

Evaluating *Bahasa Inggris Work in Progress*: A Comprehensive Analysis of Indonesia's Merdeka Curriculum English Textbook for Grade X Using Cunninghamsworth and Al-Sowat Framework

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Abstract

This study aims to evaluate the quality of the English textbook *Bahasa Inggris Work in Progress* for grade X used in the implementation *Merdeka Curriculum* in Indonesia. This book was evaluated using a descriptive quantitative approach with an instrument based on the Cunninghamsworth (1995) and Al-Sowat (2012) evaluation framework, which covers nine main aspects: layout, content, objectives, language types, language skills, activities, structure and vocabulary, cultural values, and teacher needs. The evaluation results indicate that this book has quite good quality in terms of layout, content, and teacher support, and covers all four language skills in a balanced manner. However, several weaknesses were found, including the lack of integration of cultural values, the suboptimal development of critical thinking and problem-solving skills, and the limited authentic activities that reflect real life. This book also does not fully consider differences in student learning styles and does not provide a means for independent reflection on learning. Therefore, improvements are needed in the development of cultural content, the variety of high-level activities, and the preparation of formative assessments. The results of this study contribute to curriculum developers, textbook writers, and educators in improving the effectiveness of teaching materials that align with the principles of differentiated learning and strengthening 21st century competencies in *Merdeka Curriculum*.

Keywords

Evaluating EFL Textbook, Materials Evaluation, Merdeka Curriculum

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INTRODUCTION

In the teaching and learning process, particularly in the context of English as a Foreign Language (EFL), textbooks play a significant and often central role. They provide structured input for students, guide instructional delivery, and serve as a foundation for lesson planning. In many EFL classrooms, especially where authentic interaction with the English language is limited outside the classroom, textbooks act as the primary, and sometimes only, source of language exposure (Marhamah et al., 2022). This is particularly true in Indonesia, where English is not widely spoken in daily life, making the textbook a vital component in shaping students' language acquisition (Rambe et al., 2020).

Textbooks are considered a core element in language programs, offering a systematic presentation of language content, a balance of the four main language skills (listening, speaking, reading, and writing), and a variety of practice activities. They also help define lesson objectives and provide a resource for vocabulary, grammar, and cultural understanding (Şahin, 2020). Moreover, textbooks act as a guide for both new and experienced teachers in implementing the curriculum. In the Indonesian EFL setting, the reliance on textbooks highlights the importance of ensuring that these materials are pedagogically sound, culturally appropriate, and aligned with learners' needs.

With the implementation of *Merdeka* Curriculum by the Ministry of Education, Culture, Research, and Technology, the need to adapt to textbooks has become increasingly urgent. This curriculum represents a transformation in education that emphasizes student-centered learning, a lack of focus on material development, and the strengthening of 21st century competencies such as critical thinking, collaboration, creativity, and communication. Unlike previous curricula that focused more on standards and exam-based evaluation, *Merdeka* Curriculum encourages teachers to design learning tailored to the needs, characteristics, and context of students. Therefore, the textbooks used should reflect these values and be adaptive, relevant, and supportive of achieving curriculum objectives.

Textbook evaluation is therefore essential to ensure that the materials used in classrooms meet the curriculum requirements and effectively support students' language development. Lestari & Martiarini (2021) stated that a well-conducted evaluation considers several aspects including students' linguistic competence, socio-cultural context, learning interests, available resources, and the goals of the curriculum. Cunningham (1995) emphasizes that a good EFL textbook serves multiple roles, such as presenting content, encouraging learner autonomy, and promoting communicative competence. Additionally, educators can gain valuable insights and inspiration from textbook evaluation to enhance their teaching strategies and better tailor instruction to their students' needs (Firmansyah, 2020).

This study aims to evaluate the English textbook titled *Bahasa Inggris Work in Progress*, which has been designed in accordance with the *Merdeka* Curriculum initiated by the Indonesian Ministry of Education, Culture, Research, and Technology.

Given the textbook's significance in classroom instruction, this evaluation seeks to assess whether it meets the criteria of a high-quality EFL textbook.

