

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses the theories that support the study, outlines the framework used in the research, and reviews previous studies relevant to the topic.

A. Theoretical Framework

1. English Textbook

a. The Definition of Textbook

Textbooks are instructional tools used in formal education that provide structured and standardized content for teachers and students. As defined by Hutchinson and Torres (1994), textbooks serve as a template that guides the learning process by presenting information in a systematic and organized form. Textbooks are often divided into chapters or units. Textbooks are designed to make sure that the subject material taught is consistent, and there is strengthening of material and concepts through exercises, explanations, and assessments.

Textbooks are necessary in education because they help make sure that students in different grades receive an appropriate education. According to Ur (1996), textbooks are useful for organizing lessons, providing exercises, and offering guidance in line with the national or local curriculum. In addition, textbooks can also be a useful reference for students outside the classroom, helping them to review and apply what they have learned.

According to the Oxford English Dictionary (OED), a textbook is “a book used as a standard work for the study of a certain subject.” Textbooks are designed to be used by students and educators as a complete guide to a specific field of study, offering detailed explanations, exercises, and assessments aligned with curriculum requirements. In the Kamus Besar Bahasa Indonesia (KBBI), textbooks are defined as "standard books used to teach specific subjects in formal education.

The Ministry of Education, Culture, Research and Technology (Kemendikbud) defines textbooks as “mandatory reference books for use

in learning that contain material in line with the competency standards and basic competencies,” or mandatory reference books for use in learning that contain material in line with the competency standards and basic competencies set out in the national curriculum.

Based on all the above definitions, it can be concluded that a textbook is a book that contains systematic descriptions of specific subjects, organized according to the learning objectives and developmental needs of students. Textbooks serve as an important educational tool to facilitate student learning, providing structured content that matches the curriculum. Textbooks not only support knowledge gain but also help guide students through their educational journey, making them an important tool in the learning process.

b. Criteria Of Good Textbook

Textbooks are the main tool in learning that serve as a guide for students and teachers in the educational process. Textbook analysis aims to assess the feasibility and suitability of the content, presentation, design, and graphics in it with curriculum standards and learning objectives.

Based on the Regulation of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 039/H/P/2022 concerning Guidelines for Educational Book Assessment, the aspects of education book assessment include material, presentation, design, and graphic aspects. The criteria for evaluating education books refer to the quality standards for education books set by the Minister.

1) Material Standards

Material standards in supplementary books cover two main aspects, which are the fulfillment of content requirements and content eligibility. In terms of content requirements, education books must be free from elements that contradict the values of Pancasila, do not contain discrimination based on ethnicity, religion, race or intergroup (SARA), and do not contain pornography, violence or hate speech. These criteria refer to existing laws and regulations, such as the Law

on Electronic Information and Transactions and the Law on Pornography.

Meanwhile, the feasibility of the content of the student supplementary book includes six important aspects. First, the material presented must expand, deepen, enrich, or complement the material in the main textbook, thus helping students understand competencies more thoroughly. Second, the content of the book must meet the correct scientific principles, meaning that the theories, concepts, or facts presented must be clear, not cause multiple interpretations, and in line with the development of science in their fields. Third, the material needs to be adjusted to the national education standards and the current curriculum, although it does not have to cover all basic competencies at a certain level.

Fourth, the supplementary book should contain information that is relevant to the latest developments in science and technology and encourage students to explore information from valid sources. Fifth, the content of the book needs to be related to the context of students' daily lives, including local values and their social environment, to make it easier to understand and meaningful. Finally, all parts of the book should have a cohesive flow and be related to each other, so that the discussion does not seem separate and students can follow the material smoothly and completely.

2) Presentation Standard

The presentation standard of a textbook refers to the way the learning material is presented in a systematic, logical and communicative way, taking into consideration the learners' level of psychological development and language skills. In the presentation, the material should follow an appropriate pattern, such as hierarchical (from basic to advanced concepts), procedural (systematic steps), or cluster (grouping in one theme). Each chapter or learning unit in the book should be organized in a continuous, non-disconnected, and easy to understand.

The use of language in textbooks must also consider the level of language mastery of students. The language used must be communicative and suitable for the students' level of language difficulty, avoid terms that are too complicated, and follow the linguistic rules in accordance with the laws and regulations. In addition, the language used must be in accordance with the language of the educational text. In the context of the Merdeka Curriculum, the standard of language use in English textbooks also refers to the Common European Framework of Reference for Languages (CEFR). For learners in phase D (grades VIII-IX of junior high school), learning outcomes are targeted at CEFR level B1, as stated in the Decree of the Head of the Education Standards, Curriculum and Assessment Agency Number 032/H/KR/2024. Therefore, the presentation of the material needs to reflect B1 characteristics, such as the use of simple but effective language, with a focus on understanding familiar topics, the ability to convey ideas coherently, and fluency in everyday communication.

