

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, findings and discussion based on the field of study are discussed. The data is presented in the form of a presentation of the textbook "English for Nusantara" which is main textbook that published directly by the Ministry of Education, Culture and Research. The conclusion of this study investigates whether the textbook material is in accordance with what is recommended by the *Merdeka* Curriculum which refers to the Regulations of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 25 of 2022 concerning the assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head Of Educational Standards, Curriculum And Assessment Agency Ministry Of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines. The discussion consists of analysis of the research data collected.

The textbook "English for Nusantara" was written by Ika Lestari Damayanti, Yusnita Febriyanti, et al. This book was published by the Book Center for the Educational Standards, Curriculum and Assessment Agency, Ministry of Education, Culture, Research and Technology in June 2022. This book has 264 pages and consist of six chapters, including Chapter 0 (The Beginning); Chapter 1 (About Me); Chapter 2 (Culinary and Me); Chapter 3 (Home Sweet Home), Chapter 4 (My School Activities); and Chapter 5 (This is My School). Data for this study is collected from each chapter in this book. This study aims to

ensure that every content contained in this textbook is in accordance with the *Merdeka* Curriculum which refers to the Regulations of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 25 of 2022 concerning the assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head Of Educational Standards, Curriculum And Assessment Agency Ministry Of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines, namely content of material standard, presentation, design and graphics.

#### **A. Research Finding**

The findings of this study will provide in this section based on the emphasis and research question posed by previous chapter. The results can be presented as follows. The tables below show the conformity of the material contain in the English textbook entitled “English for Nusantara” with the *Merdeka* curriculum, which is the focus of this research, namely the conformity of the material contained in the textbook.

## 1. Chapter 0 (The Beginning)

**Table 4. 1** The results of the conformity of the material based on the *Merdeka* curriculum in the chapter 0

No	Aspects	Sub-Aspects	Analyzed Items	Conformity with <i>Merdeka</i> Cucciculum				Notes
				Excellent (4)	Average (3)	Fair (2)	Poor (1)	
1	Content of material standard	Textbook content requirements	It does not contradict with Pancasila values	✓				
			Not discriminat ory towards ethnicity, religion, race, and/or between groups	✓				
			It does not contain pornograph ic elements	✓				
			It does not contain violence	✓				

		It does not contain hate speech	✓				
	Appropriateness of the textbook content	Scientific truthiness	✓				
		The conformity with applicable national education standards and curriculum			✓		
		The conformity with developments in science and technology			✓		
		The conformity to context and environment				✓	

			The unity between parts of the textbook's content	✓				
2	Presenta tion		Delivery of book contents according to the level of student's development	✓				
			Using an appropriate and communicative language according to the level of language mastery of students	✓				
3	Design		Using illustrations		✓			
			Content page design	✓				

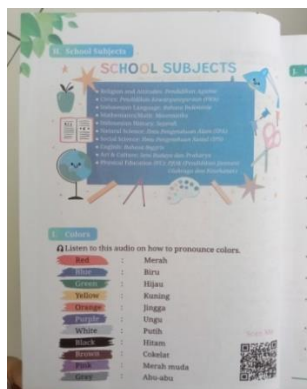
			Book cover design	✓				
4	Graphic	Graphic aspects for printed books	Printed quality	✓				
			Binding quality	✓				
			Clean comb/cut quality	✓				
		Electronic display aspects for e-books	The readability on various devices and platforms	✓				
			The availability in relatively light file sizes	✓				
			The ease of distribution to users	✓				

Chapter zero in this book is entitled "The Beginning". This chapter is designed to support the learning process of students, especially those who have not had experience learning English in elementary school. The material presented in this chapter includes; alphabets, numbers, time, family members, colors, and simple

instructions. Even though the material is covered quite well, however, in this chapter there are no meaningful assignments or exercises for students.

The first aspect to be discussed is the standard content of material in textbooks. In this aspect, it is divided into two sub-aspects, namely the textbook content requirements and the appropriateness of the textbook content. This sub-aspect will also be divided into several points/items.

**Picture 4. 1** example textbook content requirements



As we can be seen in the picture above, in this chapter the material presented meets the textbook content requirements recommended in the *Merdeka* curriculum. This is found in this chapter on almost all pages, where the content of the material presented does not conflict with the values of Pancasila, or contain discrimination, pornography, violence and hate speech as required by the contents of textbooks regulated in the *Merdeka* Curriculum. Therefore, for each items in the sub-aspect of the book content requirements in this chapter, a score of 4 is given, which is included in the excellent category.

The next sub-aspect is the appropriateness of the textbook content. In this chapter there is some material presented that is not in accordance with the learning outcomes in the independent curriculum. In the sub-aspect of appropriateness of the textbook content, there are five items that will be analyzed, such as scientific truthiness, the conformity with applicable national education standard and curriculum, the conformity with developments in science and technology, the conformity to the context and environment, and also the unity between parts of the textbook's content.

**Picture 4. 2** examples the conformity with applicable national education standards and curriculum

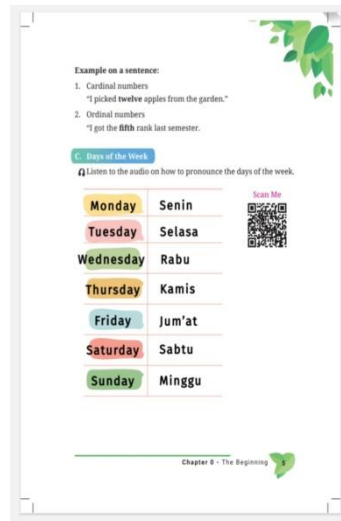


In the item the conformity with applicable national education standards and curriculum, there are several deficiencies in the contents of this chapter, where there are deficiencies in learning outcomes. In the *Merdeka* curriculum, learning outcomes adapt to four skills in English, namely listening, speaking, reading and writing. However, in this chapter there are skills that are not found in the contents of the book, such as reading comprehension skills and writing comprehension skills. In other words, the material in this



chapter only contains listening and speaking comprehension. For listening and speaking comprehension, it can be found on pages 2, 3, 5, 6, 7, and 10, where for speaking comprehension it is always in the instructions to learn the pronunciation of the material presented. Meanwhile, reading and writing comprehension are almost not found in any of the material presented in this chapter. Therefore, the researcher gave a score of 2 which is included in the fair category for item of conformity with national education standards and the applicable curriculum, because half of the material presented in this chapter does not cover the competencies that students must master for the class level and level of education in conformity with the applicable national education standards and curriculum.

**Picture 4. 3** examples the conformity with developments in science and technology



Then, for the item the conformity with developments in science and technology, where the material in this chapter is still not in accordance with the latest developments in science and technology because for reading and writing comprehension there are no

descriptions, examples and exercises that can be accessed by students, that's just available for listening and speaking comprehension. This cannot be found on any page for reading and writing skills, either material descriptions or examples and exercises. The examples in the "Numbers" material on page 5 are for listening skills. Therefore, the researcher gave a score of 3 which is included in the average category for the material contained in this chapter, because several of the material presented in this chapter does not accommodate the latest scientific and technological developments in conformity with the field of English, as well as the descriptions, examples and exercises provided, do not encourage students to obtain various information from various valid sources, then it cannot be accounted for.

**Picture 4. 4** examples the conformity to context and environment



Numbers  
Listen to the audio on how to pronounce the numbers.

Cardinal Numbers			Cardinal Numbers		
0	Zero	Null	00	Zero	Plural
1	One	Satu	01	One	Plural
2	Two	Dua	02	Two	Plural
3	Three	Tiga	03	Three	Plural
4	Four	Empat	04	Four	Plural
5	Five	Lima	05	Five	Plural
6	Six	Enam	06	Six	Plural
7	Seven	Tujuh	07	Seven	Plural
8	Eight	Delapan	08	Eight	Plural
9	Nine	Sembilan	09	Nine	Plural
10	Ten	Sepuluh	10	Ten	Plural
11	Eleven	Sebelas	11	Eleven	Plural
12	Twelve	Dua Belas	12	Twelve	Plural

Chapter 9 - The Beginning

Likewise with other items such as the conformity to context and environment, where there is only one material with one example that shows the conformity of the material in this chapter with students' daily lives, local wisdom, and the broader context of life. This can be found on pages 3 to 5 in the "Numbers" material section, where there is a clear description of the material, there are listening

skills to learn the correct pronunciation of numbers and on page 5 there are example sentences that are appropriate to the material presented. Meanwhile, other material in this chapter does not contain any examples to explain the material so that it relates to the context and environmental suitability points. Therefore, the researcher gave a score of 2 which is included in the fair category for the item of suitability for context and environment, because half of the materials described in this chapter are not in accordance with students' daily lives, local wisdom and the broader context of life.

**Picture 4. 5** examples scientific truthiness and the unity between parts of the textbook's content



However, for other points such as scientific truth and unity between parts of the book's content, it is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost every page in this chapter. For the scientific truthiness item, the researcher gave a score of 4 which is included in the excellent category because all the material in the textbook contains accurate scientific truth and is presented in conformity with reality and is effective and efficient in improving students' abilities.

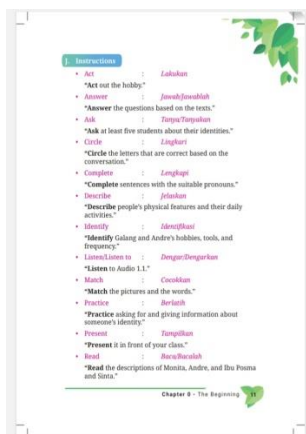
Likewise, for the item of unity between parts of the book's content, the researcher also gave a score of 4 which is included in the excellent category, because all the material in this chapter is related to each other, complements each other, and is continuous, the flow of discussion is easy for students to understand.

**Picture 4. 6** example of presentation aspect for item delivery of book contents according to the level of student's development



Furthermore, for the presentation aspect, there are two items analyzed, namely delivery of book contents according to the level of student's development and using an appropriate and communicative language according to the level of language mastery of students. The first is the item delivery of book contents according to the level of student's development, as we can see in the picture above that all the material contained in this chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The material in this chapter is presented well based on the student's level of development, starting with learning the basics of English such as learning time, alphabet, colors, and so on. This can be found on almost every page in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item.

**Picture 4. 7** example of using an appropriate and communicative language according to the level of language mastery of students



Then, for the item using an appropriate and communicative language according to the level of language mastery of students, as we can see in the picture above, all the material contained in this chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The language used to explain the material in this chapter is easy to understand, interesting and communicative, and of course appropriate to the level of language mastery that seventh grade students must master. This can also be found on almost all pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item because all of the materials in this chapter are using an appropriate and communicative language according to the level of language mastery of students.