The evaluation of this textbook is crucial given its role as the primary source of English language learning within the context of *Merdeka* Curriculum, which emphasizes differentiated, student-centered, and contextually relevant learning. Although this textbook has been compiled by official authorities, there has been little empirical research systematically assessing its quality based on actual needs in the field, both from the perspective of students and teachers. This creates a gap between curriculum planning and classroom implementation. Furthermore, in the Indonesian context, limited access to authentic English-language resources further emphasizes the importance of textbooks as the primary means of language acquisition. Therefore, this study fills this gap in the literature by providing an in-depth evaluation based on a well-established theoretical model, thus providing constructive feedback for curriculum developers, textbook authors, and education practitioners in order to improve the quality of English language learning in Indonesia as a whole. This evaluation also serves to assess the extent to which this textbook is able to accommodate the needs of diverse learners, pay attention to local and global cultural values, and support the 21st century competencies expected by *Merdeka* Curriculum.

This study uses a quantitative approach, employing an assessment instrument in the form of an evaluation scale based on the evaluation framework of Cunninghamsworth (1995) and Al-Sowat (2012). This instrument covers nine main aspects, namely: layout, content, objectives, language types, language skills, activities, structure and vocabulary, cultural values, and teacher needs. The evaluation was conducted directly by the researcher through a systematic assessment of each aspect based on established criteria. The data obtained was analyzed using descriptive statistical techniques to identify the strengths and weaknesses of the textbooks studied.

The researcher used the combined framework of Cunninghamsworth and Al-Sowat based on the consideration that these two models complement each other. Cunninghamsworth (1995) provides a strong evaluative basis from the pedagogical, communicative, and practical perspectives in EFL learning, while Al-sowat (2012) presents more contextual and up to date evaluative indicators, including attention to cultural appropriateness and learner needs. By combining these two models, this study aims to produce a more comprehensive, balanced, and relevant evaluation for the context of English learning in Indonesia, particularly within the framework of *Merdeka* Curriculum.

Literature Review

In the field of English as a Foreign Language (EFL) instruction, textbooks are regarded as one of the most crucial tools in the teaching and learning process. They serve not only as guides for both teachers and learners but also as structured frameworks that define the sequence, content, and methodology of instruction (Nainggolan & Wirza, 2021). According to Şahin (2020) textbooks contribute significantly to achieving

curricular goals by presenting standardized materials that can be uniformly implemented across different classroom settings.

In EFL contexts such as Indonesia, where learners often lack exposure to English outside the classroom, textbooks function as the primary source of language input. Rambe et al. (2020) assert that Indonesian students heavily depend on textbooks as their main learning resource due to the limited opportunities to use or hear English in daily life. This centrality of textbooks makes their quality and relevance critical to learners' language development. Textbooks in such contexts are not merely supplementary tools but rather serve as the backbone of English language instruction.

Given this prominent role, the evaluation of textbooks becomes a necessary process for ensuring their effectiveness and suitability. Lestari & Martiarini (2021) argue that textbook review is essential to determine whether the materials used in the classroom align with current curricular demands and learners' needs, which include linguistic proficiency, socio-cultural context, learning interests, available facilities, and learning resources. An inappropriate textbook may hinder language acquisition, while a well-designed one can greatly enhance student engagement and learning outcomes.

Evaluation of textbooks should refer to an evaluative framework that has a strong theoretical and pedagogical basis. One of the important figures in the field of teaching materials evaluation is Cunningham (1995), who stated that the ideal textbook should: (1) present material systematically and logically; (2) support the development of all four language skills; (3) encourage authentic interaction and communication; (4) provide opportunities for independent learning; and (5) be relevant to the learning needs and context of the learners.

Based on these principles, Cunningham developed several evaluative criteria such as clarity of learning objectives, accuracy and acceptability of language, relevance of content to the student's context, diversity of activities, and integration between language skills. To complement this approach, Al-Sowat (2012) proposed a more operational and systematic evaluation framework, encompassing nine aspects such as; layout, content, objectives, language types, language skills, activities, structure and vocabulary, cultural values, and teacher needs. These two approaches complement each other in providing a solid theoretical foundation for assessing the extent to which textbooks are able to fulfill their pedagogical and practical functions (Ramadhana et al., 2019).

The quality of textbooks has a direct impact on student learning outcomes. A well-structured textbook will support increased student motivation, engagement, and academic achievement. Firmansyah (2020) emphasized that textbooks are not only instruments for delivering material but also a means of developing students' cognitive, affective, and learning strategies. Textbooks that are aligned with the curriculum and local context can strengthen core competencies and encourage the development of higher-order thinking skills such as analyzing, evaluating, and creating. Conversely, textbooks that are not aligned with student needs can hinder the learning process and reduce teaching effectiveness.