3) Design Standards

Textbook design standards include the principles of designing the appearance of the content and cover of the book in accordance with the age characteristics and development of learners. A good book design should be able to support the learning process through a communicative and attractive visual display. There are three main aspects that become standard. First, the use of illustrations must be adjusted to the level of understanding of learners, relevant to the content of the material presented, and have aesthetic attraction. Second, the design of the content page must meet the criteria of book anatomy which includes a clear page structure, easy to read, and an attractive and not confusing layout. Third, the design of the book cover must also be designed functionally and aesthetically, including proper placement of elements, readability of the title and main information, and visual appearance that can attract readers. All these

aspects are important so that the textbook is not only informative, but also comfortable to use and visually pleasing for learners.

4) Graphics Standards

Graphics standards for printed books set the quality of printing so that the books produced are user-friendly, safe, and comfortable to use. These standards cover several important aspects. First, format quality, which requires the print to match the prototype or book dummy, so the print specifications between the early examples and the final product must be the same. Second, print quality, which prioritizes sharpness of images and text, spread uniformity of ink, selection of the right paper material, and precision in the printing process. Third, binding quality, which emphasizes the strength and durability of the binding so that the pages of the book are not easily separated and the order of the pages must be in order with the correct layout. Finally, the quality of cutting or combing, which makes sure that the results of cutting pages are neat and precise following a specified cutting line.

c. English Textbooks in Indonesia

Based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 22 of 2022 concerning Book Quality Standards, Process Standards, and Manuscript Obtaining Rules, as well as Process Standards and Book Publishing Rules, there are three types of textbooks, including:

- 1) Main Textbooks, which are provided by the government free of charge to schools. These main textbooks consist of student books and teacher's manuals.
- 2) Supplementary Textbooks, which are books used to complement and expand students' understanding of the material in the main textbook.
- 3) Local Content Textbooks, which contain local content designed according to regional characteristics.

Bright 1 book fall into the category of supplementary textbooks because it is not published by the government. It provides more in-depth explanations and additional examples, helping students to better achieve

learning objectives. Supplementary textbooks are designed to enrich and support the learning process in line with the prevailing curriculum.

It not only complements the main material but also provides additional perspectives that are relevant to the context of students' daily lives, as well as the latest developments in science and technology. Therefore, it plays an important role in providing more comprehensive and focused learning.

d. English Textbook “Bright an English Course 1 for Junior High School Student Grade VII”

“Bright an English Course 1 for Junior High School Student Grade VII” or Bright 1 is an English textbook designed for grade 7 junior high school students, written by Nur Zaida and published in 2022 by Erlangga publishers. This book was developed to reflect the philosophy of the Merdeka Curriculum with a focus on developing competence and student learning independence, so this book is compiled based on the learning outcomes (CP) in the Merdeka Curriculum. As part of an ongoing series, this book is the first to be followed by books for grade 8 and grade 9, in accordance with phase D in the Merdeka Curriculum covering grade 7 to grade 9.

This book has 8 chapters with a total of 158 pages. The chapters gradually introduce students to basic English concepts, ranging from basic material such as introductions and greetings to descriptive texts. The activities in this bright 1 book are structured to provide an interactive language learning experience, both through individual and collaborative activities, such as:

- 1) A variety of language activities for individual and collaborative work, involving vocabulary comprehension as well as grammar usage, pronunciation, and general language use.
- 2) High order thinking skills-oriented exercises are included to stimulate students' creativity and analytical skills. Through these critical thinking tasks, students can develop deep thinking skills in understanding language.

- 3) There are mini projects that push students to do individual or collaborative projects in the form of small research. Students are directed to make a written report or structured presentation to the teacher.

In addition, there are also Additional Features in the Book that are very useful to support learning activities. The first is reflection and understanding review. Each chapter includes a reflection session for students to assess their understanding of the material learned. Through this reflection, students can review material that may need further study, and they can access additional remedial or enrichment material if needed. The second, there is a QR code that links to the Erlangga Reader app on Google Playstore, allowing students to access additional audio material, which is very helpful in listening practice and phonology skill development.

