities that explore students' abilities.

Table 9. An example of activity exploring students' abilities with not rely too much on controlled practice

Activity 9: Look at the pictures! Then, write the physical characteristics. What does s/he look like?
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Materials should provide opportunities for outcome feedback

The sixteenth requirement was materials should provide opportunities for outcome feedback. This textbook includes reflection sections in each chapter. Reflection is used to measure the learners' understanding of the materials.

The second analysis was using *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022). The focus of the examination was on *Buku Saku's* assertion that *Kurikulum Merdeka* curriculum explores not just the four English language abilities to listen, speaking, reading, and writing, but also viewing and presenting. The findings are represented as follows:

Table 10. *An example of a viewing-presenting activity*

Activity 11: Scan the QR with your mobile phone, then you can watch a short documentary video about zoo, after that, share your thoughts and describe what you have watch!

Viewing activity is an important aspect of learning English. This activity involves the use of various types of visual media, such as videos, images, or presentations, to help students understand English in a broader context.

Some examples of viewing activities that can be done in *English for Junior High School Students: Pragmatics Based* textbook, include watching videos, observing pictures, watching presentations, and listening to audio. By watching videos, students can watch videos related to the topic of English being studied, such as news videos, movies or music clips. After watching, students can hold discussions or answer questions related to the video. By observing pictures, students can see pictures or illustrations related to the topic of English being studied. This can help students understand vocabulary and enrich their imagination. By watching presentations, students can watch presentations made by their teacher or classmates. After watching, students can provide feedback or ask questions about the topic of the presentation. By listening to audio, students can listen to audio, such as podcasts or news recordings, to improve their listening skills and understand English used in various contexts.

Viewing activities can help students broaden their understanding of English and improve listening, comprehension, and speaking skills. Therefore, this activity is very important to be applied in learning English.

Further, presenting activities are one of the important aspects of learning English. This activity involves the use of English orally to convey information or present ideas or ideas. historical, cultural, or social issues. This will help students enrich their vocabulary and improve their speaking skills in English. Some examples of presenting activities that can be done in *English for Junior High School Students: Pragmatics Based* textbook, include participating in debates, delivering speeches, and conducting a mock interview. By participating in debates, students can participate in debates about certain topics in English. This will help students improve their speaking, listening and organizing ideas in English. By delivering speeches, students can deliver speeches in English on topics relevant to their learning. This will help students deepen their understanding of English and improve their speaking skills. By conducting a mock interview, students can conduct a simulated job interview or college entrance interview in English. This will help students prepare for real-life situations where they need to use English.

Presenting activities can help students improve their speaking, listening, and organizing ideas in English. Therefore, this activity is very important to be applied in learning English.

Discussion

This study intends to evaluate the viability of a research and development product—an *English for Junior High School Students: Pragmatics Based* textbook—created by the researchers themselves. Based on the findings, the textbook satisfies sixteen requirements outlined by both Tomlinson and *Buku Saku Tanya Jawab Kurikulum Merdeka* theories. The researchers gave another idea from Fakhomah (2017) to support the findings for the first criterion in the textbook, which states that impact can be created if the materials (textbook) are new, diversified, presented nicely, and have compelling content. The study's analysis of the textbook includes a variety of texts on strange subjects.

The analysis using theory Tomlinson showed that *English for Junior High School Students: Pragmatics Based* has fulfilled the sixteen criteria of good textbook. The first requirement was reflected in nine chapters provided in the textbook. The second requirement was reflected by many exercises and other features such as dialogue and pictures, texts and illustrations displayed in the textbook. The third requirement, the textbook provided many activities using expressions that can be done individually or in groups. The fourth requirement was that students should believe what is being taught is pertinent and helpful. The fifth requirement was that learning materials should encourage student personality investment. The sixth requirement was that students must be prepared to understand the concepts being taught. The seventh requirement was that materials should expose the learners to language in authentic use. The eighth requirement was that the learners' attention should be drawn to linguistic features of the input. The materials must allow for a silent interval at the start of instruction, according to the thirteenth criteria. The fourteenth requirement was that educational materials must encourage intellectual, aesthetic, and emotional engagement, which stimulates the right and left brains' respective processes, to the fullest extent possible. The fifteenth requirement is materials should not rely too much on controlled practice. The sixteenth requirement was materials should provide opportunities for outcome feedback. This textbook includes reflection sections in each chapter. Therefore, the *English for Junior High School Students: Pragmatics Based* textbook is suitable to be used by the seventh-grade students of Junior High School.

The second analysis using *Buku Saku Tanya Jawab Kurikulum Merdeka* showing that the *English for Junior High School Students: Pragmatics Based* textbook has features that should be acquired by students which are listening, speaking, reading, writing, viewing, and presenting. Students will be exposed to a range of text types during reading-viewing, which they can examine and assess. Contrarily, by completing the tasks in writing-presenting, students are able to convey and present their content. In addition to the traditional skills, the inclusion of viewing and presenting recognizes the importance of visual literacy and effective communication skills in today's digital age. This approach acknowledges that students need to be able to understand and interpret visual media, such as videos and images, and to communicate their ideas effectively through various modes of presentation. Overall, the inclusion of viewing and presenting in the *Kurikulum Merdeka* curriculum is a positive development, as it recognizes the importance of developing a range of skills that are relevant to today's world. It also reflects a broader understanding of language learning, which goes beyond traditional notions of language as a set of discrete skills to be mastered.

Moreover, *English for Junior High School Students: Pragmatics Based* textbook is equipped with audio and videos that can be accessed via Android and iOS. It is very handy and helpful to students and teachers as well to accommodate the learning and teaching process. It suggests that the textbook has a more comprehensive approach to English language learning. The inclusion of audio and video materials in a textbook that can be accessed via Android and iOS devices is a great way to enhance students' learning experience. These multimedia resources can provide a more engaging and interactive learning experience for students, as they can see and hear authentic language being used in context. Accessing the materials via mobile devices also makes the learning process more convenient and flexible, as students can access the materials anytime, anywhere, as long as they have an internet connection. This can be particularly beneficial for students who have busy schedules or limited access to traditional learning resources. Overall, the use of audio and video materials in a textbook that can be accessed via Android and iOS devices is a positive development in language learning, as it allows for a more engaging and interactive learning experience that is flexible and convenient for students. The study can make a valuable contribution to the field of education by providing insights into the development of a new textbook that focuses on pragmatics, which is the study of language use in context.

Conclusion

Finding a textbook that is appropriate for *Kurikulum Merdeka* will undoubtedly be a must for instructors after that curriculum is implemented. There will, of course, be considerations in selecting textbooks to facilitate and assist the teaching and learning process given the additional

abilities, reading-viewing and writing-presenting, relevant to the *Kurikulum Merdeka* that students must master. The textbook *English for Junior High School Students: Pragmatics Based* can be utilized as a supplement to the study findings and as a learning tool in the classroom as well as this research contributes to *Kurikulum Merdeka* while also meeting the needs of teachers and students. Therefore, the researchers advise English teachers, particularly in Indonesia, to use this textbook.

The researchers want to draw attention to the viewing and presenting activities for further researchers. Activities involving viewing and presenting in *Kurikulum Merdeka* are crucial components of this curriculum that students must learn. The combination of viewing and presenting activities can enhance students' comprehension of English as well as their speaking, listening, and idea-organizing abilities in the language. Both viewing and presenting must be seen in the English learning curriculum as crucial skills that complement one another and must be taught in an integrated way. There are, therefore, opportunities to perform additional research on this subject.

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3. Bukti Konfirmasi Submit Revisi Kedua, Respon Editor, dan Artikel yang Direvisi (25 Juli 2023)

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The Analysis of Feasibility in EFL Textbook: A Contribution to *Kurikulum Merdeka*

Abstract

The researchers would like to combine theories from Tomlinson and *Buku Saku Tanya Jawab Kurikulum Merdeka* that had never been done previously. This study aimed at analyzing the feasibility features of a textbook entitled *English for Junior High School Students: Pragmatics Based* designed by the researchers themselves as an R & D product of the research funded by the Ministry of Education, Culture, Research, and Technology. The study can make a valuable contribution to the field of education by providing insights into the development of a new textbook that focuses on pragmatics, which is the study of language use in context. It employed a descriptive qualitative research design with the designed textbook for seventh-grade students of Junior High School as the research object, then analyzed using two theories mentioned previously. Based on the findings, the textbook fulfills sixteen criteria proposed by Tomlinson. It can be utilized as a supplement to the study findings and as a learning tool in the classroom as well as this research contributes to *Kurikulum Merdeka* while also meeting the needs of teachers and students. The combination of viewing and presenting activities can enhance students' comprehension of English as well as their speaking, listening, and idea-organizing abilities in the language. Both viewing and presenting must be seen in the English learning curriculum as crucial skills that complement one another and must be taught in an integrated way. The textbook is also equipped with audio and videos accessed via Android and iOS. Based on those findings, the textbook contributes to the latest curriculum that is *Kurikulum Merdeka* as a valuable supplementary textbook. Therefore, there are opportunities to conduct additional research on this topic.

Keywords: English as Foreign Language, textbook, feasibility features, *Kurikulum Merdeka*, Pragmatics, Junior High School

Introduction

The recovery of pandemic conditions is happening in the Indonesian education sector where online teaching has turned back into a face-to-face classroom. *Kurikulum Merdeka*, a new curriculum created to address the post-pandemic crisis in Indonesian education as a result of the current scenario, was introduced by the Ministry of Education. Based on *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022), issued by the Indonesian Ministry of Education, Culture, Research and Technology, *Kurikulum Merdeka* is a curriculum with a variety of intracurricular learning opportunities, where the content will be more suitable, allowing students enough time to explore ideas and develop skills. This curriculum has been piloted at schools so-called *Sekolah Penggerak* and is being implemented in the 2022/2023 academic year. In *Buku Saku Tanya Jawab Kurikulum Merdeka*, various national and international studies presented that Indonesia has experienced a learning crisis for a long time. Therefore, Indonesian education institutions are allowed to implement one curriculum suitable to the student's learning needs and must concern their competency achievement in the context of learning recovery. This *Kurikulum Merdeka* will become the national curriculum in 2024.

By changing the curriculum, learning tools need to be adjusted, including textbooks. Textbooks are a crucial component of the education system, and they play a significant role in shaping students' learning experiences. When the curriculum changes, it is essential to update textbooks to align with the new standards and learning objectives. It is important to note that changing textbooks and other learning tools can be a significant undertaking, and it often takes time to develop and distribute updated materials. Therefore, it is crucial to plan ahead and provide adequate resources and support to ensure a smooth transition to the new curriculum.