In the context of *Merdeka* Curriculum, which emphasizes differentiated learning, autonomous learning, and HOTS integration, textbooks must be able to serve as a medium that not only conveys knowledge but also facilitates the achievement of expected competencies. Therefore, the relationship between the quality of textbook content structure and student learning outcomes should be a primary focus of current textbook evaluative research.

Several previous studies have examined the book *Bahasa Inggris Work in Progress* published by the Ministry of Education, Culture, Research, and Technology for high school level. Rustamaji et al. (2025) examined the implementation of the Genre-Based Approach (GBA) in the writing materials in this book, while Astari & Sutrisno (2024) analyzed reading comprehension questions based on the Revised Bloom's Taxonomy framework. Both studies provide important contributions in identifying the quality of the pedagogical structure and cognitive levels in the textbook. Rustamaji et al. showed that this book has followed the GBA stages structurally, while Astari & Sutrisno revealed that most of the reading questions in this book lead to higher-order thinking skills (HOTS), especially in the analysis category.

The strengths of these two studies lie in their systematic analytical approach and use of a strong theoretical framework. Rustamaji et al. (2025) successfully identified the power of scaffolding in writing materials and how the book provides stages in genre learning. Meanwhile, Astari & Sutrisno (2024) provided a detailed quantitative mapping of reading questions, reflecting the book's efforts to foster critical thinking skills.

However, a limitation of both studies is that each focused on only one aspect of language skills those are writing and reading. Evaluation of listening and speaking, which are equally important in mastering communicative competence, has not been conducted. Furthermore, the integration between skills, or the extent to which all four skills are accommodated in the textbook in an integrated manner, has not been widely explored. Therefore, this study aims to fill this gap by comprehensively evaluating the book *Bahasa Inggris Work in Progress* based on all four language skills, therefore providing a more complete illustration regarding the suitability of the material to the curriculum objectives and expected learning outcomes.

This study supports educators in choosing textbooks that align with the national curriculum and promote effective student learning (Akhmad et al., 2022; Ayu, 2020). It also provides valuable insights for curriculum developers to enhance Indonesian textbooks, making them more competitive with international educational resources (Blair, 2023).

Research Method

This study uses a quantitative descriptive approach to evaluate the English textbook *Bahasa Inggris Work in Progress* published by the Ministry of Education, Culture, Research, and Technology in 2022. The main objective of this study is to assess the extent to which the book is aligned with *Merdeka* Curriculum and its effectiveness as an English as a Foreign Language (EFL) teaching material.

The instrument used in this study was an evaluation checklist compiled based on a synthesis of two widely recognized evaluative frameworks: the Cunninghamworth (1995) and Al-Sowat (2012) models. This combination of the two frameworks was chosen because each offers a complementary approach: Cunninghamworth's emphasis on pedagogy and the role of textbooks in language skill development, and Al-Sowat's emphasis on contextual indicators relevant to local needs. The checklist covers nine key aspects: layout, content, objectives, language types, language skills, activities, structure and vocabulary, cultural values, and teacher needs. Each dimension has several statements, and textbooks are rated for each statement using a rating scale from one to five, where 1 = very poor, 2 = poor, 3 = fair, 4 = good, and 5 = very good.

Findings and Discussion

This evaluation uses the framework of Cunninghamworth (1995) and Al-Sowat (2012), which includes nine main aspects: layout, content, objectives, language types, language skills, activities, structure and vocabulary, cultural values, and teacher needs. The book being evaluated is *Bahasa Inggris Work in Progress* for grade X high school students, which is based on the *Merdeka* Curriculum. This evaluation aims to assess the extent to which this book meets the needs of English language learning in the Indonesian EFL context.

1. Layout

Table 1. Layout

Statements	Rating
The textbook cover looks interesting.	Poor
The main titles and subtitles are clearly arranged.	Good
The units are well organized and easy to follow.	Good
There are enough pictures, charts, and tables to help students understand the text.	Good
The images, tables, and graphs are useful and match the content.	Good
There is a good list of vocabulary or a glossary.	Good
The instructions are easy to read and understand.	Good
The material contains adequate indices and appendices.	Good
The textbook is provided with the necessary audio-visual aids, which help students learn the four skills in an integrated way.	Fair

Based on the evaluation results presented in Table 1, the book *Bahasa Inggris Work in Progress* generally has good physical quality and layout. From the nine indicators analyzed, most aspects received a "Good" rating, including the placement of headings and subheadings, clarity of the process, and the presence of an index, glossary, and appendices. The book is considered to be appropriately sized and easy to use, with a logical content structure and neat page organization, making it easier for students to understand and follow the learning material. This reflects a design that prioritizes

readability and ease of navigation, in accordance with the criteria for effective textbook layout (Damayanti & Kristiantari, 2022).