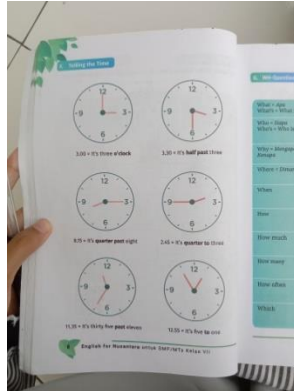
**Picture 4. 8** example using illustration

Table 3 WH-Questions	
What = Apa What's = What is	Why = Kenapa Why's = Why is
Who = Siapa Who's = Who is	Who = Siapa Who's = Who is
Why = Mengapa/ Kenapa	Why = Kenapa Why's = Why is
Where = Dimana	Where = Dimana Where's = Where is
When	When = Kapan When's = When is
How	How = Bagaimana How's = How is
How much	How much = Berapa How much is
How many	How many = Berapa How many are
How often	How often = Bagaimana sering How often is
Which	Which = Mana Which one is

Furthermore, for the design aspect, there were three points analyzed by researchers, namely the using illustrations, book page design, and book cover design. As we can see in the picture above, all the material in this chapter uses illustrations that are quite good and in accordance with the material presented, but some of the illustrations used are still not interesting enough for readers. This can be found on pages 7 and 9, for example, where page 7 presents the "Family Members" material and on page 9 presents the "WH Question" material. On page 7, a family tree is displayed to explain family members. The illustrations used are quite good, but perhaps animated human images could be added to suit the family members mentioned in the material. Then for page 9, which presents the "WH Question" material, it only displays a table to describe the material, for which there are not yet good enough illustrations and perhaps an animated illustration of humans as if having a conversation could be added to make it look more interesting. Therefore, the researcher gave a score of 3 which is included in the average category for this item because several of the materials in this chapter uses illustration

that do not meet the conformity of the target reader, the accuracy of the illustration object and it's not attractive.

**Picture 4. 9** example book page designs



Then for the book page design, as we can see in the picture above, the book page design in this chapter, even throughout this book, is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost all book pages, both in this chapter and in other chapters. There are no messy pages between pages, the page design is neat and nice, and also looks attractive. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item because all the material in the textbook uses a book page design that meets the criteria for book anatomy, clarity and readability, and attractiveness.

**Picture 4. 10** example book cover designs

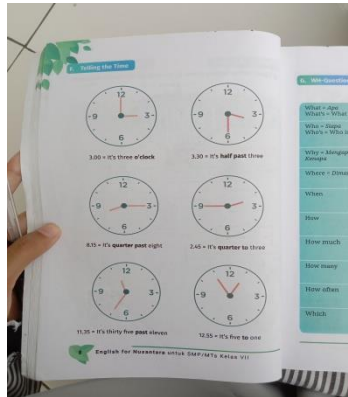


Next, is the book cover design, as we can see in the picture above, where the overall cover design of this textbook is good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item because all the material in the textbook uses a book cover design that meets the criteria for book cover anatomy, clarity and readability, and attractiveness.

The next aspect is the graphic aspect. Aspects will be divided into two sub-aspects, namely graphic aspects for printed books and electronic display aspects for e-books. Then, this sub-aspect will also have three items that will be analyzed. This sub-aspect of graphic aspects for printed books has three items that must be analyzed, namely print quality, binding quality, comb/clean cut quality. Meanwhile, the electronic display aspects for e-books sub-aspect also has three items that will be analyzed, namely the readability on various devices and platforms, the availability in relatively light file sizes, the ease of distribution to users.



**Picture 4. 11** example graphic aspects for printed books



In the graphic aspects for printed books sub-aspect for this chapter, there were not the slightest deficiencies or problems found. As we can see in the picture above, the sub-aspects of graphic aspects for printed books for this chapter are good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost all the pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for each items in this sub-aspect, both for print quality, binding quality, or clean comb/cut quality, because all the material in this chapter has good print quality, binding quality, and clean comb/cut quality and meets the criteria of being user friendly, safe, and comfortable.

**Picture 4. 12** example electronic aspects for e-books



The last part, in the electronic aspects for e-books sub-aspect for this chapter, there were not the slightest deficiencies or problems found as well. As we can see in the picture above, this sub-aspect for this chapter are good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost all the pages in this chapter. Therefore, the researcher gave a score of 4 which is include in the excellent category for each items in this sub-aspect, both for the readability on various devices and platforms, the availability in relatively light file sizes, or the ease of distribution to users, because all of the materials in this chapter does have good readability on various devices and platforms, does have availability in relatively light file sizes, and does have ease of distribution to users.

## 2. Chapter 1 (About Me)

**Table 4. 2** The results of the conformity of the material based on the *Merdeka* curriculum in the chapter 1

No	Aspects	Sub-Aspects	Analyzed Items	Conformity with <i>Merdeka</i> Cucciculum				Notes
				Excellent (4)	Average (3)	Fair (2)	Poor (1)	
1	Content of material standard	Textbook content requirements	It does not contradict with Pancasila values		✓			Found on pages 21, 24, 31, and 33.
			Not discriminatory towards ethnicity, religion, race, and/or between groups		✓			
			It does not contain pornographic elements		✓			
			It does not contain violence		✓			

		It does not contain hate speech	✓				
	Appropriateness of the textbook content	Scientific truthness	✓				
		The conformity with applicable national education standards and curriculum	✓				
		The conformity with developments in science and technology	✓				
		The suitability to context and environment		✓			Found on pages 21, 24, 31, and 33.
		The unity between parts of the	✓				

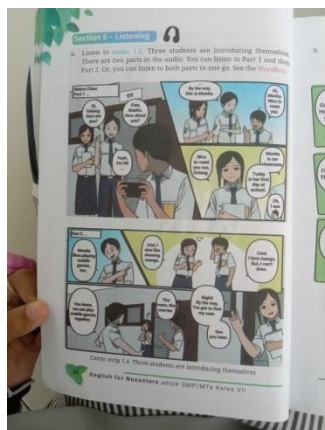
			textbook's content					
2	Presenta tion		Delivery of book contents according to the level of student's development	✓				
			Using an appropriate and communicative language according to the level of language mastery of students	✓				
3	Design		Using illustrations	✓				
			Content page design	✓				
			Book cover design	✓				
4	Graphic	Graphic aspects for printed	Printed quality		✓			Found on pages 24, 25,

	books						and 26
		Binding quality	✓				
		Clean comb/cut quality	✓				
	Electronic display aspects for e-books	The readability on various devices and platforms	✓				
		The availability in relatively light file sizes	✓				
		The ease of distribution to users	✓				

Chapter one in this textbook entitled “About Me”. Material in this chapter will be divided into three units, includes; “Galang from Kalimantan”, “I Love Fishing”, and “My Friends and I”. In this chapter one, there are four learning objectives, which are students should be able to master these materials based on learning objectives, they are; introduce yourself and others, talk about hobbies, describe people’s physical and personality traits, and describe their daily activities.

The first aspect to be discussed is the standard content of material in textbooks. In this aspect, it is divided into two sub-aspects, namely the textbook content requirements and the appropriateness of the textbook content. This sub-aspect will also be divided into several points/items.

**Picture 4. 13** example of it does contradict with Pancasila values



The first sub-aspect we will discuss in this chapter is textbook content requirements. This sub-aspect also have five items will be analyzed, includes; it does not contradict with Pancasila values, not discriminatory towards ethnicity, religion, race, and/or between groups, it does not contain pornographic elements, it does not contain violence, and it does not contain hate speech. The first item is; it does not contradict with Pancasila values. As we can see in the picture above, there is material that actually contradicts Pancasila values, which is not in accordance with one of the characteristics and learning objectives in the *Merdeka* curriculum, namely developing the profile of Pancasila students. This can be found on pages 21, 24, 31, and 33 which contain material about students' hobbies. On the page it is stated that the hobby of one of the student characters in the

conversation contained in the material is playing mobile games. At first glance this seems normal; however, this could actually be something serious. Because, the rate for games usually played by junior high school age children is 12+, where games with this rate contain violence involving fantasy characters and/or non-graphic creativity involving characters such as humans or animals are permitted. Non-graphic nudity, mild strong language, and simulated gambling are also permitted but profanity of a sexual nature is not permitted. This certainly contradicts the second principle of Pancasila, namely "just and civilized humanity". Even though it is not stated what mobile games are played by students in the hobbies material in this chapter, mobile games can still have a negative influence on the growth and development of students in the junior high school age range (around 12-15 years) if there is no monitoring by parents. This can cause children who have a hobby of playing mobile games to have less close relationships with family members or be less able to socialize with their peers due to addiction to mobile games. Therefore, the researcher gave a score of 3 which is included in the average category, because several of the materials in this chapter do contradict with Pancasila values.

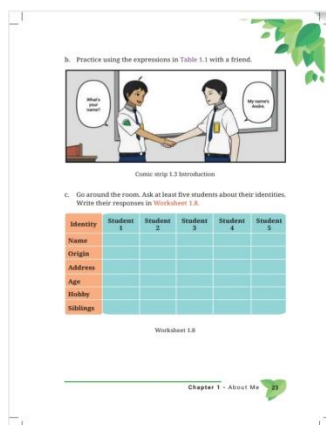
**Picture 4. 14** example of textbook content requirements





Meanwhile, the other items are not discriminatory towards ethnicity, religion, race, and/or between groups, it does not contain pornographic elements, it does not contain violence, and it does not contain hate speech, as we can see in the picture above, that the material in this chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost every page in this chapter where the material is presented well and does not conflict with the other four items as mentioned above. Therefore, the researcher gave a score of 4 which is included in the excellent category for every other item in this sub-aspect, because all of the materials in this chapter do not contain discrimination towards ethnicity, religion, race, and/or between groups, does not contain pornographic elements, does not contain violence, and does not contain hate speech.

**Picture 4. 15** example the appropriateness of the textbook content



The next sub-aspect is the appropriateness of the textbook content. In this sub-aspect there are five points that will be analyzed, such as scientific truth, suitability of the book's contents to applicable national educational standards and curriculum, suitability to developments in science and technology, suitability to the context

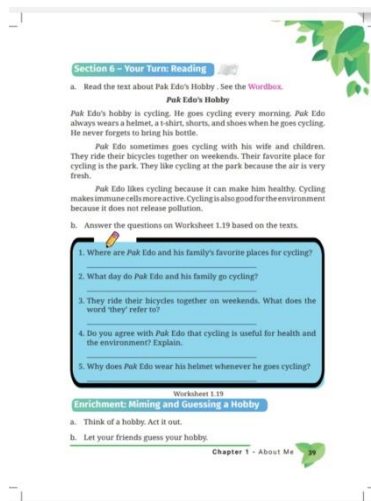
and environment, and also coherence between the contents of the book. For four items such as scientific truth, conformity of the book's contents with national education standards and the applicable curriculum, conformity with developments in science and technology, and also the unity between book's content, it is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost every page in this chapter where the material is presented well, where all the skills recommended in the *Merdeka* curriculum for English subjects, namely listening, speaking, reading and writing are presented in full along with explanations of the material, examples, and exercises needed to develop students' abilities, as well as the resources provided can be accounted for. Therefore, the researcher gave a score of 4 which is included in the excellent category for the four items mentioned above, because all the material in this chapter contains accurate scientific truth and is presented in conformity with reality and is effective and efficient in improving students' abilities, covers all the competencies that students must master for the class level and level of education in conformity with the applicable national education standards and curriculum, accommodates the latest scientific and technological developments in conformity with the field of English, as well as the descriptions, examples and exercises provided, it encourages students to obtain various information from various valid sources so that it can be accounted for, and the material in this chapter is related to each other, complements each other, and is continuous, the flow of discussion is easy for students to understand.