In this case, content and material should be adapted to the indicators and learning outcomes following *Kurikulum Merdeka* as well as support and implement the curriculum. To hope for the best, that the adjustment of the textbook will facilitate students and teachers in the learning process. The current situation leads the researchers to their curiosity of analyzing the feasibility features in an EFL textbook entitled *English for Junior High School Students: Pragmatics Based*. This book was designed from an R&D research design. It is expected that this book will be able to answer the

need for *Kurikulum Merdeka* which will be implemented into national curriculum in 2024. With this backdrop in mind, This study sought to assess the viability of the characteristics of an English for Junior High School Students: Pragmatics Based textbook created by the researchers as a R & D product of research financed by the Ministry of Education, Culture, Research, and Technology. The study has the potential to make a significant contribution to the area of education by offering insights into the development of a new textbook focusing on pragmatics, which is the study of language usage in context. This can be especially important for junior high school students, as they are at a crucial stage of language development and social interactions. Since then, there is a lack of textbooks that specifically address pragmatics-based English learning for junior high school students, this study can fill that gap and offer an innovative approach to language teaching and learning.

Literature Review

EFL Textbook

It is widely known that textbooks are one of the essential aspects of the learning process. Textbooks are one of the learning media that are often used by teachers and students. In EFL context, textbooks play a crucial role. According to Maulana and Rizkiani (2019), many types of books are designed for students of all levels and ages. Further, Masrupi et al (2020) defined a textbook as a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. In addition, Arono and Syafrina (2017) noticed that a textbook is a created material designed as materials for teaching the learning process to increase the learner's knowledge and experience. Wulandari and Mulyadi (2021) also claimed that the textbook is the best tool for containing information about a specific subject and organizing it in a way that will have a big impact on how well students learn it in class. The most important one, based on Richards (2019) in Ayu (2020), textbooks are a vital component in language programs that function as the source of most language information (language input) both for language learning and for practicing English in the classroom. Thus, textbooks are one of the most important mediums in the learning and teaching process as they serve as a source and guideline to both students and teachers.

The reasons for using textbooks, first of all, the material must be suitable for their needs. Secondly, the textbooks allowed the users to look forward to what we were going to do or to look back to what we had done. Third, the textbooks provided well-presented material that could only be replaced by the users at great expense both in terms of money and time. Finally, textbooks allowed the users to adapt and improvise while teaching (O'Neill, 1982).

Feasibility Features English Textbooks for Junior High School

In Indonesia, there is a National Education Standards Board that regulates several criteria of a good textbook. A good textbook must meet numerous requirements, including the feasibility of the material, the feasibility of the language, the feasibility of the presentation, and the feasibility of the illustrations. Cunningsworth (1995) suggests four criteria for evaluating textbooks: (1) textbook should correspond to learner's needs; (2) textbook should reflect the uses (present or future) which learner will make of the language; (3) textbook should take account of student's needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method; and (4) textbook should have a clear role as a support tool.

Some experts propose good criteria for English material (Rowntree, 1997; Richard, 2001; Novianti, 2014). It states that effective learning materials should: (1) pique the learner's interest; (2) remind them of earlier learning; (3) inform them of what they will learn next; (4) explain new learning content to them; (5) relate these ideas to learners' previous learning; (6) get learners to think about new content; (7) help them get feedback on their learning; (8) encourage them to practice; (9) ensure that they know what they are supposed to be doing; (10) allow them to check

their process.

There are criteria for good material which relate to some basic principles of Second Language Acquisition (Tomlinson, 1998, Tomlinson, 2011; Tomlinson & Matsuhara, 2008; Novianti, 2014). A good English textbook has the following criteria, and the criteria are: (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and valuable, (5) materials should require and facilitate learner self- investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve the communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should consider that learners differ in practical attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right-brain and left-brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback.

Learning Achievements in Kurikulum Merdeka

Three learning achievements that are emphasized in *Kurikulum Merdeka*; they are listening-speaking, reading-viewing, and writing-presenting. According to Fadhillah (2020), listening-speaking, and using English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in a variety of ways in formal and informal familiar contexts. With repetition and alternation of vocabulary, students understand the main ideas and relevant details from discussions or presentations about various topics that are familiar and in the context of life at school and schoolhouse. They are involved in discussions, for example giving opinions, making comparisons and conveying preferences. They explain and clarify their answers using simple sentence structures and verbs. Reading-viewing, reading, and responding to both known and unexpected texts that have learnt language and predetermined structures. They seek and evaluate ideas, primary and specific information in various text types. This text can be in print or digital, including visual, multimodal, or interactive text. They identify the purpose of the text and begin to make inferences to understand the information implied in a text. In writing-presenting, communicate their ideas and experiences through simple and structured paragraphs, and show progress using specific vocabulary and sentence structure simple. Using examples, they plan, write, and present informational text, imagination, and persuasion using simple and compound sentences to construct arguments and explain or defend an opinion.

Method

This study employed a descriptive qualitative research design. Creswell (2014) defined qualitative research as a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the setting of the participants; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. Bricki and Green (2007) defined Qualitative research as characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.

Research Instruments

The object of this study was an EFL textbook entitled *English for Junior High School Students: Pragmatic Based* for seventh-grade students of Junior High School. As a research and

development (R & D) outcome of the study supported by the Ministry of Education, Culture, Research, and Technology under the *Penelitian Terapan Unggulan Perguruan Tinggi* program, this book was created by the researchers themselves.

Research Procedures

The data for this study were gathered by doing the following steps: reading the textbook, studying the content, and gathering the textbook materials for analysis. After the data were collected, the researchers analyzed those data using Tomlinson's theory (1998 & 2011) about feasibility and *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022).

Findings

The findings were collected from the textbook entitled *English for Junior High School Students: Pragmatics Based* which were analyzed using Tomlinson's theory (1998 & 2011) and *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022).

The first analysis was using the theory from Tomlinson (1998) which is about criteria of good material which relate to some basic principles of Second Language Acquisition, namely (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and valuable, (5) materials should require and facilitate learner self-investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should take into account that learners differ in practical attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback. The findings are presented as follows:

Material should achieve impact

The first requirement was reflected in nine chapters provided in the textbook, those were; 1) Meeting People, 2) Thanking and Apologies, 3) Introducing People, 4) Expressing Times, Dates, and Numbers, 5) Identifying Animals, Things, and Public Places, 6) Characterizing Persons, Animals, and Things, 7) Giving Information of Habits and Function of Things, 8) Describing Persons, Places, and Things, 9) Identifying the Message and Themes of the Songs. Every chapter is provided by *Kompetensi Dasar* or Basic Competency, and the output must be achieved by the students at the end of the lesson.

Materials should help learners to feel at least

The second requirement was reflected by many exercises and other features such as dialogue and pictures, texts and illustrations displayed in the textbook. Every dialogue given in the textbook may be seen to have been preceded by a circumstance.

Materials should help learners to develop confidence

To fulfill the third requirement, the textbook provided many activities using expressions that can be done individually or in groups.

1. What is being taught should be perceived by learners as relevant and useful.

The fourth requirement was that students should believe what is being taught is pertinent and helpful. The textbook offers information that is pertinent and beneficial to students. They are described as follows:

Table 1. The materials in English for Junior High School Students: Pragmatics Based textbook

Chapter 1	The material presented in this chapter is about expressions of greeting and leave-taking which are packaged in the theme "Meeting People". Related to this theme, activities provided will be connected to expressing greetings and leave-taking while meeting people in the relevant situation.
Chapter 2	"Thanking and Apologizing" is the theme of this chapter. It contains expressions of thanking and apologies with several activities to support the learning process of the students. In this session, there are many tasks such as making a dialogue, responding to specific situations, arranging jumbled dialogue and sentences, translating, and so on. With these activities, students can explore greetings and leave-taking expressions in their context.
Chapter 3	Students will study self-introduction and other-introductions in this chapter, which has the "Introducing People" topic. The session also focused on grammar and vocabulary.
Chapter 4	The theme is "Expressing Times, Dates, and Numbers" which students will learn about asking and giving information about time, day, and date. The material also includes ordinal numbers, cardinal numbers, time, days and months, and dates. Several tasks in pairs or individuals are available in this chapter. Students can use these expressions more effectively if they have a better understanding of how to use them (Rowntree, 1997; Richard, 2001; Novianti, 2014).
Chapter 5	The theme of the fifth chapter is "Identifying Animals, Things, and Public Places". Students will be taught about identifying the name of animals, things, and public places and asking for and giving information about animals, things, and public places. In addition, there are singular and plural, prepositions places article explanations in this chapter.
Chapter 6	The sixth chapter explains asking for and giving information about the characteristics of a person, animal, and thing with the theme "Characterizing Persons, Animals, and Things". There are many activities related to the theme, so that later, students will be able to ask and give information about the characteristics of a person, animal, and thing.

Chapter 7	“Giving Information of Habits and Function of Things” is the theme of the seventh chapter. Students will learn about asking for and giving information about the habits of person or animal and asking for and giving information about the function of things.
Chapter 8	This chapter discusses describing someone, a place, orating in the theme “Describing Persons, Places, and Things”. Students can better understand the materials because they are presented in text or dialogue. Many topic-related activities help children learn how to describe people, places, and things.
Chapter 9	Last chapter with the theme “Identifying the Message and Themes of the Song”. This part is hoped that students will be able to identify the message of the song and identify the theme of the song.

Materials should require and facilitate learner personal-investment

The fifth requirement was that learning materials should encourage student personality investment. Materials in this textbook are available to help students. This textbook has four exercises for the four English language skills: hearing in activity three of chapter 1, speaking in activity five of chapter 4, reading in activity five of chapter 6, and writing in activity nine of chapter 6.

Learners must be ready to acquire the points being taught

The sixth requirement was that students must be prepared to understand the concepts being taught. This textbook develops students' preparation by putting an emphasis on grammar or vocabulary and linguistic elements. Consider concentrating on your vocabulary and grammar.

2. Materials should expose the learner to language in authentic use.

The seventh requirement was that materials should expose the learners to language in authentic use. This *English for Junior High School Students: Pragmatics Based textbook* contains some original material, such as songs.

The learners attention should be drawn to linguistic features of the input

The eighth requirement was that the learners' attention should be drawn to linguistic features of the input. This book gives an activity focused on grammar and vocabulary. It can give learners attention to the linguistic features of the input.

Materials should provide the learners with opportunities to use the target language to achieve the communicative purpose

The ninth requirement was material should provide the learners with opportunities to use the target language to achieve the communicative purpose. The communicative interaction can be in the form of post-reading, creative writing, and creative speaking activities (Fakhomah, 2017). This textbook gives chapters on communicative interaction. Chapter 1 includes listening, speaking, reading, and writing activities. Chapter 2 includes listening, speaking, reading, and writing activities. Chapter 3 includes speaking, reading, and writing activities. Chapter 4 includes listening, speaking, reading, and writing activities. Chapter 5 includes listening, speaking, reading, and writing activities. Chapter 6 includes listening, speaking, reading, and writing activities. Chapter 7 includes listening, speaking, reading, and writing activities. Chapter 8 includes listening, reading, and writing activities. Chapter 9 includes listening, speaking, reading, and writing activities.