The use of visual elements such as images, tables, and diagrams also received a "Good" rating, indicating that this book has attempted to integrate relevant visual media to support student understanding. Contextually appropriate visualizations can help EFL learners connect abstract concepts with concrete representations and increase their engagement during the learning process (Cunningsworth, 1995). Similarly, the instructional language was rated "Good" because it uses simple sentences that are easy for students to understand.

One major weakness identified was the book's cover design, which received a "Poor" rating. The book's cover contained only text without supporting images, making it visually unappealing. According to Firmansyah (2020), an unattractive cover design can influence students' initial perceptions of the learning material. Therefore, although most aspects of the layout met the criteria for good, improvements to the cover design and enhancement of audio-visual media are important recommendations for future editions or developments of the book. These improvements will further enhance the textbook's effectiveness in fulfilling its pedagogical function and engaging students' interest in learning English as a foreign language.

2. Content

Table 2. Content

Statements	Rating
The textbook has a clear and useful table of contents.	Very Good
The content matches with students' background.	Good
The textbook includes most of the important language skills.	Good
The lessons are organized in a clear and logical way, either by topic or function.	Good
There is sufficient variety in the subject and content of the textbook.	Good
The content helps students become more independent learners.	Good
The topics are related to real-life issues and make students think deeply about their own beliefs.	Good
The topics are familiar and easy for students to understand.	Very Good
The content is fun, interesting, and keeps students motivated.	Good
The book encourages students to take part in class activities.	Good
The material fits the students' learning level.	Fair
The book supports a fair view of gender and avoids stereotypes or biased language.	Fair
The textbook includes activities for students to check their own progress.	Poor

Based on the evaluation results presented in Table 2, the textbook content met most of the established quality indicators. The topics presented are relevant to students' lives, logically structured, and varied. The material in the textbook encourages active student engagement, independent learning, and critical thinking skills. Furthermore, the content is aligned with students' social backgrounds and values, thus supporting inclusive learning (Lestari & Martiarini, 2021). This is reflected in the majority of indicators' ratings falling within the "Good" and "Very Good" categories, particularly in aspects of content understandability, material organization, and connections to real-life issues.

However, the evaluation also revealed shortcomings in several key areas. One major weakness lies in the lack of features or activities that allow students to independently reflect on their learning progress. This poses challenges in the effective implementation of formative assessment, as self-reflection is a crucial component in helping students understand their learning progress (Şahin, 2020). In addition, several other aspects such as the suitability of the material level to students' abilities, as well as the use of language that is free from gender bias, also still need to be improved so that this book is truly optimal in supporting the learning process.

3. Objectives

Table 3. Objectives

Statements	Rating
The objectives in the textbook are easy to understand and specific for students.	Good
The objectives get harder step by step.	Good
The objectives match what the students need.	Good
The objectives include different thinking skills based on Bloom's Taxonomy.	Fair
The objectives recognize individual differences.	Poor
The objectives match the students' learning level.	Fair

Based on the evaluation results presented in Table 3, the learning objectives in the textbook are generally clearly structured, realistic, and step by step. These objectives reflect curriculum outcomes and students' needs in progressively developing basic skills. This is evident in the "Good" ratings for the indicators of goal clarity, gradually increasing difficulty, and appropriateness of objectives to student needs. However, the evaluation results also indicate that the learning objectives in this textbook do not fully reflect the diversity of cognitive levels based on Bloom's Taxonomy, particularly at the analysis and evaluation levels (Cunningsworth, 1995). Two other indicators received "Fair" ratings: the involvement of various thinking skills and appropriateness to students' learning abilities, indicating the need for strengthening the development of more challenging objectives that are appropriate to students' diverse abilities. Furthermore, recognition of individual student differences was rated "Poor" indicating

that this textbook does not fully accommodate students' different learning styles and backgrounds. Therefore, although the learning objectives in this textbook are generally relevant and systematic, improvements are still needed in terms of cognitive diversity and attention to individual differences to support a more inclusive and effective learning process.

