

A Content Analysis of English Textbook “Bright An English” Used in Second Grade Junior High School Based on Merdeka Curriculum

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Abstract

In the context of educational reform in Indonesia, the implementation of the Merdeka Curriculum has brought significant changes over the past few decades. A crucial aspect of this transformation is the curriculum for students, aimed at equipping them with the knowledge and skills necessary to become productive members of society. Launched by the Ministry of Education in 2020, the Merdeka Curriculum emphasizes a more holistic and inclusive educational approach, focusing on student-centered learning and technology use. This study aims to analyze the alignment of the textbook "Bright An English" with the Merdeka Curriculum for second-grade junior high school students, identifying its strengths and weaknesses in supporting English language learning. A qualitative approach was employed, specifically through document analysis. This method is often used to analyze written or visual data to identify specific characteristics or materials, focusing on the English textbook "Bright An English". The analysis revealed that the textbook generally meets the English language competencies outlined in the Merdeka Curriculum. Students are able to engage with various types of texts and develop their language skills effectively. However, areas such as the integration of character values and cultural diversity in the teaching materials require improvement. The findings indicate that "Bright An English" is largely aligned with the Merdeka Curriculum, fulfilling many essential requirements. Despite some shortcomings, the textbook remains a valuable resource for teachers and students, and supplementary materials are recommended to enhance the learning experience. Overall, it provides a solid foundation for English language education at the junior high school level.

Keywords: Content Analysis, English Textbook, Second Grade Junior High School, Merdeka Curriculum.

INTRODUCTION

In the context of education reform in Indonesia, the implementation of the Merdeka Curriculum has brought about significant changes over the past few decades. One important aspect of this transformation is the curriculum for students, which aims to provide them with the knowledge and skills necessary to become productive members of society (Budunio & Saleh, 2024). The Merdeka Curriculum is an educational initiative launched by the Ministry of Education in Indonesia in 2020. It aims to provide a more holistic and inclusive approach to education that emphasizes student-centered learning and the use of technology, allowing educators to adapt their teaching materials and methods to better meet the diverse needs of students.

One of the key components of this curriculum is the use of textbooks that align with its principles, ensuring that the content is relevant, engaging, and conducive to the development of critical thinking and creativity among students. Several education experts have provided their views regarding the Merdeka Curriculum and the importance of analyzing this policy from a theoretical perspective (Pakaya et al., 2024). According to Darmawan and Winataputra (2020), the Merdeka Curriculum seeks to strengthen student independence and facilitate student-centered learning by emphasizing empowerment and the development of 21st-century skills. In addition, Riyanto (2019) states that the Merdeka Curriculum aims to free students from the shackles of an overly theoretical curriculum and promote learning that is more contextual and relevant to real life.

The textbook "Bright An English," used in junior high school grade two, serves as the primary source for English language learning. Content analysis of this textbook is crucial to evaluate its alignment with the Merdeka Curriculum (Ramadhani et al., 2024). This analysis will focus on several aspects, including the relevance of the topics presented, the appropriateness of the language used, and the effectiveness of activities designed to encourage active learning. By examining these elements, we can determine whether the textbook supports the goals of the Merdeka Curriculum and facilitates an engaging learning experience for students (Nabu, 2024).

Furthermore, understanding the strengths and weaknesses of "Bright An English" will provide valuable insights for educators and curriculum developers (Amala et al., 2024). This will help identify areas for improvement in the textbook and inform future decisions regarding teaching materials (Gobel et al., 2024). Ultimately, this content analysis aims to contribute to ongoing efforts to improve English language education in Indonesia, ensuring

that it meets the needs of learners. Based on this background, to find out whether the English lessons used in SMP Negeri 3 Limboto are in accordance with the curriculum imposed by the government or the Ministry of Education and Culture, the author intends to conduct research entitled "A Content Analysis of English Textbook 'Bright An English' Used in Second Grade Junior High School Based on Merdeka Curriculum."

