

**A CONTENT ANALYSIS OF THE ENGLISH TEXTBOOK “MY NEXT WORD”  
USED BY THE FOURTH GRADE STUDENTS OF SDN 51 PAREPARE**

Sekar Ayu Eka Yulianti<sup>1</sup>, Abdul Haris Sunubi<sup>2</sup>, Magdahalena Tjalla<sup>3</sup>, Arqam<sup>4</sup>,  
Ambo Dalle<sup>5</sup>

<sup>1,2,3,4,5</sup>Institut Agama Islam Negeri Parepare

Email: [sekarayuekayulianti@gmail.com](mailto:sekarayuekayulianti@gmail.com)<sup>1</sup>, [abdharissunubi@iainpare.ac.id](mailto:abdharissunubi@iainpare.ac.id)<sup>2</sup>,  
[magdahalenatjalla@iainpare.ac.id](mailto:magdahalenatjalla@iainpare.ac.id)<sup>3</sup>, [arqam@iainpare.ac.id](mailto:arqam@iainpare.ac.id)<sup>4</sup>,  
[hambodalle@iainpare.ac.id](mailto:hambodalle@iainpare.ac.id)<sup>5</sup>

**Abstrak:** Penelitian ini bertujuan untuk menganalisis keselarasan buku teks bahasa Inggris "My Next Words Grade 4" dengan Kurikulum Merdeka serta kebutuhan belajar siswa kelas empat di SDN 51 Parepare. Dengan menggunakan metode kualitatif deskriptif melalui pendekatan analisis isi, data dikumpulkan melalui analisis dokumen, wawancara guru, dan lembar kerja siswa. Hasil penelitian menunjukkan bahwa buku teks ini secara umum selaras dengan tujuan pembelajaran Fase B Kurikulum Merdeka, khususnya dalam pengenalan kosakata dan instruksi sederhana. Namun, ditemukan ketidakseimbangan proporsi keterampilan berbahasa, di mana keterampilan membaca (*reading*) dan menulis (*writing*) lebih mendominasi dibandingkan menyimak (*listening*) dan berbicara (*speaking*). Selain itu, meskipun buku ini memuat nilai-nilai moral, konten budaya lokal belum terakomodasi dengan baik. Oleh karena itu, guru disarankan untuk mengadaptasi dan melengkapi materi guna mendukung pembelajaran yang lebih komunikatif dan kontekstual.

**Kata Kunci:** Analisis Isi, Buku Teks Bahasa Inggris, Kurikulum Merdeka, *My Next Words*, Sekolah Dasar.

**Abstract:** This study aims to analyze the alignment of the content of the English textbook "My Next Words Grade 4" with the Merdeka Curriculum and the needs of students at SDN 51 Parepare. Using a qualitative descriptive method with content analysis techniques, data were collected through textbook documentation, teacher interviews, and analysis of student worksheets. The results indicate that this textbook is generally aligned with the Phase B learning objectives of the Merdeka Curriculum, particularly in vocabulary introduction and simple instructions. However, an imbalance in the proportion of language skills was found, where reading and writing skills dominate over listening and speaking. Furthermore, although the book contains moral values, local cultural content has not been well accommodated. Therefore, teachers are advised to adapt and supplement the materials to support more communicative and contextual learning.

**Keywords:** Content Analysis, English Textbook, Merdeka Curriculum, *My Next Words*, Elementary School.

## **INTRODUCTION**

English is an international language that is important for students to master from an early age to face global challenges. Mastery of English will help students communicate with the outside world and open wider opportunities for their future education and careers. Therefore, teaching English at the elementary school level becomes an essential initial step in equipping students to face global challenges and to enhance their foreign language literacy. In the process of learning a foreign language at the elementary school level, textbooks play a vital role as the main media providing structured and systematic materials according to the curriculum.

The quality of textbooks greatly influences the achievement of learning objectives. At SDN 51 Parepare, the "My Next Words" book is used as the main learning resource in the implementation of the Merdeka Curriculum. According to Cunningsworth (1995), textbooks serve as a source of instructional material and an evaluation tool, helping teachers plan effective lessons. Meanwhile, Tomlinson (2011) emphasizes that learning materials must be relevant, engaging, and suitable for students' cognitive and affective needs. The implementation of the *Merdeka Curriculum* in Indonesia emphasizes student-centered learning, flexibility, and the integration of local context. It is crucial to evaluate whether *My Next Words* aligns with these curriculum standards and meets students' needs.