2. Merdeka Curriculum

a. Definition of Curriculum

The term “curriculum” etymologically comes from the Latin words “curir” which means “runner” and “curere” which means “place of racing.” The term originally came from the world of sports, especially in the field of athletics in the Ancient Roman era in Greece, which describes the track or distance that a runner must cover from the starting line to the finish line to win an award. In French, the term is similar to the word “courier” which means “to run.” This concept was later adapted in the world of education as a program or material planned for students to go through, similar to the journey a runner goes through (Riyanto, 2009).

In the context of modern education in Indonesia, the curriculum is defined in the National Education System Law No. 20/2003 as “a set of plans and arrangements regarding the objectives, content, learning materials, and methods used as guidelines in carrying out learning activities in order to achieve predetermined educational goals.”

The curriculum has the main function as a guide in planning and implementing the learning process at different levels of education.

According to Rusman (2009), the curriculum includes planning and organizing goals, content, and teaching materials as guidelines for learning activities to achieve the goals of certain education. In addition, Hamalik (2015) highlights that the curriculum was originally considered as a period or an educational program that must be taken by students to obtain a certificate.

Moreover, the curriculum also includes all learning experiences designed to build students' competencies and characters. In this context, the curriculum is not only a set of subjects, but also all activities that support the educational process, including extracurricular activities that complement formal learning in the classroom (Sudjana, 2017). The curriculum, according to the Ministry of Education and Culture (Kemendikbud, 2024), is designed so that students are able to adapt to changing times and the needs of society, so that education focuses not only on mastering knowledge, but also skills and attitudes.

b. History of curriculum in Indonesia

Curriculum upgrades in Indonesia are ongoing to adapt to the needs of the era and the skills of learners. One example is the 1984 Curriculum which introduced the *Cara Belajar Siswa Aktif* (CBSA) method, involving observation, classification, discussion and reporting. This curriculum was later updated to the 1994 Curriculum with the addition of the 1999 Curriculum Supplement. However, this curriculum was criticized for being too overwhelming for students. During this time, new materials such as local content, which included regional languages and arts, were added (Alhamuddin, 2013).

In 2004, the *Kurikulum Berbasis Kompetensi* (KBK) was introduced, which focuses on individual and group achievement of learner competencies. The focus of the KBK is on learning outcomes, as well as providing freedom in the development of learning according to student interests. After KBK, the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) was introduced in 2006, which adapted competency standards to local conditions in each school. KTSP

provides flexibility for teachers to plan and implement independent learning (Iramdan & Manurung, 2019).

Almost ten years later, Curriculum 2013 replaces KTSP with a holistic approach that covers cognitive, skills and attitudinal dimensions. It integrates subjects such as Pancasila and Citizenship Education and Social Sciences (IPS), while making improvements to Mathematics and other (Amanulloh & Wasila, 2024)

The most recent is the Merdeka Curriculum, which was introduced by the government in 2021. This curriculum offers flexibility for teachers and students in choosing learning materials and methods that suit their needs. It aims to make education more dynamic and relevant to social developments. Its implementation is phased, with a focus on evaluating and improving the overall quality of education (Kemendikbud, 2024).

c. Merdeka curriculum

The Merdeka Curriculum is an educational concept introduced by the Ministry of Education, Culture, Research and Technology (Kemendikbud) to give schools the freedom to determine and design the learning process that suits the needs of students. According to Kemendikbud Kemendikbud (2022), Merdeka Curriculum aims to create a flexible learning environment, where students have the freedom to choose materials and learning methods that suit their interests and potential. Thus, this curriculum emphasizes learning that is contextual and relevant to students' daily lives.

Moreover, Merdeka Curriculum is also expected to support students' character development. Kemendikbud (2022) confirms that this curriculum not only focuses on cognitive aspects, but also on developing students' character, creativity, and social skills. This is in line with the goals of national education, which wants to produce a generation that is not only academically intelligent, but also has good character. Therefore, the implementation of Merdeka Curriculum tries

to form individuals who are ready to face future challenges with good skills and characters.

The Decree of the Head of the Education Standards, Curriculum and Assessment Agency No. 008/H/KR/2022 details the rationale, objectives, characteristics, and learning outcomes of English language subjects in the Merdeka curriculum.

1. Rationalization of English subjects

English is an international language that plays an important role in various fields such as education, business, trade, science, law, tourism, international relations, health, and technology. Mastery of this language is expected to open opportunities for students to communicate with the world community who come from various cultural backgrounds. Through English, students have wider opportunities to interact using various types of texts, which enrich their knowledge, improve skills, and build the attitudes needed to live in global cultural diversity.