**Picture 4. 16** example of the conformity to context and environment



However, for item the conformity to context and environment item, there is material and examples that are not in accordance with the book assessment guidelines based on the *Merdeka* curriculum, This can be found on pages 21, 24, 31, and 33 which contain material about students' hobbies, where there are conversation examples for students' hobby material, namely playing mobile games. As we can see in the picture above, the conversation occurred when discussing each child's hobbies, and when one of the students invited his friend to go fishing with him, his friend refused and instead said that his hobby was playing mobile games, even though before that the friend said that fishing sounded interesting, and he liked it. This is certainly not appropriate to the context of social life where if the friend wants to join in going fishing, then they can become closer as friends and their social life will be better. Therefore, the researcher gave a score of 3 for this item which is included in the average category, because several of the materials described in this chapter are not in accordance with students' daily lives, local wisdom and the broader context of life.

### Picture 4. 17 example of presentation aspects



Furthermore, for the presentation aspect, there are two items analyzed, namely delivery of book contents according to the level of student's development and using an appropriate and communicative language according to the level of language mastery of students. The first is the item delivery of book contents according to the level of student's development, as we can see in the picture above that all the material contained in this chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The material in this chapter is presented well based on students' level of development, starting with learning how to introduce themselves using English, talk about hobbies, describe someone's body and personality characteristics, and describe their daily activities. This can be found on almost every page in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item, because all the material in this chapter is delivered appropriately according to the level of student's development.

**Picture 4. 18** example of using appropriate and communicative language according to the level of language mastery of students

Section 4 - Reading

a. Read a text about Made, the Basketball Player.



Picture 1.4 Made

**Made the Basketball Player**

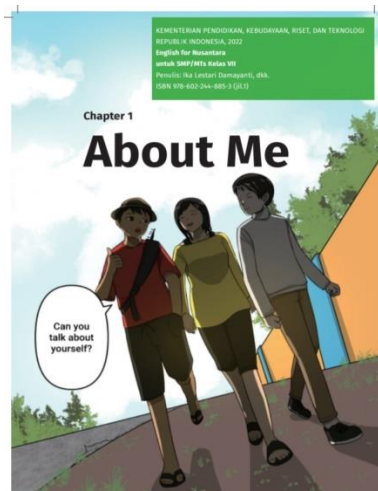
Made is Galang's friend. He is 14 years old. He is very friendly. He has a lot of friends. Made has short, black hair. He always wears a cap wherever he goes.

Made is special. He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.

Chapter 1 - About Me

Then, for the item using an appropriate and communicative language according to the level of language mastery of students, as we can see in the picture above, all the material contained in this chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The language used to explain the material in this chapter is easy to understand, interesting and communicative, and of course appropriate to the level of language mastery that seventh grade students must master. This can also be found on almost all pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item because all of the materials in this chapter are using an appropriate and communicative language according to the level of language mastery of students.

**Picture 4. 19** example of design aspect

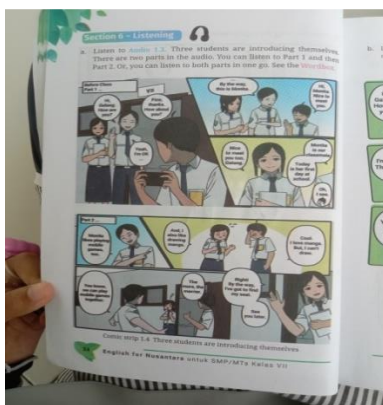


Furthermore, for the design aspect, there were three points analyzed by researchers, namely the use of illustrations, book page design, and book cover design. As we can see in the picture above, all the material in this chapter has used illustrations that are quite good and in accordance with the material presented and of course also in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The use of illustrations is appropriate to the material presented and is interesting to look at. Then the overall page design of the book is also very good, there are no messy pages, the page design is neat and attractive to the eye. Likewise for the book cover design which overall is very good and attractive, there are no flaws at all. This can be found on almost all pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for each item in this chapter because, all the material in this chapter uses illustrations that meet the conformity of the target reader, the accuracy of the illustrated object and attractiveness, uses a book page design that meets the criteria for book cover anatomy, clarity and readability, and attractiveness, uses a

book cover design that meets the criteria for book cover anatomy, clarity and readability, and attractiveness.

The next aspect is the graphic aspect. Aspects will be divided into two sub-aspects, namely graphic aspects for printed books and electronic display aspects for e-books. Then, this sub-aspect will also have three items that will be analyzed. This sub-aspect of graphic aspects for printed books has several points that must be analyzed, namely print quality, binding quality, clean comb/cut quality. Meanwhile, the electronic display aspects for e-books sub-aspect also has three points that will be analyzed, namely the readability on various devices and platforms, the availability in relatively light file sizes, the ease of distribution to users.

**Picture 4. 20** example of printed book quality



In the sub-aspect of graphics for printed books, especially regarding the quality of printed books, there are still several shortcomings, namely that the font in the presentation of the material is not clear enough to make it less readable, as we can see in the picture above. We can find this on pages 24, 25, and 26, where the printed font for the conversation presented is less clear. Therefore, the researcher gave a score of 3 which is included in the average

category for this item, because several of the materials in this chapter have less print quality and do not meet the criteria of being user friendly, safe and comfortable.

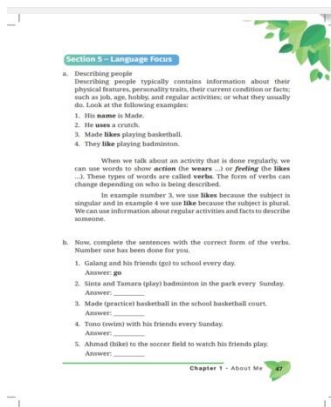
**Picture 4. 21** examples of binding quality and clean comb/cut quality



Meanwhile, for the other two points in the sub-aspect of graphics for printed books, namely binding quality and clean comb/cut quality, for this chapter, no deficiencies or problems were found. As we can see in the picture above, the two items for the sub-aspects in this chapter are good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost all the pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for the two items in this sub-aspect, namely binding quality and clean comb/cut quality, because all the material in this chapter has good binding quality, and clean comb/cut quality and meets the criteria of being user friendly, safe, and comfortable.



**Picture 4. 22** example of electric display aspects for e-book



Lastly, in the sub-aspects of electronic aspects for e-books for this chapter, there were not the slightest deficiencies or significant problems found. As we can see in the picture above, the sub-aspects for this chapter are good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost all the pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for each item in this sub-aspect, both for the readability on various devices and platforms, the availability in relatively light file sizes, and the ease of distribution to users, because all of the materials in this chapter do have good readability on various devices and platforms, do have availability in relatively light file sizes, and do have ease of distribution to users.

### 3. Chapter 2 (Culinary and Me)

**Table 4. 3** The results of the conformity of the material based on the *Merdeka* curriculum in the chapter 2

No	Aspects	Sub-Aspects	Analyzed Items	Conformity with <i>Merdeka</i> Cucciculum				Notes
				Excellent (4)	Average (3)	Fair (2)	Poor (1)	
1	Content of material standard	Textbook content requirements	It does not contradict with Pancasila values	✓				
			Not discriminatory towards ethnicity, religion, race, and/or between groups	✓				
			It does not contain pornographic elements	✓				

		It does not contain violence	✓				
		It does not contain hate speech	✓				
	Appropriateness of the textbook content	Scientific truthness	✓				
		The conformity with applicable national education standards and curriculum	✓				
		The conformity with developments in science and technology	✓				

			The suitability to context and environment	✓				
			The unity between parts of the textbook's content		✓			Found on pages 61, 62, and 68.
2	Presentation		Delivery of book contents according to the level of student's development	✓				
			Using an appropriate and communicative language according	✓				

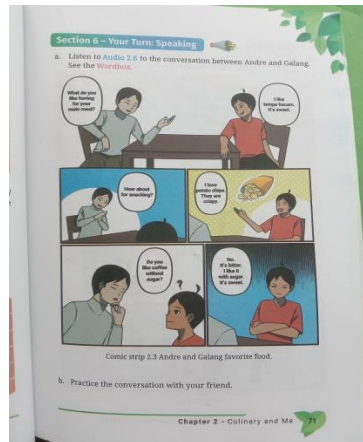
			to the level of language mastery of students					
3	Design		Using illustrations	✓				
			Content page design	✓				
			Book cover design	✓				
4	Graphic	Graphic aspects for printed books	Printed quality		✓			Found on pages 71, 88, and 89.
			Binding quality	✓				
			Clean comb/cut quality	✓				
		Electronic display aspects for e-	The readability on various devices	✓				

		books	and platforms					
			The availabilit y in relatively light file sizes	✓				
			The ease of distributio n to users	✓				

Chapter two in this textbook entitled “Culinary and Me”. Material in this chapter will be divided into three units, includes; “My Favorite Food”, “My Favorite Snack”, and “Secret Recipe”. In this chapter two, there are four learning objectives, which are students should be able to master these materials based on learning objectives, they are; describe one’s favorite meals, ask and give information about food, identify tools and ingredients in a recipe, and make a sequence of cooking steps.

The first aspect to be discussed is the standard content of material in textbooks. In this aspect, it is divided into two sub-aspects, namely the textbook content requirements and the appropriateness of the textbook content. This sub-aspect will also be divided into several points/items.

**Picture 4. 23** example of textbook content requirements



The first sub-aspect we will discuss in this chapter is textbook content requirements. This sub-aspect also have five items will be analyzed, includes; it does not contradict with Pancasila values, not discriminatory towards ethnicity, religion, race, and/or between groups, it does not contain pornographic elements, it does not contain violence, and it does not contain hate speech. As we can be seen in the picture above, in this chapter the material presented meets the textbook content requirements recommended in the *Merdeka* curriculum. This is found in this chapter on almost all pages, where the content of the material presented does not conflict with the values of Pancasila, or contain discrimination, pornography, violence and hate speech as required by the contents of textbooks regulated in the *Merdeka* Curriculum. Therefore, for each items in the sub-aspect of the book content requirements in this chapter, a score of 4 is given, which is included in the excellent category.