METHODS

This research method uses a qualitative approach with the content analysis method. The qualitative approach was chosen because this study aims to analyze the suitability of the contents of the English textbook "Bright An English" used in second grade junior high school based on the Merdeka curriculum. In this study, the author chose to analyze the textbook "Bright An English" written by Nur Zaida and published by Erlangga. The characteristics and materials of the textbooks will be tabulated according to the table of contents expected by the Ministry of Education, Culture, Research, and Technology for English textbooks used in second grade junior high school. With Phase D Learning Outcomes, at the end of Phase D, learners use spoken, written, and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations. Learners can use various types of texts such as narratives, descriptions, procedures, special texts (short messages, advertisements), and authentic texts as the main reference in learning English in this phase.

Learners use English to discuss and express desires/feelings. Their understanding of written texts is growing and inference skills are emerging when understanding implied information. They produce structured written and visual texts in English with a more diverse vocabulary. They understand the purpose and audience when producing written and visual texts in English.

The author uses a qualitative descriptive approach to analyze, interpret, and report the data contained in the textbook. From a total of 8 chapters, the author will analyze 4 chapters as samples because the 4 chapters can represent 8 chapters because the writing structure is the same for all of them. This research was conducted in Limboto, located on Jl. Samaun Pulubuhu, Hunggaluwa Village, Limboto District, Gorontalo Regency, with the aim of analyzing the suitability of the Textbook "Bright An English" with the Merdeka Curriculum.

The subject of this study is an English textbook entitled 'Bright An English' used in second grade junior high school consisting of 8 chapters. However, for the purpose of analysis, only 4 chapters were selected as samples. Data collection was conducted using a

qualitative content analysis approach. The techniques and instruments used include document analysis, where the main method of data collection is the analysis of the "Bright An English" textbook document. This involves a thorough examination of the content in selected chapters to identify themes, key topics, and the overall structure of the material. According to Krippendorff (2018), document analysis is a systematic procedure for reviewing and evaluating documents to extract meaningful information.

A content analysis framework will be developed to guide the analysis, based on the principles of the Independent Curriculum, focusing on aspects such as the relevance of content to students' needs and interests, the inclusion of character education and critical thinking skills, and support for the development of language skills (speaking, reading, and writing). In addition, a data recording sheet will be created to systematically document observations from the analysis. This sheet will help organize findings related to content quality, topic diversity, and alignment with curriculum standards. This approach is supported by Bowen (2009), who emphasizes the importance of structured documentation in qualitative research.

RESULTS AND DISCUSSION

Results

In this chapter, the author presents data collected from textbook analysis. The research findings will be presented using a content suitability checklist for each chapter, followed by a description for each category of why the textbook competencies received a YES or NO checklist on the indicators in each activity in each chapter.

There are 15 activities in chapter 1 "Speaking Five Languages", 17 activities in chapter 2 "I Play Golf on the Weekend", 14 activities in chapter 3 "What You Do", and 19 activities in chapter 4 "We Went Camping Last Week".

These activities are accumulated in a research table, and the final results will be presented in a percentage representing the conformity of the English textbook "Bright An English" with the requirements of the Ministry of Education, Culture, Research and Technology.

Table 4.1.1
Suitability of Content in Chapter 1 “I Can Speak Five Languages”

Competence	Indicator	ANSWER		Resident
		YES	NO	
Speaking	- Discuss - Express desires	✓		Activity 1, 5, 7, 10, 14, 15.
Reading	- Understand texts and information contained therein	✓		Activity 6, 11.
Writing	- Produce texts in writing and visually	✓		Activity 2, 3, 4, 7, 8, 9, 12, 13, 15.

The analysis of the suitability of the contents of the English textbook "Bright An English" for second grade junior high school based on the Merdeka Curriculum can be described in each chapter. Each chapter is evaluated based on the suitability of the content to the learning outcomes of speaking, reading, and writing, along with related activities that support these learning outcomes.

The analysis of content suitability in Chapter 1 “I Can Speak Five Languages” can be explained as follows:

1. Speaking

In this analysis, the focus is on students' speaking skills, such as discussing and expressing opinions or desires. Textbooks are expected to provide a variety of activities that encourage students to practice speaking, such as dialogues, role plays, or group discussions. The activities in the textbooks will be evaluated to see if they are varied and relevant enough to improve students' speaking skills.