In English language learning, the most commonly used instructional material is the textbook. The frequent use of textbooks is due to several factors. First, textbooks are among the most affordable learning resources compared to other instructional materials. They are also easily accessible and commercially available. Second, textbooks play an important role in academic development and can support students' success in the learning process at all levels of education. Third, textbooks are very helpful as guides and supportive tools in the teaching and learning process. Fourth, Nurdeani argues that textbooks are especially important for teachers who are not yet able or ready to develop their own teaching materials based on proper textbook writing standards.

This study focuses on the content analysis of the My Next Word textbook used by fourth-grade students at SDN 51 Parepare, aiming to assess the extent to which the content of the textbook aligns with the curriculum and the needs of the students. This analysis includes an examination of the vocabulary materials, dialogues, exercises, and learning activities contained within the textbook to ensure their alignment with the basic competencies and English learning

objectives stipulated in the curriculum. Furthermore, this study seeks to identify the strengths and weaknesses of the materials presented in My Next Word in terms of vocabulary diversity, the contextual use of language, and their relevance to the students' daily lives. Thus, this research is expected to provide a clear overview of the quality of the textbook used in English learning at SDN 51 Parepare and to offer valuable input for teachers and the school in utilizing effective instructional materials to support the achievement of English learning objectives for elementary school students.

### **THEORY OVERVIEW**

The Concept of Textbooks is defined as a book arranged systematically to be used as a primary source in learning to achieve curriculum goals. Cunningsworth (1995) defines textbooks as a resource for achieving objectives set based on learner needs. According to the Agency for Standards, Curriculum and Educational Assessment (BSKAP), a textbook is a learning book used as the main source of instruction to achieve the basic and core competencies of a particular subject. Textbooks must meet the standards established by BSKAP and be declared eligible for use by the Ministry of Education and Culture in educational institutions.

A curriculum is a set of plans and arrangements regarding objectives, content, and Learning materials and methods used as guidelines for organizing activities learning to achieve specific educational goals. According to Larry Winecoff, curriculum is generally defined as a plan developed to facilitate the teaching learning process under the direction and guidance of a school, college or university, and its staff member. He asserts that curriculum includes all of the planned activities and events which take place under the auspices of an educational institution both formal and informal. The Merdeka Curriculum emphasizes student-centered learning, flexibility, and the development of essential competencies. In English subjects, this curriculum focuses on developing communication competence which includes listening, speaking, reading, and writing skills through a contextual approach.

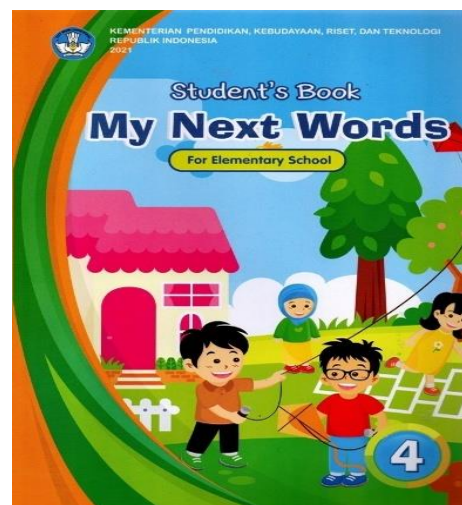
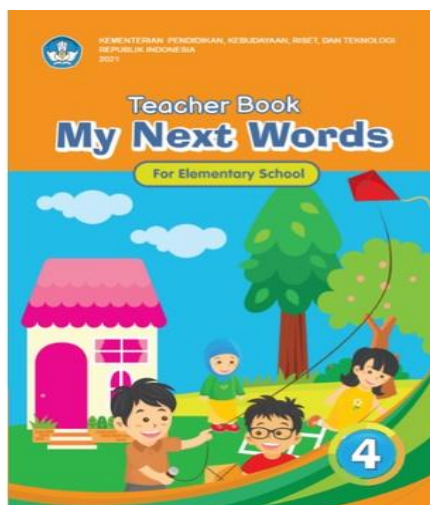
Content analysis is a research technique for making valid inferences from texts to the contexts of their use. Definition of content analysis by Klaus Krippendorff: "Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use." Krippendorff emphasizes that content analysis is not just about counting words but about interpreting meanings in context, making it suitable for both quantitative and qualitative research. Researchers use content analysis to find out about

the purposes, messages, and effects of communication content. They can also make inferences about the producers and audience of the texts they analyze.

