

**A CONTENT ANALYSIS OF ENGLISH TEXTBOOK “INTERACTIVE
ENGLISH” FOR GRADE 8TH JUNIOR HIGH SCHOOL IN MERDEKA
CURRICULUM**

A THESIS



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**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY
KUPANG
2024**

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2024**

A THESIS

**This Thesis is Presented as Partial Fulfilment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education Study Program**



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2024**

APPROVAL PAGE



This research proposal entitled A content analysis of English textbook “Interactive English” for grade 8th Junior High School in Merdeka curriculum written by *Dewi y. Mone Ke* has been approved to be presented in a research proposal seminar.

First Supervisor

Second Supervisor

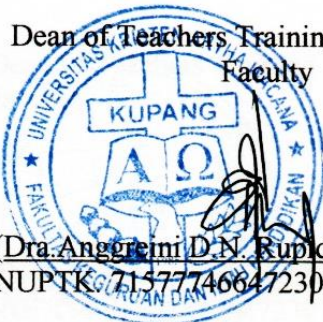
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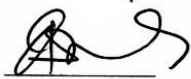
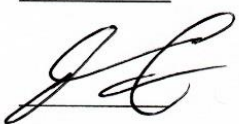
LEGITIMATION PAGE



This is to certify that this thesis entitled (*mention Thesis title*) written by (*name of examinee*) has been defended in a thesis examination and has been approved by the following
Board of Examiners as the final requirement to be graduated as *Sarjana Pendidikan* (S. Pd.)
majoring in English Language Education.

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MOTO

“ Do not be afraid, for I am with you, do not be dismayed, for I am your God; I will strengthen you, I will even help you; I will uphold you with My victorious right hand”

(Yesaiah 41:10)

DEDICATION

This thesis is dedicated to the writer's:

1. Lord Jesus Christ as the writer's Personal Savior
2. Beloved parents Daniel Mone Ke, and Yohana Manno who motivate, love, pray, care and support the writer's during the study.
3. Beloved brother's and sister's who always pray, provide motivation, and attention that supporting the writer's to complete the studying.
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5. Beloved all of my friends especially friends at the English language education laboratory.
6. Beloved Almamater Artha Wacana Christian University particularly the English Education Study Program where the writer's study.

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Kupang, 08 -June-2024

The Writer

Dewi Y. Mone Ke

ABSTRACT

This study was conducted to evaluate how well the English textbooks used in Merdeka curriculum align with the curriculum objectives, especially in terms of developing English language skills and critical thinking, and to assess the extent to which the textbooks represent cultural diversity and promote intercultural understanding as emphasized by the Merdeka Curriculum. The first study conducted by Fauzi (2020) focused on the content analysis of English textbooks at the junior high school level based on the 2013 curriculum. The main objective of the study was to assess whether the materials in the textbooks support the development of students' language skills, especially in reading and speaking, which are important parts of learning English at a higher level. The Merdeka Curriculum is built on several key principles, which guide implementation in the classroom. One of its central principles is project-based learning (PBL), where students are encouraged to work on real-world problems through interdisciplinary projects. Another key principle is the development of critical thinking skills. The Merdeka Curriculum promotes the idea that education should prepare students to think analytically and independently, rather than simply memorizing facts. In this study, the “Interaktif Bahasa Inggris” textbook will be evaluated against these Merdeka Curriculum principles. The analysis will examine whether textbooks provide opportunities for project-based learning, promote critical thinking and incorporate contextually relevant content.

This study uses a qualitative method by analyzing how textbook content reflects curriculum objectives, and identifying strengths, weaknesses and gaps. The design of this study researchers adopted a qualitative content analysis design, which is suitable for analyzing textbook content automatically. The main data source data for this study is the textbook “English interaction” for grade 8 students. The data will consist of all textual materials, exercises, activities and cultural references included in the textbook. This study will follow several steps of the preparation phase collecting and reviewing relevant literature on content analysis, Merdeka

curriculum and evaluation of educational materials. Data analysis using this qualitative content involves interpreting and systematically categorizing textbook content based on a predetermined coding scheme. So that the results will then be compared with the curriculum guidelines to assess whether the textbook effectively supports the objectives of the Merdeka curriculum.

As the foundation of various disciplines, philosophy is integrated into English language learning within the context of the *Merdeka Belajar* Curriculum. This study aims to elaborate on the relationship between philosophy and English language learning in accordance with the principles of the *Merdeka Belajar* Curriculum. The research method used is qualitative, employing a systematic literature review approach. The findings indicate a significant relationship between philosophy and English language learning within the framework of the *Merdeka Belajar* Curriculum.

First, philosophy provides guidance for the process of English language learning. Second, English language learning can be viewed as an aspect of ontology in philosophy. Third, within the *Merdeka Belajar* Curriculum, English language learning adopts constructivist theory. Fourth, the approach to English language learning aligns with modern and postmodern philosophical thought. Fifth, the principles of moral philosophy are applied in English language learning to develop Pancasila character competencies. Sixth, there is a reciprocal interaction between philosophy and English language teaching. Seventh, the axiological, epistemological, and ontological values of philosophy are reflected in the assessment of English language learning. Eighth, the theory of truth in philosophy is relevant to English language learning.