**Picture 4. 24** example of appropriateness of textbook content

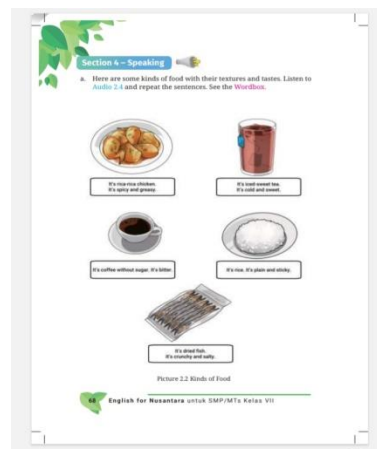


The next sub-aspect is the appropriateness of the textbook content. In this sub-aspect there are five points that will be analyzed, such as scientific truth, suitability of the book's contents to applicable national educational standards and curriculum, suitability to developments in science and technology, suitability to the context and environment, and also coherence between the contents of the book. For four items such as scientific truth, conformity of the book's contents with national education standards and the applicable curriculum, conformity with developments in science and technology, and also the conformity to context and environment, it is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost every page in this chapter where the material is presented well, where all the skills recommended in the *Merdeka* curriculum for English subjects, namely listening, speaking, reading and writing are presented in full along with explanations of the material, examples, and exercises needed to develop students' abilities, as well as the resources



provided can be accounted for. Therefore, the researcher gave a score of 4 which is included in the excellent category for the four items mentioned above, because all the material in this chapter contains accurate scientific truth and is presented in conformity with reality and is effective and efficient in improving students' abilities, covers all the competencies that students must master for the class level and level of education in conformity with the applicable national education standards and curriculum, accommodates the latest scientific and technological developments in conformity with the field of English, as well as the descriptions, examples and exercises provided, it encourages students to obtain various information from various valid sources so that it can be accounted for, and all the material described in this chapter is in accordance with students' daily lives, local wisdom and the broader context of life.

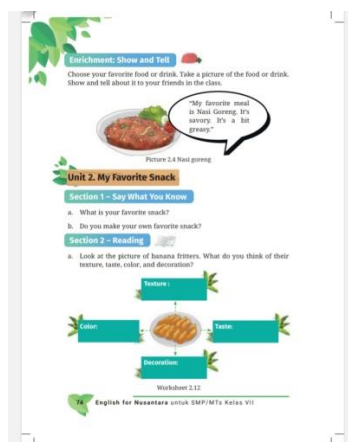
**Picture 4. 25** example of the unity between parts of the textbook's content



Meanwhile, for the item the unity between parts of the textbook's content in this chapter still not in accordance with the book assessment guidelines based on the *Merdeka* curriculum. As we

can see at the picture above, there are several materials in this chapter that less audio for listening section and/or the instruction given in the textbook was difficult for students to understand. This can be found on the pages 61, 62, and 68. Therefore, the researcher gave a score of 3 which is included in the average category for this item, since several of the material in the textbook is not related to each other, does not complement each other, and is not continuous, the flow of discussion is difficult for students to understand.

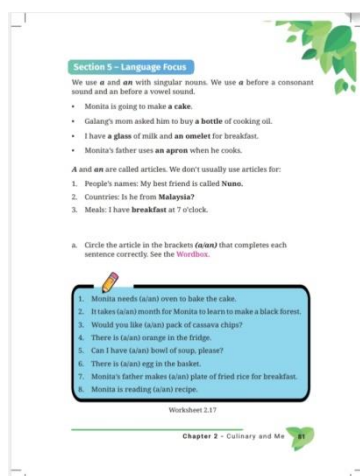
#### Picture 4. 26 presentation aspect



Furthermore, for the presentation aspect, there are two items analyzed, namely delivery of book contents according to the level of student's development and using an appropriate and communicative language according to the level of language mastery of students. The first is the item delivery of book contents according to the level of student's development, as we can see in the picture above that all the material contained in this chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The material in this chapter is presented well based on students' level of development, starting with learning how to describe one's favorite meals, ask and give information about food, identify tools and

ingredients in a recipe, and make a sequence of cooking steps. This can be found on almost every page in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item, because all the material in this chapter is delivered appropriately according to the level of student's development.

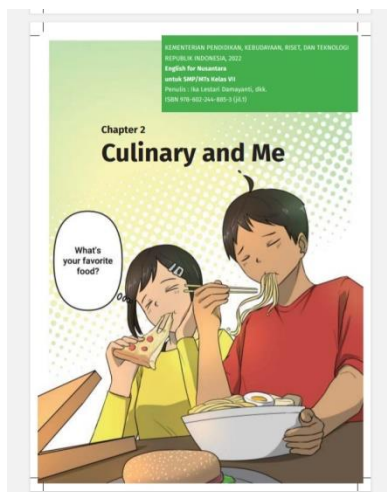
**Picture 4. 27** example of using appropriate and communicative language according to the level of language mastery of students



Then, for the item using an appropriate and communicative language according to the level of language mastery of students, as we can see in the picture above, all the material contained in this chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The language used to explain the material in this chapter is easy to understand, interesting and communicative, and of course appropriate to the level of language mastery that seventh grade students must master. This can also be found on almost all pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item because all of the materials in this chapter are using an

appropriate and communicative language according to the level of language mastery of students.

**Picture 4. 28** example of design aspect

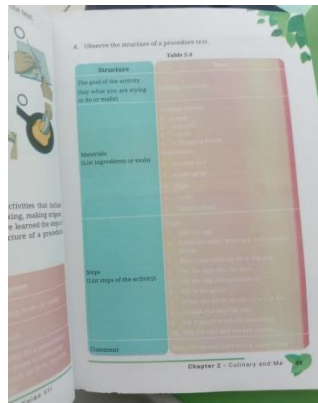


Furthermore, for the design aspect, there were three points analyzed by researchers, namely the use of illustrations, book page design, and book cover design. As we can see in the picture above, all the material in this chapter has used illustrations that are quite good and in accordance with the material presented and of course also in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The use of illustrations is appropriate to the material presented and is interesting to look at. Then the overall page design of the book is also very good, there are no messy pages, the page design is neat and attractive to the eye. Likewise for the book cover design which overall is very good and attractive, there are no flaws at all. This can be found on almost all pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for each item in this chapter because, all the material in this chapter uses illustrations that meet the conformity of

the target reader, the accuracy of the illustrated object and attractiveness, uses a book page design that meets the criteria for book cover anatomy, clarity and readability, and attractiveness, uses a book cover design that meets the criteria for book cover anatomy, clarity and readability, and attractiveness.

The next aspect is the graphic aspect. Aspects will be divided into two sub-aspects, namely graphic aspects for printed books and electronic display aspects for e-books. Then, this sub-aspect will also have three items that will be analyzed. This sub-aspect of graphic aspects for printed books has several points that must be analyzed, namely print quality, binding quality, clean comb/cut quality. Meanwhile, the electronic display aspects for e-books sub-aspect also has three points that will be analyzed, namely the readability on various devices and platforms, the availability in relatively light file sizes, the ease of distribution to users.

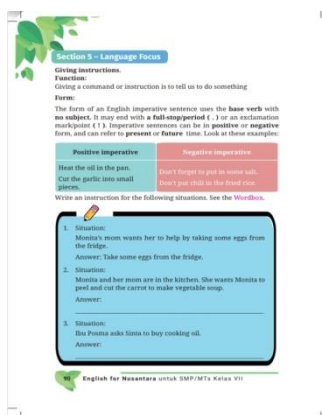
**Picture 4. 29** example of printed book quality



In the sub-aspect of graphics for printed books, especially regarding the quality of printed books, there are still several shortcomings, namely that the font in the presentation of the material is not clear enough to make it less readable, as we can see in the

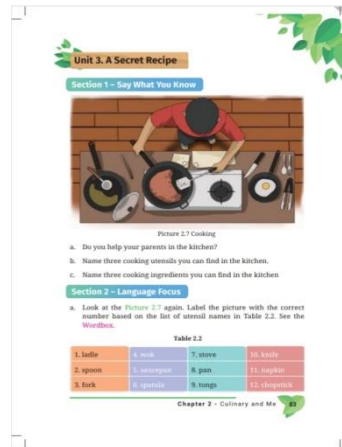
picture above. We can find this on pages 71, 88, and 89, where the printed font for the conversation presented is less clear also colored tables that present material appear to have blurry colors. Therefore, the researcher gave a score of 3 which is included in the average category for this item, because several of the materials in this chapter have less print quality and do not meet the criteria of being user friendly, safe and comfortable.

**Picture 4. 30** examples of binding quality and clean comb/cut quality



Meanwhile, for the other two points in the sub-aspect of graphics for printed books, namely binding quality and clean comb/cut quality, for this chapter, no deficiencies or problems were found. As we can see in the picture above, the two items for the sub-aspects in this chapter are good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost all the pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for the two items in this sub-aspect, namely binding quality and clean comb/cut quality, because all the material in this chapter has good binding quality, and clean comb/cut quality and meets the criteria of being user friendly, safe, and comfortable.

**Picture 4. 31** example of electric display aspects for e-book



Lastly, in the sub-aspects of electronic aspects for e-books for this chapter, there were not the slightest deficiencies or significant problems found. As we can see in the picture above, the sub-aspects for this chapter are good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost all the pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for each item in this sub-aspect, both for the readability on various devices and platforms, the availability in relatively light file sizes, and the ease of distribution to users, because all of the materials in this chapter do have good readability on various devices and platforms, do have availability in relatively light file sizes, and do have ease of distribution to users.

#### 4. Chapter 3 (Home Sweet Home)

**Table 4. 4** The results of the conformity of the material based on the *Merdeka* curriculum in the chapter 3

No	Aspects	Sub-Aspects	Analyzed Items	Conformity with <i>Merdeka</i> Cucciculum				Notes
				Excellent (4)	Average (3)	Fair (2)	Poor (1)	
1	Content of material standard	Textbook content requirements	It does not contradict with Pancasila values	✓				
			Not discriminatory towards ethnicity, religion, race, and/or between groups	✓				
			It does not contain pornographic elements	✓				
			It does not contain violence	✓				



		It does not contain hate speech	✓				
	Appropriateness of the textbook content	Scientific truthness					
		The conformity with applicable national education standards and curriculum	✓				
		The conformity with developments in science and technology	✓				
		The suitability to context and environment	✓				
		The unity between parts of the textbook's content	✓				

2	Presentati on		Delivery of book contents according to the level of student's development	✓				
			Using an appropriate and communicativ e language according to the level of language mastery of students	✓				
3	Design		Using illustrations	✓				
			Content page design	✓				
			Book cover design	✓				
4	Graphic	Graphic aspects for printed books	Printed quality		✓			Found on pages 121, 124, and

							126.
		Binding quality	✓				
		Clean comb/cut quality	✓				
	Electronic display aspects for e-books	The readability on various devices and platforms	✓				
		The availability in relatively light file sizes	✓				
		The ease of distribution to users	✓				

Chapter three in this textbook entitled “Home Sweet Home”. Material in this chapter will be divided into three units, includes; “Galang’s House”, “My House Chores”, and “Let’s Clean Up!”. In this chapter three, there are three learning objectives, which are students should be able to master these materials based on learning objectives, they are; describe rooms in a house and things in the rooms, talk about what people do and use to clean up house, and give instructions on how to do something.