On the other hand, materials 10-14 should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities, materials 15 should not rely too much on controlled practice, and materials 16 should provide opportunities for outcome feedback.

Materials should consider that the positive effects of instruction are usually delayed

The tenth requirement was materials should consider that the positive effects of instruction are usually delayed. The materials are arranged related to the topic. It can ease students to study English from primary to complex materials.

Materials should consider that learners differ in learning style

The eleventh requirement was that resources take different learning styles into account. Numerous activities are offered in the textbook *English for Junior High School Students: Pragmatics Based* to help students discover their learning preferences. The example of three different learning style is displayed as follows.

Table 2. The example of an activity for auditory learning style

Listen to your teacher!	
Situation: Mrs. Julia is counting the students in the classroom. She asks them to count one by one before starting the lesson.	
Mrs. Julia	Students, let's count on one! Start from the right row.
Students	One, two, three, four, five, six, seven, eight, nine, ten
Mrs. Julia	Next!
Students	Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen
Mrs. Julia	Next, please!
Students	Nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six.
Mrs. Julia	Ok, next!
Students	Twenty-seven, twenty-eight, twenty-nine, thirty, thirty-one, thirty-two, thirty-three.
Mrs. Julia	Ok, good. So, you are all present today. Well, let's start our lesson.

Table 3. The example of an activity for visual learning style

Read the text below, then answer the questions!
I want to tell you about my new pencil case. You see, it's a beautiful big pencil case. Um... it is round. It is made of leather. The color? It has a color like chocolate, dark brown. You know, I like the color because dirt cannot be noticed as easily with it. There are some pockets in my pencil case. The first one is the main pocket. It is between the small pockets. I usually put my writing utensils in it. The second one is the small pockets. I keep my money and my school identity in these pockets.

Table 4. *The example of activity for kinaesthetic learning style*

Role Play
Makeasimpledialogwithyourpartnerbasedonthefollowingtopicsandperformitinfront of the class. 1. Describing a new book to a friend. 2. Telling a movie to a cousin.

Materials should consider that learners differ in practical attitude

The twelfth requirement was materials should consider that learners differ in practical attitude. This textbook provides different activities to motivate and support students to learn.

Table 5. *An example of descriptive text*

My pencil
I have a new pencil. It is a souvenir from my sister who has just returned from Japan. It is a light and colorful pencil. Its color is yellow, green, red, blue, orange, and purple. It istencentimeterslong. Thereisaneraseratthetopendofthepencil. The shape of the eraser is a rabbit. It is adorable. I keep it in my pencil case.

9. Materials should permit a silent period at the beginning of instruction.

The materials must allow for a silent interval at the start of instruction, according to the thirteenth criteria. The textbook makes it easy for students to take a break before working on a question while listening to a voice recording of the information or while reading or studying a manuscript that contains the materials.

Table 6. *An example of silent period*

Activity1:Readthedialogbelow!Then, answer the following questions!
Activity2:Listen to the song “What Makes You Beautiful” by One Direction, and try to answer the following questions!

Materials should maximize learning potential by encouraging intellectual, aesthetic, and, emotional involvement which stimulates both right-brain and left-brain activities

The fourteenth requirement was that educational materials must encourage intellectual, aesthetic, and emotional engagement, which stimulates the right and left brains' respective processes, to the fullest extent possible. The right-brain works as a spatial ability such as music, creativity, art, and shape. Meanwhile, the left brain works in logical thinking, language and mathematics (Fakhomah, 2017). **The examples are as follows.**

Table 7. *An example of the right-brain activity*

Complete the sentences using the correct form of to be!
1. I..... a newcomer.
2. She..... a doctor.
3. Youbeautiful.
4. The students..... in the laboratory.
5. Susan From Surakarta.

Table 8. An example of left-brain activity

Listen to the song “Perfect” by Simple Plan, and do not search for its lyrics online. Try to fill in the blank lyrics below based on what you heard from the song.
PERFECT
Simple Plan Hey, Dad, look at me think back, and talk to me DidI grow up_____ (1) to plan?
And do you think I'm wasting my timeDoingthingsI wanna do? But it hurts when you_____ (2) all along now I try hard to make it I just want to make you _____ (3)
I'm never gonna be good_____ (4) for you can't_____ (5) that I'm alright And you can't change me' Cause we lost it allNothin'lastsforever I'm sorry I can't be perfectNowit'sjust too late And we can'tgoback
ImsorryIcan'tbe perfect

Materials should not rely too much on controlled practice

The fifteenth requirement materials should not rely too much on controlled practice. This textbook provides some activities that explore students’ abilities.

Table 9. An example of activity exploring students’ abilities with not rely too much on controlled practice

Activity9: Look at the pictures! Then, write the physical characteristics. What does s/he look like?

Materials should provide opportunities for outcome feedback

The sixteenth requirement was materials should provide opportunities for outcome feedback. This textbook includes reflection sections in each chapter. Reflection is used to measure the learners’ understanding of the materials.

The second analysis was using *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022). The focus of the examination was on *Buku Saku's* assertion that *Kurikulum Merdeka* curriculum explores not just the four English language abilities to listen, speaking, reading, and writing, but also viewing and presenting. The findings are presented as follows:

Table 10. *An example of a viewing-presenting activity*

Activity 11:
Scan the QR with your mobile phone, then you can watch a short documentary video about zoo, after that, share your thoughts and describe what you have watch!

Viewing activity is an important aspect of learning English. This activity involves the use of various types of visual media, such as videos, images, or presentations, to help students understand English in a broader context.

Some examples of viewing activities that can be done in *English for Junior High School Students: Pragmatics Based* textbook, include watching videos, observing pictures, watching presentations, and listening to audio. By watching videos, students can watch videos related to the topic of English being studied, such as news videos, movies or music clips. After watching, students can hold discussions or answer questions related to the video. By observing pictures, students can see pictures or illustrations related to the topic of English being studied. This can help students understand vocabulary and enrich their imagination. By watching presentations, students can watch presentations made by their teacher or classmates. After watching, students can provide feedback or ask questions about the topic of the presentation. By listening to audio, students can listen to audio, such as podcasts or news recordings, to improve their listening skills and understand English used in various contexts.

Viewing activities can help students broaden their understanding of English and improve listening, comprehension, and speaking skills. Therefore, this activity is very important to be applied in learning English.

Further, presenting activities are one of the important aspects of learning English. This activity involves the use of English orally to convey information or present ideas or ideas. historical, cultural, or social issues. This will help students enrich their vocabulary and improve their speaking skills in English. Some examples of presenting activities that can be done in *English for Junior High School Students: Pragmatics Based* textbook, include participating in debates, delivering speeches, and conducting a mock interview. By participating in debates, students can participate in debates about certain topics in English. This will help students improve their speaking, listening and organizing ideas in English. By delivering speeches, students can deliver speeches in English on topics relevant to their learning. This will help students deepen their understanding of English and improve their speaking skills. By conducting a mock interview, students can conduct a simulated job interview or college entrance interview in English. This will help students prepare for real-life situations where they need to use English. Presenting activities can help students improve their speaking, listening, and organizing ideas in English. Therefore, this activity is very important to be applied in learning English.

Discussion

This study intends to evaluate the viability of a research and development product—an *English for Junior High School Students: Pragmatics Based* textbook—created by the researchers themselves. Based on the findings, the textbook satisfies sixteen requirements outlined by both Tomlinson and *Buku Saku Tanya Jawab Kurikulum Merdeka* theories. The researchers gave another idea from Fakhomah (2017) to support the findings for the first criterion in the textbook, which states that impact can be created if the materials (textbook) are new, diversified, presented nicely, and have compelling content. The study's analysis of the textbook includes a variety of texts on strange subjects.

The analysis using theory Tomlinson showed that *English for Junior High School Students: Pragmatics Based* has fulfilled the sixteen criteria of good textbook. The first requirement was reflected in nine chapters provided in the textbook. The second requirement was reflected by many exercises and other features such as dialogue and pictures, texts and illustrations displayed in the textbook. The third requirement, the textbook provided many activities using expressions that can be done individually or in groups. The fourth requirement was that students should believe what is being taught is pertinent and helpful. The fifth requirement was that learning materials should encourage student personality investment. The sixth requirement was that students must be prepared to understand the concepts being taught. The seventh requirement was that materials should expose the learners to language in authentic use. The eighth requirement was that the learners' attention should be drawn to linguistic features of the input. The materials must allow for a silent interval at the start of instruction, according to the thirteenth criteria. The fourteenth requirement was that educational materials must encourage intellectual, aesthetic, and emotional engagement, which stimulates the right and left brains' respective processes, to the fullest extent possible. The fifteenth requirement is materials should not rely too much on controlled practice. The sixteenth requirement was materials should provide opportunities for outcome feedback. This textbook includes reflection sections in each chapter. Therefore, the *English for Junior High School Students: Pragmatics Based* textbook is suitable to be used by the seventh-grade students of Junior High School.

The second analysis using *Buku Saku Tanya Jawab Kurikulum Merdeka* showing that the *English for Junior High School Students: Pragmatics Based* textbook has features that should be acquired by students which are listening, speaking, reading, writing, viewing, and presenting. Students will be exposed to a range of text types during reading-viewing, which they can examine and assess. Contrarily, by completing the tasks in writing-presenting, students are able to convey and present their content. In addition to the traditional skills, the inclusion of viewing and presenting recognizes the importance of visual literacy and effective communication skills in today's digital age. This approach acknowledges that students need to be able to understand and interpret visual media, such as videos and images, and to communicate their ideas effectively through various modes of presentation. Overall, the inclusion of viewing and presenting in the *Kurikulum Merdeka* curriculum is a positive development, as it recognizes the importance of developing a range of skills that are relevant to today's world. It also reflects a broader understanding of language learning, which goes beyond traditional notions of language as a set of discrete skills to be mastered.

Moreover, *English for Junior High School Students: Pragmatics Based* textbook is equipped with audio and videos that can be accessed via Android and iOS. It is very handy and helpful to students and teachers as well to accommodate the learning and teaching process. It suggests that the textbook has a more comprehensive approach to English language learning. The inclusion of audio and video materials in a textbook that can be accessed via Android and iOS devices is a great way to enhance students' learning experience. These multimedia resources can provide a more engaging and interactive learning experience for students, as they can see and hear authentic language being used in context. Accessing the materials via mobile devices also makes the learning process more convenient and flexible, as students can access the materials anytime, anywhere, as long as they have an internet connection. This can be particularly beneficial for students who have busy schedules or limited access to traditional learning resources. Overall, the use of audio and video materials in a textbook that can be accessed via Android and iOS devices is a positive development in language learning, as it allows for a more engaging and interactive learning experience that is flexible and convenient for students. The study can make a valuable contribution to the field of education by providing insights into the development of a new textbook that focuses on pragmatics, which is the study of language use in context.