- *Discuss*

Activities 1, 5, 7, 10, 14, and 15 are designed to encourage students to discuss their language learning and experiences with different languages. These activities help students to practice speaking in relevant contexts.

- *Express desires*

The same activities also allow students to express their preferences and aspirations regarding language, which is important for the development of their communication skills.

2. *Reading*

The reading aspect includes students' ability to understand texts and the information contained therein. In this analysis, textbooks will be examined to see the type of text presented, whether it is narrative, descriptive, or informative, and whether the text is appropriate for the students' level of understanding. Existing reading activities, such as comprehension questions or discussions about the text, will also be analyzed to ensure that they can help students develop their reading skills.

- *Understand texts and information contained therein*

Activities 6 and 11 focus on reading comprehension, helping students understand texts related to language learning and the importance of multilingualism. These activities support students' reading skills by providing clear context.

3. *Writing*

For the writing aspect, the analysis will look at how the textbooks support students in producing written texts. This includes different types of writing, such as essays, reports, or letters. Textbooks are expected to provide clear guidance and exercises to help students develop their writing skills. The writing activities in the textbooks will

be evaluated to ensure that they encourage students' creativity and ability to express their ideas in writing.

- *Produce texts in writing and visually*

Activities 2, 3, 4, 7, 8, 9, 12, 13, and 15 provide opportunities for students to write essays, create visual presentations, and complete written exercises that reinforce their understanding of the content. These activities help students develop their writing skills.

Table 4.1.2
Suitability of Content in Chapter 2 “I Play Golf on Weekends”

Competence	Indicator	ANSWER		Resident
		YES	NO	
Speaking	- Discuss - Express desires	✓		Activity 13, 14.
Reading	- Understand texts and information contained therein	✓		Activity 2, 3, 4, 10, 16.
Writing	- Produce texts in writing and visually	✓		Activity 5, 6, 7, 8, 9, 10, 11, 12, 15, 17.

The analysis of the suitability of the contents of the English textbook "Bright An English" for second grade junior high school based on the Merdeka Curriculum can be described in each chapter. Each chapter is evaluated based on the suitability of the content to the learning outcomes of speaking, reading, and writing, along with related activities that support these learning outcomes.

The analysis of content suitability in Chapter 2 “I Play Golf on Weekends” can be explained as follows:

1. *Speaking*

In this analysis, the focus is on students' speaking skills, such as discussing and expressing opinions or desires. Textbooks are expected to provide a variety of activities that encourage students to practice speaking, such as dialogues, role plays, or group discussions. The activities in the textbooks will be evaluated to see if they are varied and relevant enough to improve students' speaking skills.

- *Discuss*

Activities 13 and 14 are designed to encourage students to discuss their experiences and interests related to golf. They provide opportunities for students to practice speaking in a relevant and enjoyable context.

- *Express desires*

This activity also allows students to express their interests and desires in playing golf, which is important for the development of their communication skills.

2. *Reading*

The reading aspect includes students' ability to understand texts and the information contained therein. In this analysis, textbooks will be examined to see the type of text presented, whether it is narrative, descriptive, or informative, and whether the text is appropriate for the students' level of understanding. Existing reading activities, such as comprehension questions or discussions about the text, will also be analyzed to ensure that they can help students develop their reading skills.

- *Understand texts and information contained therein*

Activities 2, 3, 4, 10, and 16 focus on reading comprehension, helping students understand texts related to golf and other recreational activities. These activities support students' reading skills by providing clear and interesting context.

3. *Writing*

For the writing aspect, the analysis will look at how the textbooks support students in producing written texts. This includes different types of writing, such as essays, reports, or letters. Textbooks are expected to provide clear guidance and exercises to help students develop their writing skills. The writing activities in the textbooks will be evaluated to ensure that they encourage students' creativity and ability to express their ideas in writing.

- *Produce texts in writing and visually*

Activities 5, 6, 7, 8, 9, 10, 11, 12, 15, and 17 provide a variety of writing tasks, including essays and visual presentations about golf. These activities allow students to practice writing in creative and informative ways.

Table 4.1.3
Suitability of Content in Chapter 3 “What are You Doing?”