The first aspect to be discussed is the standard content of material in textbooks. In this aspect, it is divided into two sub-aspects, namely the textbook content requirements and the appropriateness of the textbook content. This sub-aspect will also be divided into several points/items.

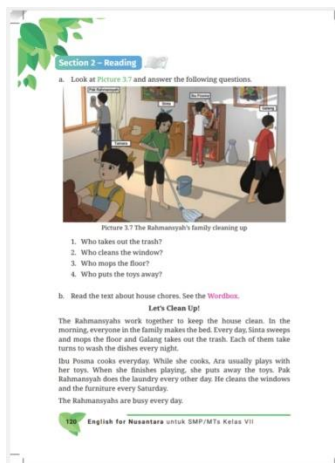
**Picture 4. 32** example textbook content requirements



The first sub-aspect we will discuss in this chapter is textbook content requirements. This sub-aspect also have five items will be analyzed, includes; it does not contradict with Pancasila values, not discriminatory towards ethnicity, religion, race, and/or between groups, it does not contain pornographic elements, it does not contain violence, and it does not contain hate speech. As we can be seen in the picture above, in this chapter the material presented meets the textbook content requirements recommended in the *Merdeka* curriculum. This is found in this chapter on almost all pages, where the content of the material presented does not conflict with the values of Pancasila, or contain discrimination, pornography, violence and hate speech as required by the contents of textbooks regulated in the *Merdeka* Curriculum. Therefore, for each items in the sub-aspect of

the book content requirements in this chapter, a score of 4 is given, which is included in the excellent category.

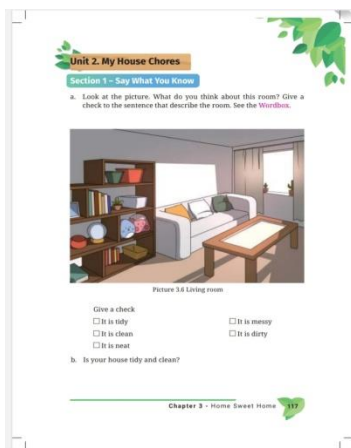
**Picture 4. 33** example appropriateness of the textbook content



Then, for next sub-aspect is appropriateness of the textbook content. This sub-aspect also have five items will be analyzed, includes; scientific truth, conformity of the book's contents to applicable national educational standards and curriculum, conformity to developments in science and technology, conformity to the context and environment, and also the all these items are in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost every page in this chapter where the material is presented well, where all the skills recommended in the *Merdeka* curriculum for English subjects, namely listening, speaking, reading and writing are presented in full along with explanations of the material, examples, and exercises needed to develop students' abilities, as well as the resources provided can be accounted for. Therefore, the researcher gave a score of 4 which is included in the excellent category for all items mentioned above, because all the material in this chapter contains accurate scientific truth and is

presented in conformity with reality and is effective and efficient in improving students' abilities, covers all the competencies that students must master for the class level and level of education in conformity with the applicable national education standards and curriculum, accommodates the latest scientific and technological developments in conformity with the field of English, as well as the descriptions, examples and exercises provided, it encourages students to obtain various information from various valid sources so that it can be accounted for, all the material described in this chapter is in accordance with students' daily lives, local wisdom and the broader context of life, all the material in this chapter is related to each other, complements each other, and is continuous, the flow of discussion is easy for students to understand.

**Picture 4. 34** presentation aspect



Furthermore, for the presentation aspect, there are two items analyzed, namely delivery of book contents according to the level of student's development and using an appropriate and communicative language according to the level of language mastery of students. The first is the item delivery of book contents according to the level of

student's development, as we can see in the picture above that all the material contained in this chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The material in this chapter is presented well based on students' level of development, starting with learning describe rooms in a house and things in the rooms, talk about what people do and use to clean up house, and give instructions on how to do something. This can be found on almost every page in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item, because all the material in this chapter is delivered appropriately according to the level of student's development.

**Picture 4. 35** example of using appropriate and communicative language according to the level of language mastery of students



Then, for the item using an appropriate and communicative language according to the level of language mastery of students, as we can see in the picture above, all the material contained in this chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The language used to explain the material in this chapter is easy to understand, interesting and communicative, and of course appropriate to the level of language

mastery that seventh grade students must master. This can also be found on almost all pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item because all of the materials in this chapter are using an appropriate and communicative language according to the level of language mastery of students.

**Picture 4. 36** example of design aspect



Furthermore, for the design aspect, there were three points analyzed by researchers, namely the use of illustrations, book page design, and book cover design. As we can see in the picture above, all the material in this chapter has used illustrations that are good and in accordance with the material presented and of course also in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The use of illustrations is appropriate to the material presented and is interesting to look at. Then the overall page design of the book is also very good, there are no messy pages, the page design is neat and attractive to the eye. Likewise for the book cover design which overall is very good and attractive, there are no flaws at all. This can be found on almost all pages in this chapter.





In the sub-aspect of graphics for printed books, especially regarding the quality of printed books, there are still several shortcomings, namely that the font in the presentation of the material is not clear enough to make it less readable, as we can see in the picture above. This can be found on pages 121, 124, and 126, where the printed font for the conversation presented is less clear also colored tables that present material appear to have blurry colors. Therefore, the researcher gave a score of 3 which is included in the average category for this item, because several of the materials in this chapter have less print quality and do not meet the criteria of being user friendly, safe and comfortable.

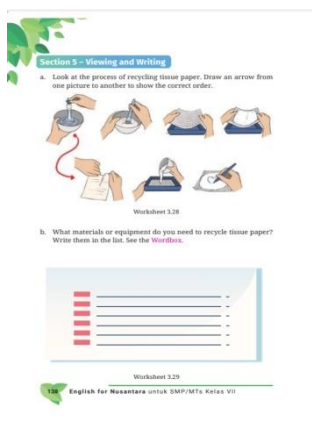
**Picture 4. 38** examples of binding quality and clean comb/cut quality



Meanwhile, for the other two points in the sub-aspect of graphics for printed books, namely binding quality and clean comb/cut quality, for this chapter, no deficiencies or problems were found. As we can see in the picture above, the two items for the sub-aspects in this chapter are good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be

found on almost all the pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for the two items in this sub-aspect, namely binding quality and clean comb/cut quality, because all the material in this chapter has good binding quality, and clean comb/cut quality and meets the criteria of being user friendly, safe, and comfortable.

**Picture 4. 39** example of electric display aspects for e-book



Lastly, in the sub-aspects of electronic aspects for e-books for this chapter, there were not the slightest deficiencies or significant problems found. As we can see in the picture above, the sub-aspects for this chapter are good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost all the pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for each item in this sub-aspect, both for the readability on various devices and platforms, the availability in relatively light file sizes, and the ease of distribution to users, because all of the materials in this chapter do have good readability on various devices and platforms, do have availability in relatively light file sizes, and do have ease of distribution to users.

### 5. Chapter 4 (My School Activities)

**Table 4. 5** The results of the conformity of the material based on the *Merdeka* curriculum in the chapter 4

No	Aspects	Sub-Aspects	Analyzed Items	Conformity with <i>Merdeka</i> Cucciculum				Notes
				Excellent (4)	Average (3)	Fair (2)	Poor (1)	
1	Content of material standard	Textbook content requirements	It does not contradict with Pancasila values	✓				
			Not discriminatory towards ethnicity, religion, race, and/or between groups	✓				
			It does not contain pornographic elements	✓				
			It does not contain violence	✓				

		It does not contain hate speech	✓				
	Appropriateness of the textbook content	Scientific truthness	✓				
		The conformity with applicable national education standards and curriculum	✓				
		The conformity with developments in science and technology	✓				
		The suitability to context and environment	✓				
		The unity between parts of the textbook's content	✓				

2	Presenta tion		Delivery of book contents according to the level of student's development	✓				
			Using an appropriate and communicativ e language according to the level of language mastery of students	✓				
3	Design		Using illustrations	✓				
			Content page design	✓				
			Book cover design	✓				
4	Graphic	Graphic aspects for printed books	Printed quality		✓			Found on pages 158, 163, 181,

							187, 188, 190, 192, and 195.
		Binding quality	✓				
		Clean comb/cut quality	✓				
	Electronic display aspects for e- books	The readability on various devices and platforms	✓				
		The availability in relatively light file sizes	✓				
		The ease of distribution to users	✓				

Chapter four in this textbook entitled “My School Activities”. Material in this chapter will be divided into three units, includes; “My Class Schedule”, “My Online Class”, and “My Study Habits”. In this chapter four, there are three learning objectives, which are students

should be able to master these materials based on learning objectives, they are; talk about school schedule and school subjects, talk about online learning tips, and describe one's study habits.

The first aspect to be discussed is the standard content of material in textbooks. In this aspect, it is divided into two sub-aspects, namely the textbook content requirements and the appropriateness of the textbook content. This sub-aspect will also be divided into several points/items.

**Picture 4. 40** example textbook content requirements

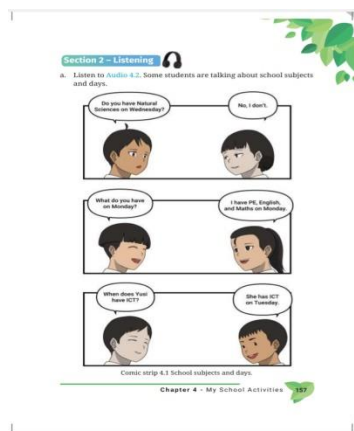


The first sub-aspect we will discuss in this chapter is textbook content requirements. This sub-aspect also have five items will be analyzed, includes; it does not contradict with Pancasila values, not discriminatory towards ethnicity, religion, race, and/or between groups, it does not contain pornographic elements, it does not contain violence, and it does not contain hate speech. As we can be seen in the picture above, in this chapter the material presented meets the textbook content requirements recommended in the *Merdeka* curriculum. This is found in this chapter on almost all pages, where the content of the material presented does not conflict with the values of Pancasila, or contain discrimination, pornography, violence and



hate speech as required by the contents of textbooks regulated in the *Merdeka* Curriculum. Therefore, for each items in the sub-aspect of the book content requirements in this chapter, a score of 4 is given, which is included in the excellent category.