Conclusion

Finding a textbook that is appropriate for *Kurikulum Merdeka* will undoubtedly be a must for instructors after that curriculum is implemented. There will, of course, be considerations in selecting textbooks to facilitate and assist the teaching and learning process given the additional

abilities, reading-viewing and writing-presenting, relevant to the *Kurikulum Merdeka* that students must master. The textbook *English for Junior High School Students: Pragmatics Based* can be utilized as a supplement to the study findings and as a learning tool in the classroom as well as this research contributes to *Kurikulum Merdeka* while also meeting the needs of teachers and students. Therefore, the researchers advise English teachers, particularly in Indonesia, to use this textbook.

The researchers want to draw attention to the viewing and presenting activities for further researchers. Activities involving viewing and presenting in *Kurikulum Merdeka* are crucial components of this curriculum that students must learn. The combination of viewing and presenting activities can enhance students' comprehension of English as well as their speaking, listening, and idea-organizing abilities in the language. Both viewing and presenting must be seen in the English learning curriculum as crucial skills that complement one another and must be taught in an integrated way. There are, therefore, opportunities to perform additional research on this subject.

Acknowledgement

This study was supported by the Indonesian Ministry of Education, Culture, Research and Technology through DRTPM funding.

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(22 Maret 2023)

Tanggal 22 April 2023: Revisi ketiga

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The Analysis of Feasibility in EFL Textbook: A Contribution to *Kurikulum Merdeka*

ID 4489

Abstract

The researchers would like to combine theories from Tomlinson and *Buku Saku Tanya Jawab Kurikulum Merdeka* that had never been done previously. This study aimed at analyzing the feasibility features of a textbook entitled *English for Junior High School Students: Pragmatics Based* designed by the researchers themselves as an R&D product of the research funded by the Ministry of Education, Culture, Research, and Technology. This study employed a descriptive qualitative research design with the designed textbook for seventh-grade students of Junior High School as the research object, then analyzed using two theories mentioned previously. Based on the findings, the textbook fulfills sixteen criteria proposed by Tomlinson. It can be utilized as a supplement to the study findings and as a learning tool in the classroom as well as this research contributes to *Kurikulum Merdeka* while also meeting the needs of teachers and students. The combination of viewing and presenting activities can enhance students' comprehension of English as well as their speaking, listening, and idea-organizing abilities in the language. Both viewing and presenting must be seen in the English learning curriculum as crucial skills that complement one another and must be taught in an integrated way. The textbook is also equipped with audio and videos accessed via Android and iOS. Based on those findings, the textbook contributes to the latest curriculum that is *Kurikulum Merdeka* as a valuable supplementary textbook. Therefore, there are opportunities to conduct additional research on this topic.

Keywords: EFL, textbook, feasibility features, *Kurikulum Merdeka*

Introduction

The recovery of pandemic conditions is happening in the Indonesian education sector where online teaching has turned back into a face-to-face classroom. *Kurikulum Merdeka*, a new curriculum created to address the post-pandemic crisis in Indonesian education as a result of the current scenario, was introduced by the Ministry of Education. Based on *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022), issued by the Indonesian Ministry of Education, Culture, Research and Technology, *Kurikulum Merdeka* is a curriculum with a variety of intracurricular learning opportunities, where the content will be more suitable, allowing students enough time to explore ideas and develop skills. This curriculum has been piloted at schools so-called *Sekolah Penggerak* and is being implemented in the 2022/2023 academic year. In *Buku Saku Tanya Jawab Kurikulum Merdeka*, various national and international studies presented that Indonesia has experienced a learning crisis for a long time. Therefore, Indonesian education institutions are allowed to implement one curriculum suitable to the student's learning needs and must concern their competency achievement in the context of learning recovery. This *Kurikulum Merdeka* will become the national curriculum in 2024.

By changing the curriculum, learning tools need to be adjusted, including textbooks. Textbooks are a crucial component of the education system, and they play a significant role in shaping students' learning experiences. When the curriculum changes, it is essential to update textbooks to align with the new standards and learning objectives. It is important to note that changing textbooks and other learning tools can be a significant undertaking, and it often takes time to develop and distribute updated materials. Therefore, it is crucial to plan ahead and provide adequate resources and support to ensure a smooth transition to the new curriculum.

In this case, content and material should be adapted to the indicators and learning outcomes following *Kurikulum Merdeka* as well as support and implement the curriculum. To hope for the best, that the adjustment of the textbook will facilitate students and teachers in the

learning process. The current situation leads the researchers to their curiosity of analyzing the

feasibility features in an EFL textbook entitled *English for Junior High School Students: Pragmatics Based*. This book was designed from an R&D research design. It is expected that this book will be able to answer the need for *Kurikulum Merdeka* which will be implemented into a national curriculum in 2024.

Literature Review

EFL Textbook

It is widely known that textbooks are one of the essential aspects of the learning process. Textbooks are one of the learning media that are often used by teachers and students. In EFL context, textbooks play a crucial role. According to Maulana & Rizkiani (2019), many types of books designed for students of all levels and ages. Further, Masrupi et al. (2020) defined a textbook as a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. In addition, Arono & Syafrina (2017) remarked that a textbook is a created material designed as materials for teaching the learning process to increase the learners' knowledge and experience. Wulandari et al. (2021) also claimed that the textbook is the best tool for containing information about a specific subject and organizing it in a way that will have a big impact on how well students learn it in class. The most important one, based on Richards (2019) in Ayu (2020), textbooks are a vital component in language programs that function as the source of most language information (language input) both for language learning and for practicing English in the classroom. Thus, textbooks are one of the most important mediums in the learning and teaching process as they serve as a source and guideline to both students and teachers.

The reasons for using textbooks, first of all, the material must suitable for their needs. Secondly, the textbooks allowed the users to look forward to what we were going to do or to look back to what we had done. Third, the textbooks provided well-presented material that could only be replaced by the users at great expense both in terms of money and time. Finally, textbooks allowed the users to adapt and improvise while teaching (O'Neill, 1982).

Feasibility Features English Textbooks for Junior High School

In Indonesia, there is a National Education Standards Board that regulates several criteria of a good textbook. A good textbook must meet numerous requirements, including the feasibility of the material, the feasibility of the language, the feasibility of the presentation, and the feasibility of the illustrations. Cunningsworth (1995) suggests four criteria for evaluating textbooks: (1) textbook should correspond to learner's needs; (2) textbook should reflect the uses (present or future) which learner will make of the language; (3) textbook should take account of student's needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method; and (4) textbook should have a clear role as a support tool.

Some experts propose good criteria for English material (Rowntree, 1997; Richard, 2001; Novianti, 2014). It states that effective learning materials should: (1) pique the learner's interest; (2) remind them of earlier learning; (3) inform them of what they will learn next; (4) explain new learning content to them; (5) relate these ideas to learners' previous learning; (6) get learners to think about new content; (7) help them get feedback on their learning; (8) encourage them to practice; (9) ensure that they know what they are supposed to be doing; (10) allow them to check their prowess.

There are criteria for good material which relate to some basic principles of Second Language Acquisition (Tomlinson, 1998; Novianti, 2014). A good English textbook has the following criteria, and the criteria are: (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and valuable, (5) materials should require and facilitate learner self- investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve the communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should consider that learners differ in practical attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right-brain and left-brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback.

Learning Achievements in Kurikulum Merdeka

Three learning achievements that are emphasized in *Kurikulum Merdeka*; they are listening-speaking, reading-viewing, and writing-presenting. According to Haris Fadhillah (2020), listening-speaking, and using English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in a variety of ways in formal and informal familiar contexts. With repetition and alternation of vocabulary, students understand the main ideas and relevant details from discussions or presentations about various topics that are familiar and in the context of life at school and school house. They are involved in discussions, for example giving opinions, making comparisons and conveying preferences. They explain and clarify their answers using simple sentence structures and verbs. Reading-viewing, reading, and responding to both known and unexpected texts that have learnt language and predetermined structures. They seek and evaluate ideas, primary and specific information in various text types. This text can be in print or digital, including visual, multimodal, or interactive text. They identify the purpose of the text and begin to make inferences to understand the information implied in a text. In writing-presenting, communicate their ideas and experiences through simple and structured paragraphs, and show progress using specific vocabulary and sentence structure simple. Using examples, they plan, write, and present informational text, imagination, and persuasion using simple and compound sentences to construct arguments and explain or defend an opinion.

Method

This study employed a descriptive qualitative research design. Creswell (2014) defined qualitative research as a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the setting of the participants; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. Further, Bricki & Green (2007) defined Qualitative research as characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.

Instruments

The object of this study was an EFL textbook entitled *English for Junior High School Students: Pragmatic Based* for seventh-grade students of Junior High School. As a research and development (R&D) outcome of the study supported by the Ministry of Education, Culture, Research, and Technology under the *Penelitian Terapan Unggulan Perguruan Tinggi* program, this book was created by the researchers themselves.

Procedures

The data for this study were gathered by doing the following steps: reading the textbook, studying the content, and gathering the textbook materials for analysis. After the data were collected, the researchers analyzed those data using Tomlinson's theory (1998) about feasibility and *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022).

Results

The findings were collected from the textbook entitled *English for Junior High School Students: Pragmatics Based* which were analyzed using Tomlinson's theory (1998) and *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022).

The first analysis was using the theory from Tomlinson (1998) which is about criteria of good material which relate to some basic principles of Second Language Acquisition, namely (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and valuable, (5) materials should require and facilitate learner self-investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should take into account that learners differ in practical attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback. The findings are presented as follows:

1. Material should achieve impact

The first requirement was reflected in nine chapters provided in the textbook, those were; 1) Meeting People, 2) Thanking and Apologies, 3) Introducing People, 4) Expressing Times, Dates, and Numbers, 5) Identifying Animals, Things, and Public Places, 6) Characterizing Persons, Animals, and Things, 7) Giving Information of Habits and Function of Things, 8) Describing Persons, Places, and Things, 9) Identifying the Message and Themes of the Songs. Every chapter is provided by *Kompetensi Dasar* or Basic Competency, and the output must be achieved by the students at the end of the lesson.

2. Materials should help learners to feel at least.

The second requirement was reflected by many exercises and other features such as dialogue and pictures, texts and illustrations displayed in the textbook. Every dialogue given in the textbook may be seen to have been preceded by a circumstance.