Competence	Indicator	ANSWER		Resident
		YES	NO	
Speaking	- Discuss - Express desires	✓		Activity 12, 13.
Reading	- Understand texts and information contained therein	✓		Activity 1, 3, 5.
Writing	- Produce texts in writing and visually	✓		Activity 2, 4, 6, 7, 8, 9, 10, 11, 13, 14.

The analysis of the suitability of the contents of the English textbook "Bright An English" for second grade junior high school based on the Merdeka Curriculum can be described in each chapter. Each chapter is evaluated based on the suitability of the content to the learning outcomes of speaking, reading, and writing, along with related activities that support these learning outcomes.

The analysis of content suitability in Chapter 3 “What are You Doing?” can be explained as follows:

1. Speaking

In this analysis, the focus is on students' speaking skills, such as discussing and expressing opinions or desires. Textbooks are expected to provide a variety of activities that encourage students to practice speaking, such as dialogues, role plays, or group discussions. The activities in the textbooks will be evaluated to see if they are varied and relevant enough to improve students' speaking skills.

- *Discuss*

Activities 12 and 13 are designed to encourage students to discuss their daily activities. These activities provide opportunities for students to practice speaking in relevant contexts, so that they can share experiences and opinions with each other.

- *Express desires*

This activity also allows students to express what they are currently doing or what they would like to do, which is important for the development of their communication skills.

2. *Reading*

The reading aspect includes students' ability to understand texts and the information contained therein. In this analysis, textbooks will be examined to see the type of text presented, whether it is narrative, descriptive, or informative, and whether the text is appropriate for the students' level of understanding. Existing reading activities, such as comprehension questions or discussions about the text, will also be analyzed to ensure that they can help students develop their reading skills.

- *Understand texts and information contained therein*

Activities 1, 3, and 5 focus on reading comprehension, helping students understand texts related to various activities. These activities support students' reading skills by providing clear and interesting contexts.

3. *Writing*

For the writing aspect, the analysis will look at how the textbooks support students in producing written texts. This includes different types of writing, such as essays, reports, or letters. Textbooks are expected to provide clear guidance and exercises to help students develop their writing skills. The writing activities in the textbooks will

be evaluated to ensure that they encourage students' creativity and ability to express their ideas in writing.

- *Produce texts in writing and visually*

Activities 2, 4, 6, 7, 8, 9, 10, 11, 13, and 14 provide a variety of writing tasks, including writing about everyday activities and personal experiences. These activities allow students to practice writing in creative and informative ways.

Table 4.1.4
Suitability of Content in Chapter 4 “We Went Camping Last Week?”

Competence	Indicator	ANSWER		Resident
		YES	NO	
Speaking	- Discuss - Express desires	✓		Activity 4, 6, 7, 13, 14, 16, 17, 18,
Reading	- Understand texts and information contained therein	✓		Activity 1, 2,
Writing	- Produce texts in writing and visually	✓		Activity 2, 3, 5, 6, 8, 9, 10, 11, 12, 15, 18, 19,

The analysis of the suitability of the contents of the English textbook "Bright An English" for second grade junior high school based on the Merdeka Curriculum can be described in each chapter. Each chapter is evaluated based on the suitability of the content to the learning outcomes of speaking, reading, and writing, along with related activities that support these learning outcomes.

The analysis of content suitability in Chapter 4 “We Went Camping Last Week?” can be explained as follows:

1. Speaking

In this analysis, the focus is on students' speaking skills, such as discussing and expressing opinions or desires. Textbooks are expected to provide a variety of activities that encourage students to practice speaking, such as dialogues, role plays, or group discussions. The activities in the textbooks will be evaluated to see if they are varied and relevant enough to improve students' speaking skills.

- *Discuss*

Activities 4, 6, 7, 13, 14, 16, 17, and 18 are designed to encourage students to discuss their experiences while camping. These activities provide opportunities for students to share their stories and opinions, and to practice speaking in relevant and interesting contexts.

- *Express desires*

This activity also allows students to express their desires and preferences regarding camping activities, which is important for the development of their communication skills.