English language learning in primary and secondary education (SD/MI, SMP/MTs, SMA/MA) in the national curriculum aims to open insights into social relations, culture, and global work opportunities. In addition, this learning can strengthen students' socio-cultural and intercultural understanding, while developing Indonesian cultural identity and critical thinking skills.

English language learning focuses on developing six language skills - listening, speaking, reading, viewing, writing and presenting - in an integrated approach using a genre-based approach. The learning outcomes (CP) for these skills are based on the Common European Framework of Reference for Languages (CEFR), with level B1 as the target. At this level, students are expected to be able to:

- a) Interact and convey ideas with clear articulation,
- b) Communicate main points comprehensively, and
- c) Maintain communication even with fewer delays.

This learning encourages students to have life skills that include an in-depth understanding of the social functions, structural organization, and language elements of various texts. In addition, communicative and other relevant approaches can also be used to support these English learning objectives. Through English learning, students are expected to develop the Pancasila Learner Profile-faithful, pious, noble, independent, critical reasoning, creative, mutual cooperation, and global awareness. This profile is supported by learning dynamics that allow students to choose suitable texts or types of learning activities.

2. Objectives of English subject

The English language subject aims to ensure that learners can:

- a) Develop their communicative skills in English by using a variety of multimodal texts (spoken, written, visual and audiovisual).
- b) Develop intercultural skills to understand and appreciate Indonesian and foreign cultural perspectives, practices and products.
- c) Build confidence in expression as an independent and responsible individual.
- d) Develop critical and creative reasoning skills.

3. Characteristics of English subject

The following are the characteristics of English teaching and learning in the Merdeka curriculum

a) Varied Text Types

English is taught through various types of texts, which include written, spoken (monologue or dialog), visual, audio, and multimodal (texts with verbal, visual, and audio aspects), both authentic and for learning purposes, in print and digital formats. This aims to train learners' technological literacy, so that they are able to use digital information effectively.

b) Teacher's Selection of Texts

Teachers can determine the type of texts taught according to the needs of the class. The learning process can start with texts that are familiar to learners to build early understanding, before introducing new text types. The texts can also be adapted to students' daily contexts so that they can practice these skills in real life.

c) Staged Text Difficulty

Text-based learning requires students to understand text types from simpler to more complex levels, so teachers need to adjust the difficulty of texts according to students' abilities.

d) Learner-Centered Learning

The main focus is to help learners develop abilities in the six language skills (listening-speaking, reading-viewing, writing-presenting) step by step, both for oral and written texts.

e) Stages of Language Development

English language learning includes receptive skills (listening, reading, and viewing) as well as productive skills (speaking, writing, and presenting), all of which are taught according to learners' developmental stages.

4. Learning outcomes of English subject (*Capaian Pembelajaran*)

Learning Outcomes or *Capaian pembelajaran* (CP) are the goals that must be achieved by learners in each stage of learning, including the expected skills, knowledge and attitudes. From this CP, the Learning Objectives or *Tujuan Pembelajaran* (TP), which are more specific and detailed learning outcomes for each meeting or specific learning unit, are derived. Then, these Learning Objectives are outlined in the Learning Objective Flow or *Alur Tujuan Pembelajaran* (ATP), which is a systematic sequence of learning to achieve TP in a continuous progression.

Learning outcomes have been provided by the government by the Education Standards, Curriculum and Assessment Agency under the Ministry of Education, Culture, Research and Technology. All

refer to the same learning outcomes and the teacher or school will have the freedom to determine the learning objectives. In English, the learning outcomes (CP) for each of the 6 language skill elements. here are the learning outcomes phase D for Class VII, VIII, and IX junior highschool (SMP/MTs/Package B Program).

Table 2. 1

Learning Outcomes of English Subject for Phase D by Element

Listening speaking	–	By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.
Reading viewing	–	By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

Writing presenting	–	By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency
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3. Content analysis

1. Definition of content analysis

Content analysis is one of the research methods used to study and understand the content of various types of communication, such as text, images, or sounds. This method is conducted systematically and objectively to identify certain patterns or characteristics in a material. In education, content analysis is often used to evaluate teaching materials such as textbooks, in order to ensure that the materials are in compliance with established learning standards (Krippendorff, 2004).