3. Materials should help learners to develop confidence.

To fulfill the third requirement, the textbook provided many activities using expressions that can be done individually or in groups.

4. What is being taught should be perceived by learners as relevant and useful.

The fourth requirement was that students should believe what is being taught is pertinent and helpful. The textbook offers information that is pertinent and beneficial to students. They are described as follows:

Table 1. *The materials in English for Junior High School Students: Pragmatics Based textbook*

Chapter 1	The material presented in this chapter is about expressions of greeting and leave-taking which are packaged in the theme "Meeting People". Related to this theme, activities provided will be connected to expressing greetings and leave-taking while meeting people in the relevant situation.
Chapter 2	"Thanking and Apologizing" is the theme of this chapter. It contains expressions of thanking and apologies with several activities to support the learning process of the students. In this session, there are many tasks such as making a dialogue, responding to specific situations, arranging jumbled dialogue and sentences, translating, and so on. With these activities, students can explore greetings and leave-taking expressions in their context.
Chapter 3	Students will study self-introduction and other-introductions in this chapter, which has the "Introducing People" topic. The session also focused on grammar and vocabulary.
Chapter 4	This theme is "Expressing Times, Dates, and Numbers" which students will learn about asking and giving information about time, day, and date. The material also includes ordinal numbers, cardinal numbers, time, days and months, and dates. Several tasks in pairs or individuals are available in this chapter. Students can use these expressions more effectively if they have a better understanding of how to use them (Rowntree, 1997; Richard, 2001; Novianti, 2014).
Chapter 5	The theme of the fifth chapter is "Identifying Animals, Things, and Public Places". Students will be taught about identifying the name of animals, things, and public places and asking for and giving information about animals, things, and public places. In addition, there are singular and plural, prepositions place also article explanations in this chapter.
Chapter 6	The sixth chapter explains asking for and giving information about the characteristics of a person, animal, and thing with the theme "Characterizing Persons, Animals, and Things". There are many activities related to the theme, so that later, students will be able to ask and give information about the characteristics of a person, animal, and thing.

Chapter 7	“Giving Information of Habits and Function of Things” is the theme of the seventh chapter. Students will learn about asking for and giving information about the habits of person or animal and asking for and giving information about the function of things.
Chapter 8	This chapter discusses describing someone, a place, or a thing in the theme “Describing Persons, Places, and Things”. Students can better understand the materials because they are presented in text or dialogue. Many topic-related activities help children learn how to describe people, places, and things.
Chapter 9	Last chapter with the theme “Identifying the Message and Themes of the Song”. This part is hoped that students will be able to identify the message of the song and identify the theme of the song.

5. Materials should require and facilitate learner personal-investment.

The fifth requirement was that learning materials should encourage student personality-investment. Materials in this textbook are available to help students. This textbook has 4 exercises for the 4 English language skills: hearing in activity 3 of chapter 1, speaking in activity 5 of chapter 4, reading in activity 5 of chapter 6, and writing in activity 9 of chapter 6.

6. Learners must be ready to acquire the points being taught.

The sixth requirement was that students must be prepared to understand the concepts being taught. This textbook develops students' preparation by putting an emphasis on grammar or vocabulary and linguistic elements. Consider concentrating on your vocabulary and grammar.

7. Materials should expose the learners to language in authentic use.

The seventh requirement was that materials should expose the learners to language in authentic use. This *English for Junior High School Students: Pragmatics Based textbook* contains some original material, such as songs.

8. The learners' attention should be drawn to linguistic features of the input.

The eighth requirement was that the learners' attention should be drawn to linguistic features of the input. This book gives an activity focused on grammar and vocabulary. It can give learners' attention to the linguistic features of the input.

9. Materials should provide the learners with opportunities to use the target language to achieve the communicative purpose.

The ninth requirement was material should provide the learners with opportunities to use the target language to achieve the communicative purpose. The communicative interaction can be in the form of post-reading, creative writing, and creative speaking activities (Fakhomah, 2017). This textbook gives chapters on communicative interaction. Chapter 1 includes listening, speaking, reading, and writing activities. Chapter 2 includes listening, speaking, reading, and writing activities. Chapter 3 includes speaking, reading, and writing activities. Chapter 4 includes listening, speaking, reading, and writing activities. Chapter 5 includes listening, speaking, reading, and writing activities. Chapter 6 includes listening, speaking, reading, and writing activities. Chapter 7 includes listening, speaking, reading, and writing activities. Chapter 8 includes listening, reading, and writing activities. Chapter 9 includes listening, speaking, reading, and writing activities.

On the other hand, materials 10-14 should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities, materials 15 should not rely too much on controlled practice, and materials 16 should provide opportunities for outcome feedback.

10. Materials should consider that the positive effects of instruction are usually delayed.

The tenth requirement was materials should consider that the positive effects of instruction are usually delayed. The materials are arranged related to the topic. It can ease students to study English from primary to complex materials.

11. Materials should consider that learners differ in learning style.

The eleventh requirement was that resources take different learning styles into account. Numerous activities are offered in the textbook *English for Junior High School Students: Pragmatics Based* to help students discover their learning preferences. The example of three different learning style is displayed as follows.

Table 2. *The example of an activity for auditory learning style*

Listen to your teacher!	
Situation: Mrs. Julia is counting the students in the classroom. She asks them to count one by one before starting the lesson.	
Mrs. Julia	Students, let's count one by one! Start from the right row.
Students	One, two, three, four, five, six, seven, eight, nine, ten
Mrs. Julia	Next!
Students	Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen
Mrs. Julia	Next, please!
Students	Nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six.
Mrs. Julia	Ok, next!
Students	Twenty-seven, twenty-eight, twenty-nine, thirty, thirty-one, thirty-two, thirty-three.
Mrs. Julia	Ok, good. So, you are all present today. Well, let's start our lesson.

Table 3. *The example of an activity for visual learning style*

Read the text below, then answer the questions!
I want to tell you about my new pencil case. You see, it's a beautiful big pencil case. Um... it is round. It is made of leather. The color? It has a color like chocolate, dark brown. You know, I like the color because dirt cannot be noticed as easily with it. There are some pockets in my pencil case. The first one is the main pocket. It is between the smallpockets. I usually put my writing utensils in it. The second one is the small pockets. I keep my money and my school identity in these pockets.

Table 4. *The example of an activity for kinaesthetic learning style*

Role Play
Make a simple dialog with your partner based on the following topics and perform it in front of the class.
1. Describing a new book to a friend.
2. Telling a movie to a cousin.

12. Materials should consider that learners differ in practical attitude.

The twelfth requirement was materials should consider that learners differ in practical attitude. This textbook provides different activities to motivate and support students to learn.

Table 5. *An example of descriptive text*

My pencil
I have a new pencil. It is a souvenir from my sister who has just returned from Japan. It is a light and colorful pencil. Its color is yellow, green, red, blue, orange, and purple. It is ten centimeters long. There is an eraser at the top end of the pencil. The shape of the eraser is a rabbit. It is adorable. I keep it in my pencil case.

13. Materials should permit a silent period at the beginning of instruction.

The materials must allow for a silent interval at the start of instruction, according to the thirteenth criteria. The textbook makes it easy for students to take a break before working on a question while listening to a voice recording of the information or while reading or studying a manuscript that contains the materials.

Table 6. *An example of silent period*

Activity 1: Read the dialog below! Then, answer the following questions!
Activity 2: Listen to the song “What Makes You Beautiful” by One Direction, and try to answer the following questions!

14. Materials should maximize learning potential by encouraging intellectual, aesthetic and, emotional involvement which stimulates both right-brain and left-brain activities.

The fourteenth requirement was that educational materials must encourage intellectual, aesthetic, and emotional engagement, which stimulates the right and left brains' respective processes, to the fullest extent possible. The right-brain works as a spatial ability such as music, creativity, art, and shape. Meanwhile, the left-brain works in logical thinking, language and mathematics (Fakhomah, 2017).

Table 7. *An example of the right-brain activity*

Complete the sentences using the correct form of to be!
1. I a newcomer.
2. She a doctor.
3. You beautiful.
4. The students in the laboratory.
5. Susan from Surakarta.

Table 8. *An example of left-brain activity*

Listen to the song “Perfect” by Simple Plan, and do not search for its lyrics online. Try to fill in the blank lyrics below based on what you heard from the song.

PERFECT

Simple Plan Hey, Dad, look at me
Think back, and talk to me
Did I grow up_____ (1) to plan?

And do you think I'm wasting my time
Doing things I wanna do?
But it hurts when you_____ (2) all along
And now I try hard to make it
I just want to make you _____ (3)

I'm never gonna be good_____ (4) for you
Can't_____ (5) that I'm alright
And you can't change me
'Cause we lost it all
Nothin' lasts forever
I'm sorry I can't be perfect
Now it's just too late
And we can't go back

I'm sorry I can't be perfect

15. Materials should not rely too much on controlled practice.

The fifteenth requirement is materials should not rely too much on controlled practice. This textbook provides some activities that explore students’ abilities.

Table 9. *An example of activity exploring students’ abilities with not rely too much on controlled practice*

Activity 9:
Look at the pictures! Then, write the physical characteristics. What does s/he look like?

16. Materials should provide opportunities for outcome feedback.

The sixteenth requirement was materials should provide opportunities for outcome feedback. This textbook includes reflection sections in each chapter. Reflection is used to measure the learners’ understanding of the materials.

The second analysis was using *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022). The focus of the examination was on *Buku Saku's* assertion that *Kurikulum Merdeka* curriculum explores not just the four English language abilities of listening, speaking, reading, and writing, but also viewing and presenting. The findings are presented as follows:

Table 10. *An example of viewing-presenting activity*

Activity 11:
Scan the QR with your mobile phone, then you can watch a short documentary video about zoo, after that, share your thoughts and describe what you have watch!

Viewing activity is an important aspect of learning English. This activity involves the use of various types of visual media, such as videos, images, or presentations, to help students understand English in a broader context.

Some examples of viewing activities that can be done in *English for Junior High School Students: Pragmatics Based* textbook, include watching videos, observing pictures, watching presentations, and listening to audio. By watching videos, students can watch videos related to the topic of English being studied, such as news videos, movies or music clips. After watching, students can hold discussions or answer questions related to the video. By observing pictures, students can see pictures or illustrations related to the topic of English being studied. This can help students understand vocabulary and enrich their imagination. By watching presentations, students can watch presentations made by their teacher or classmates. After watching, students can provide feedback or ask questions about the topic of the presentation. By listening to audio, students can listen to audio, such as podcasts or news recordings, to improve their listening skills and understand English used in various contexts.