**Picture 4. 41** example appropriateness of the textbook content



Then, for next sub-aspect is appropriateness of the textbook content. This sub-aspect also have five items will be analyzed, includes; scientific truth, conformity of the book's contents to applicable national educational standards and curriculum, conformity to developments in science and technology, conformity to the context and environment, and also the all these items are in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost every page in this chapter where the material is presented well, where all the skills recommended in the *Merdeka* curriculum for English subjects, namely listening, speaking, reading and writing are presented in full along with explanations of the material, examples, and exercises needed to develop students' abilities, as well as the resources provided can be accounted for. Therefore, the researcher gave a score of 4 which is included in the

excellent category for all items mentioned above, because all the material in this chapter contains accurate scientific truth and is presented in conformity with reality and is effective and efficient in improving students' abilities, covers all the competencies that students must master for the class level and level of education in conformity with the applicable national education standards and curriculum, accommodates the latest scientific and technological developments in conformity with the field of English, as well as the descriptions, examples and exercises provided, it encourages students to obtain various information from various valid sources so that it can be accounted for, all the material described in this chapter is in accordance with students' daily lives, local wisdom and the broader context of life, all the material in this chapter is related to each other, complements each other, and is continuous, the flow of discussion is easy for students to understand.

**Picture 4. 42** presentation aspect

c. Look at the class schedule below. Work with your classmate. Take turns to ask for and give information about the class schedule. Use expressions from Table 4.1.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07.00 - 08.00	English for Nusantara	Math	Indonesian Language	ICT	Art and Culture
08.00 - 09.00	Math	Indonesian Language	ICT	Art and Culture	English for Nusantara
09.00 - 10.00	Indonesian Language	ICT	Art and Culture	English for Nusantara	Math
10.00 - 11.00	Math	Indonesian Language	ICT	Art and Culture	English for Nusantara
11.00 - 12.00	Indonesian Language	ICT	Art and Culture	English for Nusantara	Math

**Example:**  
A: What do you have on Tuesday?  
B: I have Indonesian Language and Math.  
A: What time do you have ICT?  
B: I have ICT on Monday at 10 o'clock.  
A: When do you have Math?  
B: I have Math on Tuesday and Friday.  
A: When do you have Art and Culture?  
B: I have Art and Culture on Friday at 10 o'clock.

English for Nusantara untuk SMP/MTs Kelas VII

Furthermore, for the presentation aspect, there are two items analyzed, namely delivery of book contents according to the level of student's development and using an appropriate and communicative

language according to the level of language mastery of students. The first is the item delivery of book contents according to the level of student's development, as we can see in the picture above that all the material contained in this chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The material in this chapter is presented well based on students' level of development, starting with learning talk about school schedule and school subjects, talk about online learning tips, and describe one's study habits. This can be found on almost every page in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item, because all the material in this chapter is delivered appropriately according to the level of student's development.

**Picture 4. 43** example of using appropriate and communicative language according to the level of language mastery of students



Then, for the item using an appropriate and communicative language according to the level of language mastery of students, as we can see in the picture above, all the material contained in this chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The language used to explain the material in this chapter is easy to understand, interesting and

communicative, and of course appropriate to the level of language mastery that seventh grade students must master. This can also be found on almost all pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item because all of the materials in this chapter are using an appropriate and communicative language according to the level of language mastery of students.

**Picture 4. 44** example of design aspect

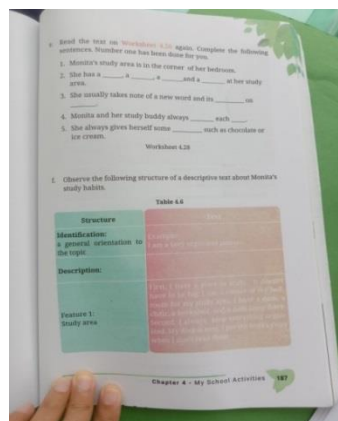


Furthermore, for the design aspect, there were three points analyzed by researchers, namely the use of illustrations, book page design, and book cover design. As we can see in the picture above, all the material in this chapter has used illustrations that are good and in accordance with the material presented and of course also in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The use of illustrations is appropriate to the material presented and is interesting to look at. Then the overall page design of the book is also very good, there are no messy pages, the page design is neat and attractive to the eye. Likewise for the book cover design which overall is very good and attractive, there are no

flaws at all. This can be found on almost all pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for each item in this chapter because, all the material in this chapter uses illustrations that meet the conformity of the target reader, the accuracy of the illustrated object and attractiveness, uses a book page design that meets the criteria for book cover anatomy, clarity and readability, and attractiveness, uses a book cover design that meets the criteria for book cover anatomy, clarity and readability, and attractiveness.

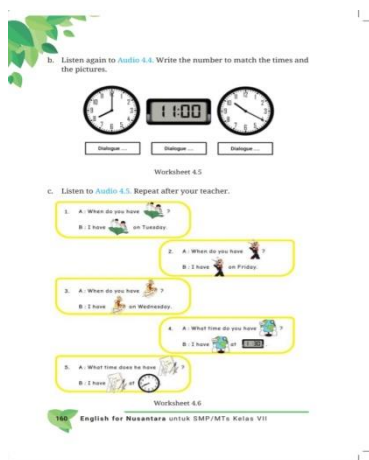
The next aspect is the graphic aspect. Aspects will be divided into two sub-aspects, namely graphic aspects for printed books and electronic display aspects for e-books. Then, this sub-aspect will also have three items that will be analyzed. This sub-aspect of graphic aspects for printed books has several points that must be analyzed, namely print quality, binding quality, clean comb/cut quality. Meanwhile, the electronic display aspects for e-books sub-aspect also has three points that will be analyzed, namely the readability on various devices and platforms, the availability in relatively light file sizes, the ease of distribution to users.

**Picture 4. 45** example of printed book quality



In the sub-aspect of graphics for printed books, especially regarding the quality of printed books, there are still several shortcomings, namely that the font in the presentation of the material is not clear enough to make it less readable, as we can see in the picture above. This can be found on pages 158, 163, 181, 187, 188, 190, 192, and 195, where the printed font for the conversation presented is less clear also colored tables that present material appear to have blurry colors. Therefore, the researcher gave a score of 3 which is included in the average category for this item, because several of the materials in this chapter have less print quality and do not meet the criteria of being user friendly, safe and comfortable.

**Picture 4. 46** examples of binding quality and clean comb/cut quality



Meanwhile, for the other two points in the sub-aspect of graphics for printed books, namely binding quality and clean comb/cut quality, for this chapter, no deficiencies or problems were found. As we can see in the picture above, the two items for the sub-aspects in this chapter are good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost all the pages in this chapter. Therefore, the

researcher gave a score of 4 which is included in the excellent category for the two items in this sub-aspect, namely binding quality and clean comb/cut quality, because all the material in this chapter has good binding quality, and clean comb/cut quality and meets the criteria of being user friendly, safe, and comfortable.

**Picture 4. 47** example of electric display aspects for e-book



Lastly, in the sub-aspects of electronic aspects for e-books for this chapter, there were not the slightest deficiencies or significant problems found. As we can see in the picture above, the sub-aspects for this chapter are good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost all the pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for each item in this sub-aspect, both for the readability on various devices and platforms, the availability in relatively light file sizes, and the ease of distribution to users, because all of the materials in this chapter do have good readability on various devices and platforms, do have availability in relatively light file sizes, and do have ease of distribution to users.

## 6. Chapter 5 (This is My School)

**Table 4. 6** The results of the conformity of the material based on the *Merdeka* curriculum in the chapter 5

No	Aspects	Sub-Aspects	Analyzed Items	Conformity with <i>Merdeka</i> Cucciculum				Notes
				Excellent (4)	Average (3)	Fair (2)	Poor (1)	
1	Content of material standard	Textbook content requirements	It does not contradict with Pancasila values	✓				
			Not discriminatory towards ethnicity, religion, race, and/or between groups	✓				
			It does not contain pornographic elements	✓				
			It does not contain violence	✓				



		It does not contain hate speech	✓				
	Appropriateness of the textbook content	Scientific truthness	✓				
		The conformity with applicable national education standards and curriculum	✓				
		The conformity with developments in science and technology	✓				
		The suitability to context and environment	✓				
		The unity between parts of the textbook's content	✓				

2	Presenta tion		Delivery of book contents according to the level of student's development	✓				
			Using an appropriate and communicativ e language according to the level of language mastery of students	✓				
3	Design		Using illustrations	✓				
			Content page design	✓				
			Book cover design	✓				
4	Graphic	Graphic aspects for printed books	Printed quality			✓		Found on pages 206, 210, 214,

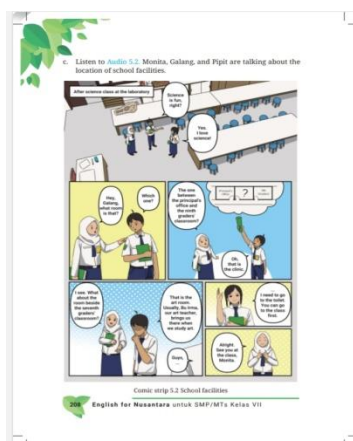
							219, 221, 222, 236, and 237.
		Binding quality	✓				
		Clean comb/cut quality	✓				
	Electronic display aspects for e- books	The readability on various devices and platforms	✓				
		The availability in relatively light file sizes	✓				
		The ease of distribution to users	✓				

Chapter five in this textbook entitled “This is My School”. Material in this chapter will be divided into three units, includes; “School Building”, “Extracurricular Activities”, and “A School Festival”. In this chapter five, there are three learning objectives,

which are students should be able to master these materials based on learning objectives, they are; ask for and give directions, talk about extracurricular activities, and describe a school festival.

The first aspect to be discussed is the standard content of material in textbooks. In this aspect, it is divided into two sub-aspects, namely the textbook content requirements and the appropriateness of the textbook content. This sub-aspect will also be divided into several points/items.

**Picture 4. 48** example textbook content requirements



The first sub-aspect we will discuss in this chapter is textbook content requirements. This sub-aspect also have five items will be analyzed, includes; it does not contradict with Pancasila values, not discriminatory towards ethnicity, religion, race, and/or between groups, it does not contain pornographic elements, it does not contain violence, and it does not contain hate speech. As we can be seen in the picture above, in this chapter the material presented meets the textbook content requirements recommended in the *Merdeka* curriculum. This is found in this chapter on almost all pages, where the content of the material presented does not conflict with the values

of Pancasila, or contain discrimination, pornography, violence and hate speech as required by the contents of textbooks regulated in the *Merdeka* Curriculum. Therefore, for each items in the sub-aspect of the book content requirements in this chapter, a score of 4 is given, which is included in the excellent category.