According to Krippendorff (2004), content analysis is a research technique used to draw conclusions from text in a systematic and

repeatable way. This method allows researchers to categorize data into smaller groups so that it is easier to analyze.

2. How to analyze textbooks

Harmer (2001) suggests three stages in evaluating or analyzing textbooks, including: selecting areas to be evaluated, stating beliefs, and using statements for assessment.

In the stage of selecting areas of assessment, the researcher needs to make a list of features to be examined in the textbook, which can be based on several considerations. This list can be narrowed or expanded, for example by separating language learning activities into categories such as vocabulary, grammar and pronunciation, or focusing only on topics and cultural appropriateness. Researchers can choose which aspects to focus on based on their research context.

After selecting the areas to be assessed, the next step is to state the beliefs. At this stage, the researcher explains the values and views that inform the evaluation. These beliefs include important things such as the compatibility of the book's content with the curriculum, the quality of the language used, and the relevance of the material to local culture. Stating beliefs helps the researcher provide a clear base for the evaluation, so that the results are more transparent.

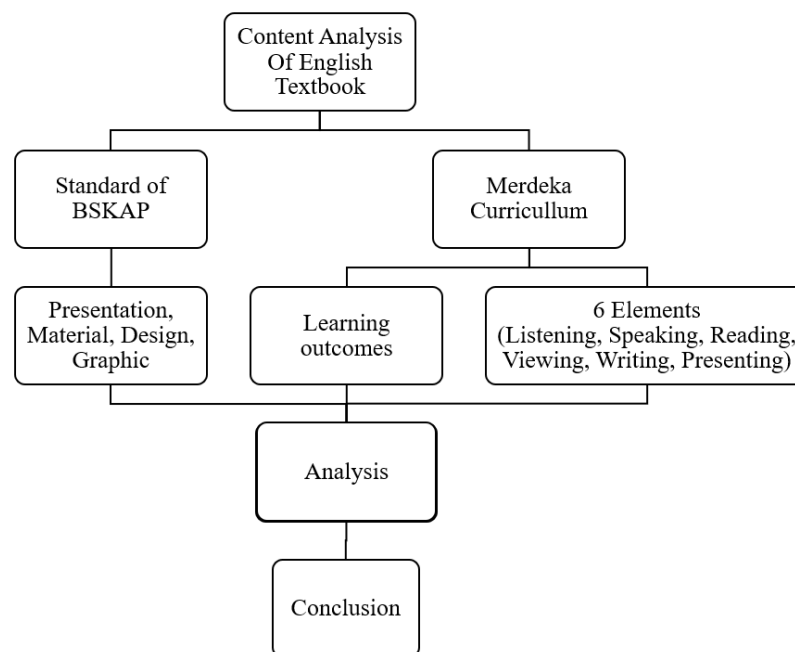
Furthermore, researchers used statements for evaluation. This means that the researcher writes sentences that serve as indicators to evaluate the textbook based on the criteria that have been determined. For example, statements such as “This book provides many activities to improve vocabulary” or “The material in this book is relevant to students' experiences.” In this way, researchers can conduct a more objective and structured assessment. Each statement will be followed by an analysis to provide a more complete overview of the quality and relevance of the textbook in English language learning in Indonesia.

B. Framework of study

The writer conducted a content analysis on English textbooks for grade 7 junior high school students. The purpose of this analysis is to determine whether

the contents of the textbook comply with the latest curriculum standards, the Merdeka curriculum. The analysis is carried out based on the BSKAP standard, which includes aspects of presentation, material, design, and graphics. In addition, the suitability of the book with the learning outcomes of the Merdeka curriculum, which includes six skill elements (listening, speaking, reading, viewing, writing, and presenting), also determines the quality and eligibility of the book as a companion textbook.

The textbook analyzed is entitled “Bright: An English Course 1 for SMP/MTs Grade VII” edition of the Merdeka Curriculum, written by Nur Zaida and published by Erlangga in Jakarta in 2022. The book has 158 pages with a structure including Preface, Inside the book, List of contents, Learning Outcomes, and several chapters, including Chapter 1: Nice to Meet You!, Chapter 2: It's Judy Spark!, Chapter 3: They're a New Band, Chapter 4: They Are My Family, Chapter 5: I Hardly Ever Watch TV, Chapter 6: Where's the Monument?, Chapter 7: They've Got a Thick Monument, and Chapter 8: It Is Delicious!, as well as references and image credits.



C. Previous Studies

To make sure the idea in this study is original, the researcher present several previous studies that have relevance to this kind of study the researcher conducted.