Viewing activities can help students broaden their understanding of English and improve listening, comprehension, and speaking skills. Therefore, this activity is very important to be applied in learning English.

Further, presenting activities are one of the important aspects of learning English. This activity involves the use of English orally to convey information or present ideas or ideas. historical, cultural, or social issues. This will help students enrich their vocabulary and improve their speaking skills in English. Some examples of presenting activities that can be done in *English for Junior High School Students: Pragmatics Based* textbook, include participating in debates, delivering speeches, and conducting a mock interview. By participating in debates, students can participate in debates about certain topics in English. This will help students improve their speaking, listening and organizing ideas in English. By delivering speeches, students can deliver speeches in English on topics relevant to their learning. This will help students deepen their understanding of English and improve their speaking skills. By conducting a mock interview, students can conduct a simulated job interview or college entrance interview in English. This will help students prepare for real-life situations where they need to use English.

Presenting activities can help students improve their speaking, listening, and organizing ideas in English. Therefore, this activity is very important to be applied in learning English.

Discussion

This study intends to evaluate the viability of a research and development product—an *English for Junior High School Students: Pragmatics Based* textbook—created by the researchers themselves. Based on the findings, the textbook satisfies sixteen requirements outlined by both Tomlinson and *Buku Saku Tanya Jawab Kurikulum Merdeka* theories. The researchers gave another idea from Fakhomah (2017) to support the findings for the first

criterion in the textbook, which states that impact can be created if the materials (textbook) are new, diversified, presented nicely, and have compelling content. The study's analysis of the textbook includes a variety of texts on strange subjects.

The analysis using theory Tomlinson showed that *English for Junior High School Students: Pragmatics Based* has fulfilled the sixteen criteria of good textbook. The first requirement was reflected in nine chapters provided in the textbook. The second requirement was reflected by many exercises and other features such as dialogue and pictures, texts and illustrations displayed in the textbook. The third requirement, the textbook provided many activities using expressions that can be done individually or in groups. The fourth requirement was that students should believe what is being taught is pertinent and helpful. The fifth requirement was that learning materials should encourage student personality-investment. The sixth requirement was that students must be prepared to understand the concepts being taught. The seventh requirement was that materials should expose the learners to language in authentic use. The eighth requirement was that the learners' attention should be drawn to linguistic features of the input. The materials must allow for a silent interval at the start of instruction, according to the thirteenth criteria. The fourteenth requirement was that educational materials must encourage intellectual, aesthetic, and emotional engagement, which stimulates the right and left brains' respective processes, to the fullest extent possible. The fifteenth requirement is materials should not rely too much on controlled practice. The sixteenth requirement was materials should provide opportunities for outcome feedback. This textbook includes reflection sections in each chapter. Therefore, the *English for Junior High School Students: Pragmatics Based* textbook is suitable to be used by the seventh-grade students of Junior High School.

The second analysis using *Buku Saku Tanya Jawab Kurikulum Merdeka* showing that the *English for Junior High School Students: Pragmatics Based* textbook has features that should be acquired by students which are listening, speaking, reading, writing, viewing, and presenting. Students will be exposed to a range of text types during reading-viewing, which they can examine and assess. Contrarily, by completing the tasks in writing-presenting, students are able to convey and present their content. In addition to the traditional skills, the inclusion of viewing and presenting recognizes the importance of visual literacy and effective communication skills in today's digital age. This approach acknowledges that students need to be able to understand and interpret visual media, such as videos and images, and to communicate their ideas effectively through various modes of presentation. Overall, the inclusion of viewing and presenting in the *Kurikulum Merdeka* curriculum is a positive development, as it recognizes the importance of developing a range of skills that are relevant to today's world. It also reflects a broader understanding of language learning, which goes beyond traditional notions of language as a set of discrete skills to be mastered.

Moreover, *English for Junior High School Students: Pragmatics Based* textbook is equipped with audio and videos that can be accessed via Android and iOS. It is very handy and helpful to students and teachers as well to accommodate the learning and teaching process. It suggests that the textbook has a more comprehensive approach to English language learning. The inclusion of audio and video materials in a textbook that can be accessed via Android and iOS devices is a great way to enhance students' learning experience. These multimedia resources can provide a more engaging and interactive learning experience for students, as they can see and hear authentic language being used in context. Accessing the materials via mobile devices also makes the learning process more convenient and flexible, as students can access the materials anytime, anywhere, as long as they have an internet connection. This can be particularly beneficial for students who have busy schedules or limited access to traditional learning resources. Overall, the use of audio and video materials in a textbook that can be accessed via Android and iOS devices is a positive development in language learning, as it allows for a more engaging and interactive learning experience that is flexible and convenient for students.

Conclusion

Finding a textbook that is appropriate for *Kurikulum Merdeka* will undoubtedly be a must for instructors after that curriculum is implemented. There will, of course, be considerations in selecting textbooks to facilitate and assist the teaching and learning process given the additional abilities, reading-viewing and writing-presenting, relevant to the *Kurikulum Merdeka* that students must master. The textbook *English for Junior High School Students: Pragmatics Based* can be utilized as a supplement to the study findings and as a learning tool in the classroom as well as this research contributes to *Kurikulum Merdeka* while also meeting the needs of teachers and students. Therefore, the researchers advise English teachers, particularly in Indonesia, to use this textbook.

The researchers want to draw attention to the viewing and presenting activities for further researchers. Activities involving viewing and presenting in *Kurikulum Merdeka* are crucial components of this curriculum that students must learn. The combination of viewing and presenting activities can enhance students' comprehension of English as well as their speaking, listening, and idea-organizing abilities in the language. Both viewing and presenting must be seen in the English learning curriculum as crucial skills that complement one another and must be taught in an integrated way. There are, therefore, opportunities to perform additional research on this subject.

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The Analysis of Feasibility in EFL Textbook: A Contribution to *Kurikulum Merdeka*

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Abstract

The researchers would like to combine theories from Tomlinson and *Buku Saku Tanya Jawab Kurikulum Merdeka* that never been done previously by analyzing the feasibility features of a textbook entitled *English for Junior High School Students: Pragmatics Based* designed by the researchers themselves as an R & D product of the research. The study can make a valuable contribution to the field of education by providing insights into the development of a new textbook that focuses on pragmatics. It employed a descriptive qualitative research design with the designed textbook for seventh-grade students as the research object, then analyzed using two theories mentioned previously. Based on the findings, the textbook fulfills sixteen criteria proposed by Tomlinson. It can be utilized as a supplement to the study findings and as a learning tool in the classroom as well as this research contributes to *Kurikulum Merdeka* while also meeting the needs of teachers and students. The combination of viewing and presenting activities can enhance students' comprehension of English as well as their speaking, listening, and idea-organizing abilities in the language. Both viewing and presenting must be seen in the English learning curriculum as crucial skills that complement one another and must be taught in an integrated way. The textbook is also equipped with audio and videos accessed via Android and iOS. Based on those findings, the textbook contributes to the latest curriculum that is *Kurikulum Merdeka* as a valuable supplementary textbook. Therefore, there are opportunities to conduct additional research on this topic.

Keywords: English as Foreign Language, feasibility features, Junior High School, *Kurikulum Merdeka*, Pragmatics, textbook

Introduction

The recovery of pandemic conditions is happening in the Indonesian education sector where online teaching has turned back into a face-to-face classroom. *Kurikulum Merdeka*, a new curriculum created to address the post-pandemic crisis in Indonesian education as a result of the current scenario, was introduced by the Ministry of Education. Based on *Buku Saku Tanya Jawab*

Kurikulum Merdeka (2022), issued by the Indonesian Ministry of Education, Culture, Research and Technology, *Kurikulum Merdeka* is a curriculum with a variety of intracurricular learning opportunities, where the content will be more suitable, allowing students enough time to explore ideas and develop skills. This curriculum has been piloted at schools so-called *Sekolah Penggerak* and is being implemented in the 2022/2023 academic year. In *Buku Saku Tanya Jawab Kurikulum Merdeka*, various national and international studies presented that Indonesia has experienced a learning crisis for a long time. Therefore, Indonesian education institutions are allowed to implement one curriculum suitable to the student’s learning needs and must concern their competency achievement in the context of learning recovery. This *Kurikulum Merdeka* will become the national curriculum in 2024.

By changing the curriculum, learning tools need to be adjusted, including textbooks. Textbooks are a crucial component of the education system, and they play a significant role in shaping students’ learning experiences. When the curriculum changes, it is essential to update textbooks to align with the new standards and learning objectives. It is important to note that changing textbooks and other learning tools can be a significant undertaking, and it often takes time to develop and distribute updated materials. Therefore, it is crucial to plan ahead and provide adequate resources and support to ensure a smooth transition to the new curriculum.

In this case, content and material should be adapted to the indicators and learning outcomes following *Kurikulum Merdeka* as well as support and implement the curriculum. To hope for the best, that the adjustment of the textbook will facilitate students and teachers in the learning process. The current situation leads the researchers to their curiosity of analyzing the feasibility features in an EFL textbook entitled *English for Junior High School Students: Pragmatics Based*. This book was designed from an R&D research design. It is expected that this book will be able to answer the need for *Kurikulum Merdeka* which will be implemented into the national curriculum in 2024. With this backdrop in mind, This study sought to assess the viability of the characteristics of an English for Junior High School Students: Pragmatics-Based textbook created by the researchers as an R & D product of research financed by the Ministry of Education, Culture, Research, and Technology. The study has the potential to make a significant contribution to the area of education by offering insights into the development of a new textbook focusing on pragmatics, which is the study of language usage in context. This can be especially important for junior high school students, as they are at a crucial stage of language development and social interactions. Since then, there is a lack of textbooks that specifically address pragmatics-based English learning for junior high school students, this study can fill that gap and offer an innovative approach to language teaching and learning.

Literature Review

EFL Textbook

It is widely known that textbooks are one of the essential aspects of the learning process. Textbooks are one of the learning media that are often used by teachers and students. In the EFL context, textbooks play a crucial role. According to Maulana and Rizkiani (2019), many types of books are designed for students of all levels and ages. Further, Masrupi et al (2020) defined a textbook as a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. In addition, Arono and Syafrina (2017) noticed that a textbook is a created material designed as materials for teaching the learning process to increase the learner’s knowledge and experience. Wulandari and Mulyadi (2021) also claimed that the textbook is the best tool for containing information about a specific subject and organizing it in a way that will have a big impact on how well students learn it in class. The most important one, based on Richards (2019) in Ayu (2020), textbooks are a vital component in language programs that function as the source of most language information (language input) both for

language learning and for practicing English in the classroom. Thus, textbooks are one of the most important mediums in the learning and teaching process as they serve as a source and guideline to both students and teachers.