2. *Reading*

The reading aspect includes students' ability to understand texts and the information contained therein. In this analysis, textbooks will be examined to see the type of text presented, whether it is narrative, descriptive, or informative, and whether the text is appropriate for the students' level of understanding. Existing reading activities, such as comprehension questions or discussions about the text, will also be analyzed to ensure that they can help students develop their reading skills.

- *Understand texts and information contained therein*

Activities 1 and 2 focus on reading comprehension, helping students understand texts related to camping experiences. These activities support students' reading skills by providing clear and engaging context for outdoor activities.

3. Writing

For the writing aspect, the analysis will look at how the textbooks support students in producing written texts. This includes different types of writing, such as essays, reports, or letters. Textbooks are expected to provide clear guidance and exercises to help students develop their writing skills. The writing activities in the textbooks will be evaluated to ensure that they encourage students' creativity and ability to express their ideas in writing.

- *Produce texts in writing and visually*

Activities 2, 3, 5, 6, 8, 9, 10, 11, 12, 15, 18, and 19 provide a variety of writing tasks, including writing about a camping experience and creating a visual presentation. These activities allow students to practice writing in creative and informative ways, and strengthen their understanding of the content.

The results of the analysis show that the textbook "Bright An English" as a whole meets the criteria for the suitability of content with the expected competencies in English learning. The activities presented in the textbook support the development of students' speaking, reading, and writing skills, so that it can be used as an effective learning resource.

Discussion

This discussion aims to evaluate the significance of research results related to the textbook "Bright An English" in the context of the Independent Curriculum Learning Achievements. The results of the study show that this book as a whole has met the expected English language competencies, where students can use spoken, written, and visual texts to interact in various formal and informal contexts. This is in line with the initial objective of the research which was to analyze the suitability of textbooks with the applicable curriculum (Asingo et al., 2024).

Students who use this book demonstrate the ability to communicate well, both in

discussions and in conveying ideas and feelings. They are able to understand and produce structured texts with diverse vocabulary, and use English to discuss and express opinions. This shows that this book not only serves as a learning tool, but also as a means to develop important communication skills for students.

However, although this book has fulfilled many important aspects, there are several areas that need attention, especially in terms of integrating character values and cultural diversity. This is important to form students who are not only proficient in English, but also have a tolerant attitude and appreciate differences (Boromang et al., 2024). This study shows that although students' English competence has increased, character development and cultural understanding still need to be improved so that students are ready to face global challenges in the future. In terms of consistency with other studies, these results are in line with findings showing that good textbooks should cover not only linguistic aspects, but also social and cultural values. Previous studies have emphasized the importance of character education in language learning, and these results confirm that the book “Bright An English” still has room for improvement in this regard.

Therefore, it is recommended that teachers use this book as a learning resource, while supplementing it with additional materials that can enrich students' learning experiences. With a more holistic approach, it is hoped that students will not only be able to achieve the expected English language competencies, but will also be ready to face global challenges in the future. Overall, the “Bright An English” textbook provides a solid foundation in learning English at the junior high school level, and with the right support from teachers and other learning resources, students can reach their maximum potential in English.

CONCLUSIONS

Based on the analysis that has been done, it can be concluded that the open book "Bright An English" used in second grade junior high school has met the criteria set in the Merdeka Curriculum. This book substantially covers various requirements, including core competencies, basic competencies, learning activities, assessment methods, technology integration, character education, as well as local content and contextual learning. This shows that this book can function as an effective tool in supporting the English learning process at the junior high school level.

However, this study also identified several aspects that still need improvement, especially in terms of diversity insight and life skills development. Only a few elements of both aspects are included in the materials and exercises provided, indicating that there is room for further development. Therefore, although this textbook is worthy of use, there is a need to complement the materials with more diverse and relevant content to prepare students for global challenges.

This study contributes to a better understanding of the suitability of textbooks to the applicable curriculum, as well as providing insight into the importance of integrating diversity values and life skills in language learning. For future research, it is recommended that further studies be conducted that explore the development of more inclusive and contextual teaching materials, as well as evaluating the impact of using these textbooks on students' communication skill. Thus, this study not only provides an overview of the current conditions, but also paves the way for improvement and innovation in English language education in Indonesia.

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