1. The first one comes from Amrina (2018) from Ar-Raniry State Islamic University Darussalam – Banda Aceh with the title of her study “An Analysis Of “Bahasa Inggris” Textbook Used in The Second Grade of Senior High School” the idea of her study is to find whether the materials provided in the English textbook “Bahasa Inggris” designed for the second grade of Senior high school compatible with the curriculum 2013. The results of this study concluded that the English Textbook of “Bahasa Inggris” compatible with the curriculum 2013 and the researcher suggested that both English teachers and educational institutions should concern and pay attention with the content of the textbook.
2. The second relevance study comes from Sadiqah (2016) with the title of his study “A Content Analysis of English Textbook “When English Rings a bell” Used in First Grade Junior High School Based on Curriculum 2013”. The idea of his study is to know and describe the feasibility of content of the English textbook “When English Rings a Bell” used in Junior high school, based on curriculum 2013, using the rubric assessment from BSNP, education national standard board. With the results of this analysis, the textbook shows that only 68.75% materials in the English textbook “When English Rings a Bell” fulfill the feasibility of content requirement. 33 categories out of 48 obtain the score 4. 2 categories obtain score 3 and 13 categories obtain score 1. In overall, the textbook is suitable to be used by teacher and student because most of the content fulfilled the requirement of the core competence and basic competence of curriculum 2013.
3. Another relevant research was conducted by Sucipto and Cahyo (2019)(Sucipto & Cahyo, 2019) with the title “Analysis of Reading Activities in English Textbook ‘Bright 2’ for Grade VIII Students.” This study aims to examine reading activities in the “Bright 2” textbook by using Bloom's revised taxonomy as a framework. The results showed that 27% of the reading activities were categorized under the “analyzing” aspect, while 21% were in the “applying” aspect, out of a total of 145 activities. The study found that the distribution between high-level

thinking skills (49%) and low-level thinking skills (51%) was relatively balanced, with a focus specifically on the middle levels of Bloom's taxonomy, specifically the “analyzing” and “applying” categories. This means that the textbook is recommended because it is quite complete and effective in developing students' high- and low-level thinking skills.

4. Purwani et. al (2017) conducted a study entitled “A Content Analysis of ‘BRIGHT 1’ English Textbook”. This study reports whether “BRIGHT 1” for grade VII students meets the characteristics of a good English textbook and reflects the 2013 curriculum. The results show that the “BRIGHT 1” English textbook has advantages and disadvantages. This textbook has reflected the seven characteristics of a good English textbook and has implemented the steps of the 2013 curriculum's scientific approach. The other three aspects, which are Core Competencies and Basic Competencies, materials, and assessment standards are well presented in this textbook, but some aspects need to be improved.
5. The other study was “Gender Representation in the English textbook (A Content Analysis of *Bright* for Seventh Grade Students Published By Erlangga)” by Ummu Salamah (2014). This study objective is to see whether gender is represented equally in the English textbook for seventh grade students. The result show that males dominate in four aspects including pictures, female/male roles, female/male games, number of female/male mentioned and pattern of mentioning female/male names. Therefore, gender is represented equally in *Bright: An English Course for Seventh Grade Junior High School Students*.

There are some similarities between this study and previous research. Previous research also focused on content analysis of English textbooks, specifically those designed for specific grade levels and based on Curriculum 2013. For example, Amrina (2018) and Sadiqah (2016) focused on analyzing the compatibility of textbooks with Curriculum 2013, while Sucipto and Cahyo (2019) and Purwani et al. (2017) evaluated whether the textbooks met certain pedagogical standards and developed students' thinking skills. Some studies, such as those conducted by other researchers, also analyzed the

“Bright” textbook published by Erlangga. In addition, all studies, including mine, evaluated the textbooks in terms of their effectiveness in supporting student learning outcomes.

However, this study differs in several aspects. Unlike previous studies that used Curriculum 2013 as a reference, my research focuses on English textbooks for grade VII students based on the Merdeka Curriculum. In addition, while some previous studies used assessment rubrics from BSNP, my research used instruments from BSKAP, which is a substitute organization for BSNP in Merdeka Curriculum and focused on the aspects of Learning Outcomes (CP) and Learning Objectives (TP).

With the description of those previous studies above, it will be the references for the researcher in this research to have more detailed study of content analysis of a textbook insider and detailed analysis in identifying and interpreting the compatibility of the English textbook with the latest Merdeka curriculum.