The reasons for using textbooks, first of all, the material must be suitable for their needs. Secondly, the textbooks allowed the users to look forward to what we were going to do or to look back at what we had done. Third, the textbooks provided well-presented material that could only be replaced by the users at great expense both in terms of money and time. Finally, textbooks allowed the users to adapt and improvise while teaching (O’Neill, 1982).

Feasibility Features English Textbooks for Junior High School

In Indonesia, there is a National Education Standards Board that regulates several criteria for a good textbook. A good textbook must meet numerous requirements, including the feasibility of the material, the feasibility of the language, the feasibility of the presentation, and the feasibility of the illustrations. Cunningsworth (1995) suggests four criteria for evaluating textbooks: (1) the textbook should correspond to the learner's needs; (2) the textbook should reflect the uses (present or future) which learner will make of the language; (3) textbook should take account of student's needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method; and (4) textbook should have a clear role as a support tool.

Some experts propose good criteria for English material (Rowntree, 1997; Richard, 2001; Novianti, 2014). It states that effective learning materials should: (1) pique the learner's interest; (2) remind them of earlier learning; (3) inform them of what they will learn next; (4) explain new learning content to them; (5) relate these ideas to learners' previous learning; (6) get learners to think about new content; (7) help them get feedback on their learning; (8) encourage them to practice; (9) ensure that they know what they are supposed to be doing; (10) allow them to check their process.

There are criteria for good material which relate to some basic principles of Second Language Acquisition (Tomlinson, 1998, Tomlinson, 2011; Tomlinson & Matsuhara, 2008; Novianti, 2014). A good English textbook has the following criteria, and the criteria are: (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and valuable, (5) materials should require and facilitate learner self-investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners’ attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve the communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should consider that learners differ in practical attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right-brain and left-brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback.

Learning Achievements in Kurikulum Merdeka

Three learning achievements are emphasized in *Kurikulum Merdeka*; they are listening-speaking, reading-viewing, and writing-presenting. According to Fadhillah (2020), listening-speaking, and using English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in a variety of ways in formal and informal familiar contexts. With repetition and alternation of vocabulary, students understand the main ideas and relevant details from discussions or presentations about various topics that are familiar and in the

context of life at school and schoolhouse. They are involved in discussions, for example giving opinions, making comparisons and conveying preferences. They explain and clarify their answers using simple sentence structures and verbs. Reading-viewing, reading, and responding to both known and unexpected texts that have learnt language and predetermined structures. They seek and evaluate ideas, primary and specific information in various text types. This text can be in print or digital, including visual, multimodal, or interactive text. They identify the purpose of the text and begin to make inferences to understand the information implied in a text. In writing-presenting, communicate their ideas and experiences through simple and structured paragraphs, and show progress using specific vocabulary and sentence structure simple. Using examples, they plan, write, and present informational text, imagination, and persuasion using simple and compound sentences to construct arguments and explain or defend an opinion.

Method

This study employed a descriptive qualitative research design. Creswell (2014) defined qualitative research as a means for exploring and understanding the meaning of individuals or groups ascribed to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the setting of the participants; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. Bricki and Green (2007) defined Qualitative research as characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.

Research Instruments

The object of this study was an EFL textbook entitled *English for Junior High School Students: Pragmatic Based* for seventh-grade students of Junior High School. As a research and development (R & D) outcome of the study supported by the Ministry of Education, Culture, Research, and Technology under the *Penelitian Terapan Unggulan Perguruan Tinggi* program, this book was created by the researchers themselves.

Research Procedures

The data for this study were gathered by doing the following steps: reading the textbook, studying the content, and gathering the textbook materials for analysis. After the data were collected, the researchers analyzed those data using Tomlinson’s theory (1998 & 2011) about the feasibility and *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022).

Findings

The findings were collected from the textbook entitled *English for Junior High School Students: Pragmatics Based* which was analyzed using Tomlinson’s theory (1998 & 2011) and *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022).

The first analysis was using the theory from Tomlinson (1998) which is about criteria of good material which relate to some basic principles of Second Language Acquisition, namely (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and valuable, (5) materials should require and facilitate learner self-investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners’ attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve communicative purpose, (10) materials should take into account that

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the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should take into account that learners differ in practical attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, an esthetic and emotional involvement which stimulates both right and left brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback. The findings are presented as follows:

The material should achieve an impact

The first requirement was reflected in nine chapters provided in the textbook, those were; 1) Meeting People, 2) Thanking and Apologies, 3) Introducing People, 4) Expressing Times, Dates, and Numbers, 5) Identifying Animals, Things, and Public Places, 6) Characterizing Persons, Animals, and Things, 7) Giving Information of Habits and Function of Things, 8) Describing Persons, Places, and Things, 9) Identifying the Message and Themes of the Songs. Every chapter is provided by *Kompetensi Dasar* or Basic Competency, and the output must be achieved by the students at the end of the lesson.

Materials should help learners to feel at least

The second requirement was reflected by many exercises and other features such as dialogue and pictures, texts and illustrations displayed in the textbook. Every dialogue given in the textbook may be seen to have been preceded by a circumstance.

Materials should help learners to develop confidence

To fulfill the third requirement, the textbook provided many activities using expressions that can be done individually or in groups.

1. What is being taught should be perceived by learners as relevant and useful.

The fourth requirement was that students should believe what is being taught is pertinent and helpful. The textbook offers information that is pertinent and beneficial to students. They are described as follows:

Table 1. *The materials in English for junior high school students: Pragmatics based textbook*

Chapter 1	The material presented in this chapter is about expressions of greeting and leave-taking which are packaged in the theme "Meeting People". Related to this theme, activities provided will be connected to expressing greetings and leave-taking while meeting people in the relevant situation.
Chapter 2	“Thanking and Apologizing” is the theme of this chapter. It contains expressions of thanking and apologies with several activities to support the learning process of the students. In this session, there are many tasks such as making a dialogue, responding to specific situations, arranging jumbled dialogue and sentences, translating, and so on. With these activities, students can explore greetings and leave-taking expressions in their context.
Chapter 3	Students will study self-introduction and other-introductions in this chapter, which has the "Introducing People" topic. The session also focused on grammar and vocabulary.
Chapter 4	The theme is “Expressing Times, Dates, and Numbers” which students will learn about asking and giving information about time, day, and date. The material also includes ordinal numbers, cardinal numbers, time, days and months, and dates. Several tasks in pairs or individuals are available in this chapter. Students can use these expressions more effectively if they have a better understanding of how to use them (Rowntree, 1997; Richard, 2001; Novianti, 2014).
Chapter 5	The theme of the fifth chapter is “Identifying Animals, Things, and Public Places”. Students will be taught about identifying the name of animals, things, and public places and asking for and giving information about animals, things, and public places. In addition, there are singular and plural, prepositions places article explanations in this chapter.
Chapter 6	The sixth chapter explains asking for and giving information about the characteristics of a person, animal, and thing with the theme “Characterizing Persons, Animals, and Things”. There are many activities related to the theme, so that later, students will be able to ask and give information about the characteristics of a person, animal, and thing.

Chapter 7	“Giving Information of Habits and Function of Things” is the theme of the seventh chapter. Students will learn about asking for and giving information about the habits of person or animal and asking for and giving information about the function of things.
Chapter 8	This chapter discusses describing someone, a place, orating in the theme “Describing Persons, Places, and Things”. Students can better understand the materials because they are presented in text or dialogue. Many topic-related activities help children learn how to describe people, places, and things.
Chapter 9	Last chapter with the theme “Identifying the Message and Themes of the Song”. This part is hoped that students will be able to identify the message of the song and identify the theme of the song.

Materials should require and facilitate the learner's personal-investment

The fifth requirement was that learning materials should encourage student personality investment. Materials in this textbook are available to help students. This textbook has four exercises for the four English language skills: hearing in activity three of Chapter 1, speaking in Activity five of Chapter 4, reading in Activity Five of Chapter 6, and writing in activity nine of chapter 6.

Learners must be ready to acquire the points being taught

The sixth requirement was that students must be prepared to understand the concepts being taught. This textbook develops students' preparation by emphasizing grammar or vocabulary and linguistic elements. Consider concentrating on your vocabulary and grammar. ***Materials should expose the learners to language in authentic use.***

Theseventh requirement was that materials should expose the learners to language in authentic use. This *English for Junior High School Students: Pragmatics Based textbook* contains some original material, such as songs.

The learners' attention should be drawn to the linguistic features of the input

The eighth requirement was that the learners' attention should be drawn to the linguistic features of the input. This book gives an activity focused on grammar and vocabulary. It can give learners attention to the linguistic features of the input.

Materials should provide the learners with opportunities to use the target language to achieve the communicative purpose

The ninth requirement was material should provide the learners with opportunities to use the target language to achieve the communicative purpose. The communicative interaction can be in the form of post-reading, creative writing, and creative speaking activities (Fakhomah, 2017). This textbook gives chapters on communicative interaction. Chapter 1 includes listening, speaking, reading, and writing activities. Chapter 2 includes listening, speaking, reading, and writing activities. Chapter 3 includes speaking, reading, and writing activities. Chapter 4 includes listening, speaking, reading, and writing activities. Chapter 5 includes listening, speaking, reading, and writing activities. Chapter 6 includes listening, speaking, reading, and writing activities. Chapter 7 includes listening, speaking, reading, and writing activities. Chapter 8 includes listening, reading, and writing activities. Chapter 9 includes listening, speaking, reading, and writing activities.

On the other hand, materials 10-14 should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities, materials 15 should not rely too much on controlled practice, and materials 16 should provide opportunities for outcome feedback.

Materials should consider that the positive effects of instruction are usually delayed

The tenth requirement was materials should consider that the positive effects of instruction are usually delayed. The materials are arranged related to the topic. It can ease students to study English from primary to complex materials.

Materials should consider that learners differ in learning style

The eleventh requirement was that resources take different learning styles into account. Numerous activities are offered in the textbook *English for Junior High School Students: Pragmatics Based* to help students discover their learning preferences. The example of three different learning styles is displayed as follows.

Table 2. *The example of an activity for auditory learning style*

Listen to your teacher!	
Situation: Mrs. Julia is counting the students in the classroom. She asks them to count one by one before starting the lesson.	
Mrs. Julia	Students, let's count on one! Start from the right row.
Students	One, two, three, four, five, six, seven, eight, nine, ten
Mrs. Julia	Next!
Students	Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen
Mrs. Julia	Next, please!
Students	Nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six.
Mrs. Julia	Ok, next!
Students	Twenty-seven, twenty-eight, twenty-nine, thirty, thirty-one, thirty-two, thirty-three.
Mrs. Julia	Ok, good. So, you are all present today. Well, let's start our lesson.