4. Language Types

Table 4. Language Types

Statements	Rating
The language in the textbook sounds natural.	Good
The textbook has materials to help with pronunciation, like sounds, word stress, and intonation.	Good
The focus is on how to use the language in real situations.	Good
Students get examples of how they can use the language outside of school in the future.	Poor
The language level in the book matches the students' level.	Good

Based on the evaluation results presented in Table 4, the language used in textbooks is generally appropriate for students' ability levels and sounds natural. This is especially important in Indonesia, where students have limited exposure to English, making textbooks the primary source for language learning (Rambe et al., 2020). The textbooks also cover phonological elements such as intonation, word stress, and pronunciation, and showcase language use in real-life classroom situations. However, there are still some shortcomings. The textbooks do not provide enough examples of how to use the language outside of the school environment, making it difficult for students to understand its use in everyday life. Therefore, the textbooks still need to be improved to provide more explanations and examples of language use that are more realistic and relevant to students.

5. Language Skills

Table 5. Language Skills

Statements	Rating
The book includes all four language skills: listening, speaking, reading, and writing.	Good
The textbook has writing tasks like writing with help, writing with some guidance, and writing freely.	Good
Listening materials come with activities that help students understand what they hear.	Fair
Speaking activities like dialogues, role plays, and other tasks help students get ready for real conversations.	Fair
Reading texts are supported with activities before, during, and after reading.	Good
The textbook also teaches useful skills like thinking	Poor

carefully and solving problems.

Based on the evaluation results presented in Table 5, this book covers all four language skills such as; listening, speaking, reading, and writing in a fairly balanced manner. Writing activities are structured in stages, from assisted writing to freewriting, while speaking activities are communicative, such as dialogues and role-playing. Reading activities are also supplemented with pre-, during-, and post-reading tasks to aid student comprehension. However, several aspects still need improvement. The listening and speaking activities are not fully effective in helping students understand and use language effectively, so they are only rated as adequate. Furthermore, this book does not adequately develop critical thinking and problem-solving skills, both of which are essential components of 21st century skills. This indicates that the integration of higher-order cognitive skills in this book has not been optimally optimized (Haataja et al., 2023). Therefore, although basic language skills are covered, this book still needs reinforcement to encourage students to think more deeply and solve problems independently.

6. Activities

Table 6. Activities

Statements	Rating
The textbook has many different types of activities	Good
The instructions in the book are enough	Good
The instructions are easy to understand	Good
The book explains how to do each exercise	Good
The number of activities is suitable.	Fair
Some activities help students use new words when they talk to others	Fair
The activities help students learn grammar by using it in real situations	Fair
The book includes speaking and writing tasks that help students use English in real life	Fair
There is a good mix between learning the language and practicing skills	Fair

Based on the evaluation results presented in Table 6, this textbook provides a variety of activities with clear, easy-to-understand instructions. The instructions are also well-explained, making it easy for students to follow each exercise. Interactive activities such as role-plays and the use of new language in real-life contexts are provided, encouraging communicative learning. Furthermore, the textbook includes quizzes and assessments as part of the learning process. However, the number of activities is still considered sufficient, and the balance between learning and skills practice is not fully balanced. Activities that support the use of grammar, speaking, and writing skills in real-life contexts are still limited. The textbook also does not optimally integrate

authentic assessments, namely assessments that reflect student performance in real-life situations (Lestari & Martiarini, 2021). Therefore, while the activities in this textbook are quite varied and support interactive learning, further development is needed to ensure they truly reflect the application of language in everyday life and support more authentic assessment.

7. Structure and Vocabulary

Table 7. Structure and Vocabulary

Statements	Rating
Grammar rules are shown in a clear order, from easy to hard	Good
New grammar is used in different situations and topics.	Good
Grammar points come with short, simple examples and explanations.	Good
The amount of new vocabulary fits the students' level	Good
There are enough writing activities to help students use grammar in real communication	Poor
New words are introduced in a good order	Good
Grammar rules are repeated in later lessons to help students remember	Poor
The vocabulary is useful, based on real topics, and can be used in daily life	Fair
There are enough speaking activities to help students use grammar in real conversations	Fair
New words are shown in different ways, like with short meanings or extra meanings	Fair
New words are given slowly enough so students can understand the text easily	Fair

Based on the evaluation results presented in Table 7, the grammar structures in the textbook are presented in stages, from easy to hard, with brief and simple explanations and examples. The vocabulary used is thematic and practical, relevant to students' daily lives, and is presented in stages according to their ability level. The introduction of new words is also done sequentially, thus facilitating comprehension of the text. This indicates that, in general, the presentation of grammar and vocabulary in the textbook is quite good and focused.