Moreover, every cultural element in the textbook is closely related to the goals of the Merdeka Curriculum, which aims to strengthen the character of Pancasila students, such as having faith and devotion to God Almighty, possessing noble character, being independent, enjoying helping others, appreciating global diversity, and fostering critical thinking and creativity. Thus, it can be concluded

that the textbook *Bright an English* is not only rich in cultural diversity but also aligns with the characteristics and objectives of the Merdeka Curriculum

Keywords: Merdeka Curriculum, English interaction

ABSTRAK

Penelitian ini dilakukan untuk bertujuan untuk mengevaluasi seberapa baik buku teks bahasa Inggris yang digunakan dalam kurikulum merdeka menyelaraskan dengan tujuan kurikulum, terutama dalam hal pengembangan keterampilan bahasa Inggris dan pemikiran kritis, serta untuk menilai sejauh mana buku teks mewakili keragaman budaya dan mempromosikan pemahaman antar budaya sebagaimana ditekankan oleh kurikulum merdeka. Studi pertama yang dilakukan oleh Fauzi (2020) berfokus pada analisis konten buku teks bahasa Inggris ditingkat sekolah menengah pertama berdasarkan kurikulum 2013. Dengan tujuan utama dari penelitian tersebut adalah untuk menilai apakah materi dalam buku teks mendukung pengembangan keterampilan bahasa siswa terutama dalam hal membaca dan berbicara, yang merupakan bagian penting dari pembelajaran bahasa Inggris ditingkat tinggi. Kurikulum merdeka dibangun berdasarkan beberapa prinsip utama, yang memandu implementasi di kelas. Salah satu prinsip utamanya adalah pembelajaran berbasis proyek (PBL), di mana siswa didorong untuk bekerja pada masalah dunia nyata melalui proyek interdisipliner. Selain itu juga prinsip utama lainnya adalah pengembangan keterampilan berpikir kritis. Kurikulum merdeka mempromosikan gagasan bahwa pendidikan harus mempersiapkan siswa untuk berpikir secara analisis dan mandiri, bukan hanya menghafal fakta. Dalam penelitian ini, buku teks “Interaktif Bahasa Inggris” akan dievaluasi terhadap prinsip-prinsip kurikulum merdeka ini. Analisis akan memeriksa apakah buku teks memberikan peluang untuk pembelajaran berbasis proyek, mempromosikan pemikiran kritis dan menggabungkan konten yang relevan secara kontekstual.

Penelitian ini menggunakan metode kualitatif dengan menganalisis bagaimana konten buku teks mencerminkan tujuan kurikulum, dan mengidentifikasi kekuatan, kelemahan dan kesenjangan. Desain peneliti studi ini mengadopsi desain analisis konten kualitatif, yang sesuai untuk menganalisis konten buku teks secara otomatis. Data sumber data utama untuk penelitian ini adalah buku teks “Interaksi Bahasa Inggris” untuk siswa kelas 8. Data

yang akan terdiri dari semua bahan tekstual, latihan, kegiatan dan referensi budaya yang termasuk dalam buku teks. Penelitian ini akan mengikuti beberapa langkah fase persiapan mengumpulkan dan meninjau literatur yang relevan tentang analisis konten, kurikulum Merdeka dan evaluasi bahan pendidikan. Analisis data menggunakan konten kualitatif ini melibatkan, menafsirkan dan sistematis mengkategorikan konten buku teks berdasarkan skema pengkodean yang telah ditentukan sebelumnya. Sehingga hasilnya kemudian akan dibandingkan dengan pedoman kurikulum untuk menilai apakah buku teks secara efektif mendukung tujuan kurikulum Merdeka.

Sebagai dasar dari berbagai disiplin ilmu, filsafat diintegrasikan ke dalam pembelajaran bahasa Inggris dalam konteks Kurikulum Merdeka Belajar. Penelitian ini bertujuan untuk menguraikan keterkaitan antara filsafat dan pembelajaran bahasa Inggris sesuai dengan prinsip-prinsip Kurikulum Merdeka Belajar. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan pendekatan tinjauan literatur sistematis. Hasil penelitian menunjukkan adanya hubungan signifikan antara filsafat dan pembelajaran bahasa Inggris dalam kerangka Kurikulum Merdeka Belajar. Pertama, filsafat memberikan panduan bagi proses pembelajaran bahasa Inggris. Kedua, pembelajaran bahasa Inggris dapat dipandang sebagai aspek dari ontologi dalam filsafat. Ketiga, dalam konteks Kurikulum Merdeka Belajar, pembelajaran bahasa Inggris mengadopsi teori konstruktivisme. Keempat, pendekatan pembelajaran bahasa Inggris sejalan dengan pemikiran filsafat modern dan postmodern. Kelima, prinsip-prinsip filsafat moral diterapkan dalam pembelajaran bahasa Inggris untuk membangun kompetensi karakter Pancasila. Keenam, terdapat interaksi timbal balik antara filsafat dan pengajaran bahasa Inggris. Ketujuh, nilai-nilai aksiologis, epistemologis, dan ontologis filsafat tercermin dalam penilaian pembelajaran bahasa Inggris. Kedelapan, teori kebenaran dalam filsafat relevan dengan pembelajaran bahasa Inggris.

Selain itu, setiap unsur budaya dalam buku teks tersebut terkait erat dengan tujuan kurikulum Merdeka yang berupaya untuk memperkuat karakter siswa

Pancasila seperti beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, mandiri, gemar menolong sesama, menghargai keberagaman global, serta menumbuhkan daya pikir kritis dan kreativitas. Dengan demikian, dapat disimpulkan bahwa buku teks "Bright an English" tidak hanya kaya akan keberagaman budaya, tetapi juga sejalan dengan karakteristik dan tujuan kurikulum Merdeka.

Kata Kunci : Kurikulum Merdeka, Interaksi bahasa inggris

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