Table 3. *The example of an activity for visual learning style*

Read the text below, then answer the questions!
I want to tell you about my new pencil case. You see, it's a beautiful big pencil case. Um... it is round. It is made of leather. The color? It has a color like chocolate, dark brown. You know, I like the color because dirt cannot be noticed as easily with it. There are some pockets in my pencil case. The first one is the main pocket. It is between the small pockets. Usually put my writing utensils in it. The second one is the small pockets. I keep my money and my school identity in these pockets.

Table 4. *The example of activity for kinaesthetic learning style*

Role Play
Makeasimpledialogwithyourpartnerbasedonthefollowingtopicsandperformitinfront of the class. 1. Describing a new book to a friend. 2. Telling a movie to a cousin.

Materials should consider that learners differ in practical attitude

The twelfth requirement was materials should consider that learners differ in practical attitude. This textbook provides different activities to motivate and support students to learn.

Table 5. *An example of descriptive text*

My pencil
I have a new pencil. It is a souvenir from my sister who has just returned from Japan. It is a light and colorful pencil. Its color is yellow, green, red, blue, orange, and purple. It istencentimeterslong. Thereisaneraseratthetopendofthepencil. The shape of the eraser is a rabbit. It is adorable. I keep it in my pencil case.

9. Materials should permit a silent period at the beginning of instruction.

The materials must allow for a silent interval at the start of instruction, according to the thirteenth criteria. The textbook makes it easy for students to take a break before working on a question while listening to a voice recording of the information or while reading or studying a manuscript that contains the materials.

Table 6. *An example of silent period*

Activity1:Readthedialogbelow!Then, answer the following questions!
Activity2:Listen to the song “What Makes You Beautiful” by One Direction, and try to answer the following questions!

Materials should maximize learning potential by encouraging intellectual, aesthetic, and, emotional involvement which stimulates both right-brain and left-brain activities

The fourteenth requirement was that educational materials must encourage intellectual, aesthetic, and emotional engagement, which stimulates the right and left brains' respective processes, to the fullest extent possible. The right-brain works as a spatial ability such as music, creativity, art, and shape. Meanwhile, the left brain works in logical thinking, language and mathematics (Fakhomah, 2017). The examples are as follows.

Table 7. *An example of the right-brain activity*

Complete the sentences using the correct form of to be!
1. I..... a newcomer.
2. She..... a doctor.
3. Youbeautiful.
4. The students..... in the laboratory.
5. Susan From Surakarta.

Table 8. *An example of left-brain activity*

Listen to the song “Perfect” by Simple Plan, and do not search for its lyrics online. Try to fill in the blank lyrics below based on what you heard from the song.
PERFECT
Simple Plan Hey, Dad, look at me think back, and talk to me DidI grow up_____ (1) to plan?
And do you think I'm wasting my timeDoingthingsI wanna do? But it hurts when you_____ (2) all along now I try hard to make it I just want to make you _____ (3)
I'm never gonna be good_____ (4) for you can't_____ (5) that I'm alright And you can't change me' Cause we lost it allNothin'lastsforever I'm sorry I can't be perfectNowit'sjust too late And we can'tgoback ImsorryIcan'tbe perfect

Materials should not rely too much on controlled practice

The fifteenth requirement materials should not rely too much on controlled practice. This textbook provides some activities that explore students’ abilities.

Table 9. *An example of an activity exploring students’ abilities with not rely too much on controlled practice*

Activity9: Look at the pictures! Then, write the physical characteristics.Whatdoes s/he look like?

Materials should provide opportunities for outcome feedback

The sixteenth requirement was materials should provide opportunities for outcome feedback. This textbook includes reflection sections in each chapter. Reflection is used to measure the learners’ understanding of the materials.

The second analysis was using *Buku Saku Tanya Jawab Kurikulum Merdeka* (2022). The focus of the examination was on *Buku Saku's* assertion that *Kurikulum Merdeka* curriculum explores not just the four English language abilities to listen, speaking, reading, and writing, but also viewing and presenting. The findings are presented as follows:

Table 10. *An example of a viewing-presenting activity*

Activity 11: Scan the QR with your mobile phone, then you can watch a short documentary video about zoo, after that, share your thoughts and describe what you have watch!

Viewing activity is an important aspect of learning English. This activity involves the use of various types of visual media, such as videos, images, or presentations, to help students understand English in a broader context.

Some examples of viewing activities that can be done in *English for Junior High School Students: Pragmatics Based* textbook, including watching videos, observing pictures, watching presentations, and listening to audio. By watching videos, students can watch videos related to the topic of English being studied, such as news videos, movies or music clips. After watching, students can hold discussions or answer questions related to the video. By observing pictures, students can see pictures or illustrations related to the topic of English being studied. This can help students understand vocabulary and enrich their imagination. By watching presentations, students can watch presentations made by their teacher or classmates. After watching, students can provide feedback or ask questions about the topic of the presentation. By listening to audio, students can listen to audio, such as podcasts or news recordings, to improve their listening skills and understand English used in various contexts.

Viewing activities can help students broaden their understanding of English and improve listening, comprehension, and speaking skills. Therefore, this activity is very important to be applied in learning English.

Further, presenting activities are one of the important aspects of learning English. This activity involves the use of English orally to convey information or present ideas or ideas. historical, cultural, or social issues. This will help students enrich their vocabulary and improve their speaking skills in English. Some examples of presenting activities that can be done in *English for Junior High School Students: Pragmatics Based* textbook, include participating in debates, delivering speeches, and conducting a mock interview. By participating in debates, students can participate in debates about certain topics in English. This will help students improve their speaking, listening and organizing ideas in English. By delivering speeches, students can deliver speeches in English on topics relevant to their learning. This will help students deepen their understanding of English and improve their speaking skills. By conducting a mock interview, students can conduct a simulated job interview or college entrance interview in English. This will help students prepare for real-life situations where they need to use English. Presenting activities can help students improve their speaking, listening, and organizing ideas in English. Therefore, this activity is very important to be applied in learning English.

Discussion

This study intends to evaluate the viability of a research and development product—an *English for Junior High School Students: Pragmatics Based* textbook—created by the researchers themselves. Based on the findings, the textbook satisfies sixteen requirements outlined by both Tomlinson and *Buku Saku Tanya Jawab Kurikulum Merdeka* theories. The researchers gave another idea from Fakhomah (2017) to support the findings for the first criterion in the textbook, which states that impact can be created if the materials (textbook) are new, diversified, presented nicely, and have compelling content. The study's analysis of the textbook includes a variety of texts on strange subjects.

The analysis using theory Tomlinson showed that *English for Junior High School Students: Pragmatics Based* has fulfilled the sixteen criteria of a good textbook. The first requirement was reflected in nine chapters provided in the textbook. The second requirement was reflected by many exercises and other features such as dialogue and pictures, texts and illustrations displayed in the textbook. The third requirement, the textbook provided many activities using expressions that can be done individually or in groups. The fourth requirement was that students should believe what is being taught is pertinent and helpful. The fifth requirement was that learning materials should encourage student personality investment. The sixth requirement was that students must be prepared to understand the concepts being taught. The seventh requirement was that materials should expose the learners to language in authentic use. The eighth requirement was that the learners' attention should be drawn to the linguistic features of the input. The materials must allow for a silent interval at the start of instruction, according to the thirteenth criterion. The fourteenth requirement was that educational materials must encourage intellectual, aesthetic, and emotional engagement, which stimulates the right and left brains' respective processes, to the fullest extent possible. The fifteenth requirement is materials should not rely too much on controlled practice. The sixteenth requirement was materials should provide opportunities for outcome feedback. This textbook includes reflection sections in each chapter. Therefore, the *English for Junior High School Students: Pragmatics Based* textbook is suitable to be used by seventh-grade students of Junior High School.

The second analysis using *Buku Saku Tanya Jawab Kurikulum Merdeka* shows that the *English for Junior High School Students: Pragmatics Based* textbook has features that should be acquired by students which are listening, speaking, reading, writing, viewing, and presenting. Students will be exposed to a range of text types during reading-viewing, which they can examine and assess. Contrarily, by completing the tasks in writing-presenting, students can convey and present their content. In addition to the traditional skills, the inclusion of viewing and presenting recognizes the importance of visual literacy and effective communication skills in today's digital age. This approach acknowledges that students need to be able to understand and interpret visual media, such as videos and images, and to communicate their ideas effectively through various modes of presentation. Overall, the inclusion of viewing and presenting in the *Kurikulum Merdeka* curriculum is a positive development, as it recognizes the importance of developing a range of skills that are relevant to today's world. It also reflects a broader understanding of language learning, which goes beyond traditional notions of language as a set of discrete skills to be mastered.

Moreover, the *English for Junior High School Students: Pragmatics Based* textbook is equipped with audio and videos that can be accessed via Android and iOS. It is very handy and helpful to students and teachers as well to accommodate the learning and teaching process. It suggests that the textbook has a more comprehensive approach to English language learning. The inclusion of audio and video materials in a textbook that can be accessed via Android and iOS devices is a great way to enhance student's learning experience. These multimedia resources can provide a more engaging and interactive learning experience for students, as they can see and hear authentic language being used in context. Accessing the materials via mobile devices also makes the learning process more convenient and flexible, as students can access the materials anytime, anywhere, as long as they have an internet connection. This can be particularly beneficial for students who have busy schedules or limited access to traditional learning resources. Overall, the use of audio and video materials in a textbook that can be accessed via Android and iOS devices is a positive development in language learning, as it allows for a more engaging and interactive learning experience that is flexible and convenient for students. The study can make a valuable contribution to the field of education by providing insights into the development of a new textbook that focuses on pragmatics, which is the study of language use in context.

Conclusion

Finding a textbook that is appropriate for *Kurikulum Merdeka* will undoubtedly be a must for instructors after that curriculum is implemented. There will, of course, be considerations in selecting textbooks to facilitate and assist the teaching and learning process given the additional

abilities, reading-viewing and writing-presenting, relevant to the *Kurikulum Merdeka* that students must master. The textbook *English for Junior High School Students: Pragmatics Based* can be utilized as a supplement to the study findings and as a learning tool in the classroom as well as this research contributes to *Kurikulum Merdeka* while also meeting the needs of teachers and students. Therefore, the researchers advise English teachers, particularly in Indonesia, to use this textbook.

The researchers want to draw attention to the viewing and presenting activities for further research. Activities involving viewing and presenting in *Kurikulum Merdeka* are crucial components of this curriculum that students must learn. The combination of viewing and presenting activities can enhance students' comprehension of English as well as their speaking, listening, and idea-organizing abilities in the language. Both viewing and presenting must be seen in the English learning curriculum as crucial skills that complement one another and must be taught in an integrated way. There are, therefore, opportunities to perform additional research on this subject.

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