However, there are several important shortcomings. The textbook still lacks writing exercises that allow students to apply grammar structures in real-life contexts. Furthermore, repetition of grammar structures in advanced lessons is also limited. Repetition is crucial for strengthening understanding and helping transfer learning to broader language use (Cunningsworth, 1995). Several other aspects, such as the variety of vocabulary meanings, the use of grammar in real-life conversations, and the relevance of vocabulary to students' lives, are also considered adequate. Therefore, while this textbook provides a good foundation in the presentation of grammar

structures and vocabulary, improvements in applied exercises and repetition of material are needed to make learning more effective and sustainable.

8. Cultural Values

Table 8. Cultural Values

Statements	Rating
The content matches what the students already know and fits their culture	Poor
Learning about the new culture makes students more interested in learning about their own culture	Poor
The content helps students learn about the culture of the language they are studying	Poor

Based on the evaluation results presented in Table 8, the cultural aspects of this textbook received the lowest rating in the evaluation, with all indicators falling in the "Poor" category. The content in the textbook does not effectively reflect the target culture, nor does it encourage students to explore their own local culture. According to Rambe et al. (2020) in the context of learning English as a foreign language in Indonesia, textbooks should serve as a window for cross-cultural learning. The absence of this element represents a significant loss of potential in language learning as a tool for understanding global cultures. Furthermore, the way cultural elements are presented in the textbook significantly impacts student motivation and engagement. When a textbook lacks culturally relevant content, students may struggle to connect with the material, ultimately diminishing their enthusiasm for language learning (Fitriyani et al., 2021). Therefore, this textbook needs to be improved by adding more relevant cultural content, both from native and local cultures, so that students not only learn the language but also understand the values and sociocultural context behind it.

9. Teacher Needs

Table 9. Teacher Needs

Statements	Rating
Teachers can easily use the material in class	Good
The teacher's guide gives clear and simple ways to teach each lesson	Good
The material is flexible, so teachers can change it to fit different students' needs	Good
The teacher's guide helps teachers understand the goals of the book	Good
The guide explains how to use audio and video materials made for the textbook	Good
It also gives extra exercises to help students practice language skills	Fair
Teachers get ideas on how to help students think about what	Good

they already know before reading	
The tests and assessment tools are useful for teachers	Good
The guide also gives different and real-life ways to check students' learning	Good

Based on the evaluation results presented in Table 9, this textbook adequately supports the role of teachers by providing a teaching guide containing teaching methods, supplementary exercises, and assessment alternatives. The guide is presented in a clear and simple manner, making it easy for teachers to apply the material in the classroom. This aligns with Firmansyah (2020) opinion that textbooks serve as a guide for teachers in implementing the curriculum. Furthermore, the material in this textbook is quite flexible, allowing it to be adapted to class characteristics and student needs. The book also provides practical ideas to help teachers connect lessons to students' prior knowledge and provides a variety of useful evaluation tools for concretely assessing student learning outcomes.

While generally supportive of teachers' needs, one aspect still needs improvement which is additional practice for language skills, because it was only rated "Fair". This indicates that reinforcement in the form of repeated and applied practice is still needed so that teachers have more options for optimally developing students' language skills. Overall, this textbook adequately supports teachers in designing adaptive, student-centered learning.

Conclusion

Based on the evaluation results using the Cunningsworth and Al-Sowat framework, the textbook *Bahasa Inggris Work in Progress* demonstrated good overall quality, with scores predominantly in the "Good" category for layout, content, learning objectives, language type, and teacher support needs. However, the book's quality is still limited in terms of developing critical thinking skills, providing authentic activities, and integrating local cultural values and the target language. Therefore, teachers are advised to supplement the material with additional resources to optimally develop students' 21st century skills. Curriculum developers and publishers need to improve cultural content, include a variety of high-level activities, and develop formative assessments that allow students to reflect on their learning. Publishers are also encouraged to review the cover design and audiovisual materials to make them more engaging and appropriate to the characteristics of today's generation of learners.

This study has limitations because it used only quantitative descriptive methods and did not involve direct perceptions from teachers or students as the primary users. Therefore, further research is recommended using a mixed-methods approach with user interviews or questionnaires to obtain a more holistic picture of the effectiveness of this book's use in the field. The practical implication of this research is the importance of systematic evaluation of textbooks before they are implemented in the classroom, particularly to ensure alignment with the principles of *Merdeka Curriculum*, which

focuses on differentiated learning and strengthening higher-order thinking competencies. Such evaluations can serve as a reference for education stakeholders in selecting, adapting, and developing teaching materials that are truly responsive to student needs and global challenges.

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