**Picture 4. 49** example appropriateness of the textbook content



Then, for next sub-aspect is appropriateness of the textbook content. This sub-aspect also have five items will be analyzed, includes; scientific truth, conformity of the book's contents to applicable national educational standards and curriculum, conformity to developments in science and technology, conformity to the context and environment, and also the all these items are in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost every page in this chapter where the material is presented well, where all the skills recommended in the *Merdeka* curriculum for English subjects, namely listening, speaking, reading and writing are presented in full along with explanations of the material, examples, and exercises needed to develop students' abilities, as well as the resources provided can be accounted for.

Therefore, the researcher gave a score of 4 which is included in the excellent category for all items mentioned above, because all the material in this chapter contains accurate scientific truth and is presented in conformity with reality and is effective and efficient in improving students' abilities, covers all the competencies that students must master for the class level and level of education in conformity with the applicable national education standards and curriculum, accommodates the latest scientific and technological developments in conformity with the field of English, as well as the descriptions, examples and exercises provided, it encourages students to obtain various information from various valid sources so that it can be accounted for, all the material described in this chapter is in accordance with students' daily lives, local wisdom and the broader context of life, all the material in this chapter is related to each other, complements each other, and is continuous, the flow of discussion is easy for students to understand.

**Picture 4. 50** presentation aspect

The image shows a page from a textbook with the following content:

**Extracurricular Activities at SMP Merdeka**

Day and time	Extracurricular activity	Venue
Monday, 3 PM to 5 PM	(3) English Club	Library
	Science Club	Lab
Tuesday, 3 PM to 5 PM	Pencak silat	Lab
Wednesday, (4)	Basketball	School Yard
	Volleyball	School Yard
STL, _____, 3 PM to 5 PM	Scout	School Yard
Friday, 1 PM to 3 PM	Choir	Lab
	TVJ	Art Room
SB) _____, 2 PM to 4 PM	Dancing	Art Room

Worksheet 5.12

**Section 5 – Reading**

a. Read the text "SMP Merdeka Basketball Club".

**SMP Merdeka Basketball Club**  
Galang joins an extracurricular activity this semester. He is in SMP Merdeka basketball club. The name of the club is Eagle Merdeka Basketball. Their first uniform is red and their second uniform is white. The mascot of the team is an eagle.

More than 30 students are in the club. The members of the club always practice once a week with their coach. The coach calls the members of the club an eagle. The eagle always practice on Wednesdays at 3 PM at the school yard.

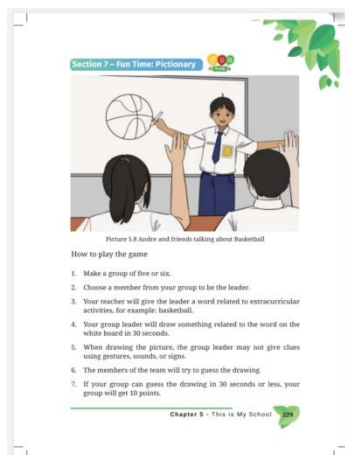
Eagle Merdeka basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.

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Furthermore, for the presentation aspect, there are two items analyzed, namely delivery of book contents according to the level of

student's development and using an appropriate and communicative language according to the level of language mastery of students. The first is the item delivery of book contents according to the level of student's development, as we can see in the picture above that all the material contained in this chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The material in this chapter is presented well based on students' level of development, starting with learning ask for and give directions, talk about extracurricular activities, and describe a school festival. This can be found on almost every page in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item, because all the material in this chapter is delivered appropriately according to the level of student's development.

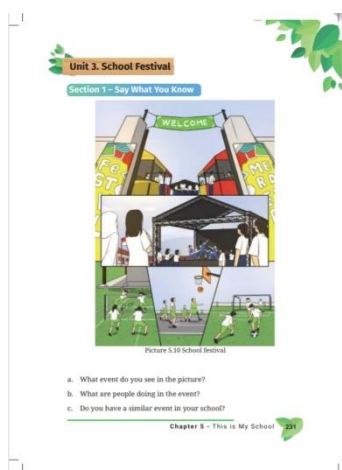
**Picture 4. 51** example of using appropriate and communicative language according to the level of language mastery of students



Then, for the item using an appropriate and communicative language according to the level of language mastery of students, as we can see in the picture above, all the material contained in this

chapter is in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The language used to explain the material in this chapter is easy to understand, interesting and communicative, and of course appropriate to the level of language mastery that seventh grade students must master. This can also be found on almost all pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for this item because all of the materials in this chapter are using an appropriate and communicative language according to the level of language mastery of students.

**Picture 4. 52** example of design aspect

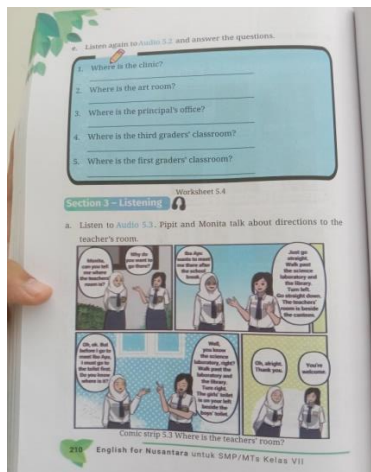


Furthermore, for the design aspect, there were three points analyzed by researchers, namely the use of illustrations, book page design, and book cover design. As we can see in the picture above, all the material in this chapter has used illustrations that are good and in accordance with the material presented and of course also in accordance with the book assessment guidelines based on the *Merdeka* curriculum. The use of illustrations is appropriate to the material presented and is interesting to look at. Then the overall page



design of the book is also very good, there are no messy pages, the page design is neat and attractive to the eye. Likewise for the book cover design which overall is very good and attractive, there are no flaws at all. This can be found on almost all pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for each item in this chapter because, all the material in this chapter uses illustrations that meet the conformity of the target reader, the accuracy of the illustrated object and attractiveness, uses a book page design that meets the criteria for book cover anatomy, clarity and readability, and attractiveness, uses a book cover design that meets the criteria for book cover anatomy, clarity and readability, and attractiveness.

The next aspect is the graphic aspect. Aspects will be divided into two sub-aspects, namely graphic aspects for printed books and electronic display aspects for e-books. Then, this sub-aspect will also have three items that will be analyzed. This sub-aspect of graphic aspects for printed books has several points that must be analyzed, namely print quality, binding quality, clean comb/cut quality. Meanwhile, the electronic display aspects for e-books sub-aspect also has three points that will be analyzed, namely the readability on various devices and platforms, the availability in relatively light file sizes, the ease of distribution to users.

**Picture 4. 53** example of printed book quality

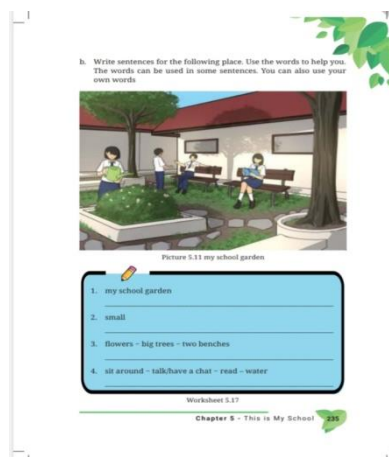
In the sub-aspect of graphics for printed books, especially regarding the quality of printed books, there are still several shortcomings, namely that the font in the presentation of the material is not clear enough to make it less readable, as we can see in the picture above. This can be found on pages 206, 210, 214, 219, 221, 222, 236, and 237, where the printed font for the conversation presented is less clear also colored tables that present material appear to have blurry colors. Therefore, the researcher gave a score of 2 which is included in the fair category for this item, because half of the materials in this chapter have less print quality and do not meet the criteria of being user friendly, safe and comfortable.

**Picture 4. 54** examples of binding quality and clean comb/cut quality



Meanwhile, for the other two points in the sub-aspect of graphics for printed books, namely binding quality and clean comb/cut quality, for this chapter, no deficiencies or problems were found. As we can see in the picture above, the two items for the sub-aspects in this chapter are good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost all the pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for the two items in this sub-aspect, namely binding quality and clean comb/cut quality, because all the material in this chapter has good binding quality, and clean comb/cut quality and meets the criteria of being user friendly, safe, and comfortable.

**Picture 4. 55** example of electric display aspects for e-book



Lastly, in the sub-aspects of electronic aspects for e-books for this chapter, there were not the slightest deficiencies or significant problems found. As we can see in the picture above, the sub-aspects for this chapter are good and in accordance with the book assessment guidelines based on the *Merdeka* curriculum. This can be found on almost all the pages in this chapter. Therefore, the researcher gave a score of 4 which is included in the excellent category for each item in this sub-aspect, both for the readability on various devices and platforms, the availability in relatively light file sizes, and the ease of distribution to users, because all of the materials in this chapter do have good readability on various devices and platforms, do have availability in relatively light file sizes, and do have ease of distribution to users.

Based on the data displayed, it can be concluded that English textbooks entitled "English for Nusantara" for seventh grade only has a few that are in conform with the *Merdeka* Curriculum which refers to the Regulations of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia No. 25 of 2022

concerning the assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head Of Educational Standards, Curriculum And Assessment Agency Ministry Of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines.

For the content of material standard aspect, there are only three chapters that have a good level of conformity with a score of 4 which is included in the excellent category, while three other chapters has a level of conformity that is still not good on several items so it is given a score of 3 which is included in the average category because there is material that is not good enough because still contradict with Pancasila values, or there is material that lacks English language skills such as reading and writing comprehension, also lacks examples and exercises to improve students' abilities, or the conformity with the context and environment is still not good enough, as well as the unity between parts of the textbook's content which is still not in accordance with the guidelines for book assessment based on the *Merdeka* curriculum. Furthermore, for the standard presentation aspect, each chapter has a good level of conformity with a score of 4 which is included in the excellent category which is also in accordance with the guidelines for book assessment based on the *Merdeka* curriculum. Then, for the standard design aspect there are only five chapters that have a good level of suitability with a score of 4 which is included in the excellent category, while one chapter still has less level conformity on one item so it is given a score of 3 which is included in the average category

due to the lack of use of illustrations which is good and interesting in the book. Lastly, namely the standard graphic aspect, there is only one chapter that has a good level of suitability with a score of 4 which is included in the excellent category, while the other five chapters have a poor level of conformity on one item because the print quality of the book still has many shortcomings so it is given a score of 3 which is included in the average category.

## **B. Discussion**

This research was conducted to analyze the conformity of the content contained in the "English for Nusantara" textbook for seventh grade based on the *Merdeka* Curriculum which refers to the Regulations of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia No. 25 of 2022 concerning the assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head Of Educational Standards, Curriculum And Assessment Agency Ministry Of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines. There is only one question in this research, namely to analyze the textbook conformity that used by the teacher as teaching resources for seventh grade in the school based on the *Merdeka* curriculum 2022.

