

# Analysis of Feasibility in EFL Textbook

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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

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### **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 2020 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 medium 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) is 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**

3 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 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 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:

#### ***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.***

Theseventhrequirementwas 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. The 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 (Fomah, 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
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.

**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.

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*

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!

***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. 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.
<b>PERFECT</b>
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 an 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 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!
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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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