Based on the findings above, it can be said that the standard content of material aspect still does not meet what is recommended by the *Merdeka* curriculum, because there are still some chapters in textbooks that are not in accordance with the independent curriculum which refers to the regulations mentioned above. There are three chapters

in the textbook which have material that does not meet the standards they should be, such as in chapter one with the title "About Me" on the topic of student hobbies, where there are examples of conversations that are not in accordance with the Pancasila student profile which is one of the *Merdeka* curriculum structures, there is also material that is less appropriate to the context and environment on the same topic. A textbook plays a significant role in the teaching and learning process and is seen as a means to convey and strengthen character education.<sup>1</sup> This is in line with Rani Santika (2023), the profile of strengthening Pancasila students is the expected profile of graduates with the aim of showing the character and competencies that students are expected to achieve. Apart from that, the Pancasila student profile is also to strengthen students with the noble values of Pancasila.

Refer to Encik Siti Adilah (2023), shows that the profile of strengthening Pancasila students in the textbook entitled "English in Mind: Student Book Starter" in the seventh grade of junior high school is aligned with the textbook assessment guidelines based on the *Merdeka* curriculum, because there are numerous project-based activities that support project-based learning and are in line with the independent curriculum in the English in Mind: Student's Book Starter textbook. There are exercises to enhance a person's or student's communication skills in textbooks that deal with the development of soft skills, but they do not entirely address a person's or student's character in accordance with the Pancasila students' profile. As we can see in the findings above, the standard material content aspect for the items "it does not contradict with Pancasila values" and "the suitability to the context and

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<sup>1</sup> Hadna Suryantari, "Exploring Character of Pancasila Students in the English Textbook for the Tenth Grade Senior High School Students", *Journal of English Language Learning (JELL)*, Vol. 6, No. 2, (2022), 229.

environment" is included in the average category, which means that the content of this textbook still has shortcomings in aspects of standard material content, especially for items related to Pancasila, as recommended in the textbook assessment guidelines based on the *Merdeka* curriculum.

Meanwhile, the standard presentation aspect can be said to have fulfilled what is recommended by the *Merdeka* curriculum. The material presented meets the sub-aspects contained in the standard presentation aspect, namely the content of the material presented is appropriate to the student's level of development and uses appropriate and communicative language in accordance with the language level that must be mastered by the student, which is the material presented in this book. such as how to introduce yourself, learning the use of pronouns for both singular and plural, introducing descriptive text, procedure text, prepositions, conjunctions, the use of imperative sentences, and many more. In fact, at the end of each chapter in this book there is always a word box containing the core vocabulary used in the material in that chapter. This is in line with Yuliarti Inggit Utami (2017), Communicative Language Teaching is defined as a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques.

Refer to Sri Handayani (2016), it shows that the level of language mastery in the textbook for seventh grade junior high school, entitled "When English Rings a Bell Revise Edition", is at the right level for the students' current English ability. This textbook uses simple language to the complex one, hierarchically. It means that students will not move to



the next acquisition before they acquire the previous level. As we can see in the findings above, the overall presentation aspect of this textbook is included in the excellent category, which means that the content of this textbook is in good accordance with the standard presentation aspect, as recommended in the textbook assessment guidelines based on the *Merdeka* curriculum.

Then, regarding the standard design aspect, it can be said that it also meets what is recommended by the *Merdeka* curriculum. Even though there is actually one chapter that still has a slight deficiency in the use of good and interesting illustrations, this is not a deficiency or fatal error, because it does not affect the material content of the textbook. Meanwhile, the other two items, namely the book page design and book cover design, have fulfilled what is recommended by the *Merdeka* curriculum, namely that this textbook has used good and attractive book page and cover designs. This is in line with Richards (1998) points out that a textbook should be attractive by showing attractive and colorful format.

Referring to Rizaldi Hanifa (2018), shows that the layout and design aspects of textbooks for seventh grade junior high school entitled "English on Sky" and "When English Rings a Bell", use good illustrations, design pages and covers. interesting, where the two books give different vibes. For example, the cover design for the book "English on Sky" shows a boy playing roller skates with the sky background. This gives the impression that learning English can be easy, fun, enjoyable, practical activity: to learn by playing. With the good choice of colors, the book looks even more attractive and energetic and gives a cheerful atmosphere. Meanwhile, the cover design for the book "When English Rings a Bell" focuses more on the sense of unity as it shows a globe and

several hands, from fair to colored skin, holding the globe. It gives an impression that English is a language that brings everyone from different areas, races, and backgrounds to gather and that everyone can learn English. Both books are attractive in their own ways, but the later stresses more on the importance of learning English to face the global world. Likewise, the illustrations used in both books are even better because they are full-colored, both in materials and exercises. As we can see in the findings above, the standard design aspect of the "English for Nusantara" textbook is good and attractive in accordance with what is recommended by the *Merdeka* curriculum, where most of the illustrations used in the textbook are depicted in the form of animated cartoons. Usually this is in the form of examples of conversations from the delivery of material, also the content of the material is not only in plain text form, but images are provided to illustrate the text. This is different from the book cover, this book uses a cover with three animated cartoon characters in the book, namely two boys and one girl wearing school uniforms in the classroom, positioned next to the front of the teacher's desk, and behind them is a world map. This gives the impression that studying English at school can be fun but still carries with it the values of discipline and etiquette that students must uphold. And finally, the design of the book page is not monotonous, just numbers, but there is also a leaf image design that accompanies it so that the appearance of the book page is better.

The last aspect is the graphic aspect of textbooks, which can be said to have fulfilled what is recommended by the *Merdeka* curriculum, although there is one item from the sub-aspect of graphic aspects for printed books, namely the item of book printing quality which is still far from being as recommended by the *Merdeka* curriculum referring to the

textbook assessment guidelines. In this aspect, there are two sub-aspects that are analyzed, namely the quality of printed books and also the electronic display aspect for e-books. In terms of sub-aspects, the quality of e-books is good and in accordance with what is recommended by the *Merdeka* curriculum, this is different from the quality of printed books, where there are still many shortcomings, especially for the item of book printing quality, of which there are five chapters in this book that have print quality. which is still lacking. Because, if the quality of textbook printing is poor, even to the point that it is difficult for students and teachers to read, this can affect the quality of English language learning in the classroom, including learning outcomes. This is in line with Dwi Maryani (2020), who said that if the textbooks are of good quality, the quality of English teaching and learning outcomes will increase.

Referring to Dwi Maryani (2020), it shows that the graphic aspects of textbooks for grades 1, 2 and 3 of elementary school used at SMB Dhamma Panna Temanggung are included in the good category, where for grades 1 and 2 the quality is very good, while the class 3 books are of good quality. The results of the graphic aspect assessment were for class 1 books a total score of 219 out of 252 (86.9) in the very good category, for class 2 books the total score was 228 out of 252 (90.4) in the very good category and the last book was class 3 with a total score of 167 out of 252 (66.26) in the good category. In general, these three books are suitable for use if their graphic value is 81.1. As we can see in the findings above, the graphic aspect for the book "English for Nusantara" is also in the good category, although in terms of the quality of the book printing there are still many shortcomings, such as unclear fonts, colors on some tables or images that are blurry. However, this does not affect the content of the material and it can still be read quite well.

Referring to Fahala Rahma Tanto (2023), "An Analysis of The English Textbook "English Work In Progress" Based on The *Merdeka* Curriculum", this paper wants to examine the reference book from the *Merdeka* curriculum, namely the Work in Progress grade X textbook . The findings of this study are that the textbook is in accordance with the learning outcomes in the *Merdeka* curriculum and according to the teacher interviewed by the researcher that the book is quite interesting for students because of the various pictures and illustrations, this is certainly a positive thing to achieve the objectives of the *Merdeka* curriculum. Meanwhile, research conducted by researchers analyzed the suitability of the textbook used by seventh grade junior high school, entitled "English for Nusantara", based on the *Merdeka* curriculum which refers to the Regulations of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia No. 25 of 2022 concerning the assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head Of Educational Standards, Curriculum And Assessment Agency Ministry Of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines. The findings of this study are that the textbook is in conformity with the *Merdeka* curriculum that refers to the regulations mentioned above and based on the analysis carried out by researchers, this book is quite interesting because it has lots of animated pictures like in comics, as well as the delivery of the material in this book is good, so this is good for students and teachers to achieve good learning outcomes.

Based on the results of the research that has been conducted, the findings of this study state the conformity of the English textbook "English for Nusantara" for seventh grade of junior high school based on the *Merdeka* curriculum. This has answered the research question in the previous chapter, which is to analyze how is the textbook conformity that is used as teaching materials for seventh grades in the school based on the *Merdeka* curriculum 2022. Based on the results of the analysis that has been carried out, it is known that the material contained in the English textbook for seventh grade junior high school "English for Nusantara" was launched by the Ministry of Education and Culture. From the total of four aspects suggested by the *Merdeka* curriculum that refers to the Regulations of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 25 of 2022 concerning the assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head Of Educational Standards, Curriculum And Assessment Agency Ministry Of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines, two aspects can be categorized as having the right level and meeting the requirements in accordance with the *Merdeka* curriculum, the two aspects include presentation and design standards, and the other two aspects that do does not meet the standards of the *Merdeka* curriculum, namely content material standard and graphic standard. Moreover, this research is also different to the research conducted by (Fahala Rahma Tanto, 2023; Mukrim Al-Ghozali, 2023), but similar to the research conducted by (Encik Siti Adilah, 2023). In research conducted by Fahala, she analyzed books based on the CEFR level B1 grid contained in

English learning outcomes in the independent curriculum, including four skills, listening, speaking, writing and reading. Meanwhile, research conducted by Mukrim used McDonough and Shaw's theory and criteria to help the researcher analyze the content in the English textbook. According to their theory, there are three analysis processes, external evaluation, internal evaluation, and overall evaluation. In contrast to research conducted by Encik, textbook analysis in this study considered eight criteria, namely; (1) goals and approach divided into two, aims and objectives and the teaching and learning situations; (2) Design and organization are divided into two, the components of the textbook package and the organization of the textbook; (3) Language content is divided into two, grammar and vocabulary; (4) Skills are divided into 4 listening, reading, speaking and writing; (5) Topics are divided into two, topic and subject content, and social and cultural values; (6) Methodology; (7) Teacher's book; and (8) Practical concerns. It is different from the research being conducted by the current researcher which analyzes four aspects in the *Merdeka* curriculum refers to the Regulations of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 25 of 2022 concerning the assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head Of Educational Standards, Curriculum And Assessment Agency Ministry Of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines, namely content of material standards, presentation standards, design standards, and graphic standards.