Students' needs refer to everything that learners require to support effective and meaningful learning. In English language learning especially for young learners like 4th-grade students these needs cover cognitive, emotional, linguistic, social, and cultural aspects. Understanding and meeting these needs help ensure that students can learn English appropriately based on their age and developmental level. Hutchinson and Waters (1987) categorize student needs into *target needs* (what students need to know) and *learning needs* (how students learn most effectively). Good materials must be appropriate for the cognitive and emotional development levels of young learners.

## RESEARCH METHODS

This study uses a qualitative descriptive design with a content analysis or document analysis method. The research will conduct at SDN 51 Parepare because this school has implemented the Merdeka Curriculum. The subject of the research is the English textbook "My Next Words Grade 4 Student's Book" published in 2021.



Data collection will carry out through:

1. **Document Analysis:** Examining textbook materials based on curriculum criteria and language skills.

semester 1			semester 2		
Unit	Objectives	Language Focus	Unit	Objectives	Language Focus
1 What are you doing	<ul style="list-style-type: none"> <li>Children are able to express activities using Verb ing</li> <li>Children are able to produce sentences about their activities.</li> </ul>	What are you doing? What is she/he doing? Going, singing, playing, having breakfast, watching, swimming.	8 Be on time	<ul style="list-style-type: none"> <li>Children are able to identify the time.</li> <li>Children are able to talk about the time</li> </ul>	What do you do at six o'clock?
2 There are sixty seven English books	<ul style="list-style-type: none"> <li>Children are able identify numbers 50-100.</li> <li>Children are able to count the things.</li> </ul>	How many English books are there? Fifty, sixty, seventy, eighty, ninety one hundred Plus, minus.	9 I go to school after having breakfast	<ul style="list-style-type: none"> <li>Children are able to identify daily activities</li> <li>Children are able to talk about daily activities connected to time.</li> </ul>	Always, sometimes, usually, never.
3 My living room is beside the kitchen	<ul style="list-style-type: none"> <li>Children are able to identify prepositions.</li> <li>Children are able to describe the rooms.</li> <li>Children are able to produce sentences using prepositions.</li> </ul>	Where is the kitchen? How is the room? Living room, dining room, bed room, bath room, kitchen, garage. Beside, behind, in front of, between, Clean, dirty, tidy, big, large, empty.	10 He always gets up at 5 o'clock	<ul style="list-style-type: none"> <li>Children are able to use adverb of frequency.</li> <li>Children are able to make simple sentence using adverb of frequency</li> </ul>	How do you go to school? Truck, plane, train, bus, Pedicab, motorcycle, helicopter, boat, ship bike.
4 Dinda cooks in the kitchen	<ul style="list-style-type: none"> <li>Children are able to identify their activities in the house.</li> <li>Children are able to talk their activities in the house.</li> </ul>	What do you do in the dining room? Reads, watches, sleeps, cooks, takes a bath, does, doesn't, do, don't. Simple present tense.	11 How do you go to school?	<ul style="list-style-type: none"> <li>Children are able to identify kinds of vehicles.</li> <li>Children are able produce simple sentence about vehicles.</li> </ul>	Supermarket, office, paddy field, book store, by, at, go to.
5 Where is my pencil	<ul style="list-style-type: none"> <li>Children are able to say things in each rooms.</li> <li>Children are able to produce sentence related to the things in each rooms.</li> </ul>	What are in the living room? Table, lamp, cupboard, picture, shelf, vase, television, sofa, clock, bed, pillow, bolster, wardrobe	12 He goes to school by bike	<ul style="list-style-type: none"> <li>Children are able to identify daily activities with vehicles used.</li> <li>Children are able to tell how do they go to public places.</li> </ul>	Apples, mangoes, oranges, bananas, Strawberries, water-melons
6 The stove in the kitchen	<ul style="list-style-type: none"> <li>Children are able to identify things in each room.</li> <li>Children are able to describe sentences in each rooms.</li> </ul>	Where does Kimi eat? Plate, spoon, fork, glass, bowl, pan, stove, frying pan, water, bathtub, soap, tooth paste, tooth brush, shampoo, towel, dipper, do, don't	13 I like fruits	<ul style="list-style-type: none"> <li>Children are able to use like and likes to talk about someone's favorite fruits</li> </ul>	Where does Kimi eat? Plate, spoon, fork, glass, bowl, pan, stove, frying pan, water, bathtub, soap, tooth paste, tooth brush, shampoo, towel, dipper, do, don't
7 I can make fried egg in the kitchen	<ul style="list-style-type: none"> <li>Children are able to identify the use of can.</li> <li>Children are able to make short text using can.</li> </ul>	What can you do? I can do... Fry, take a rest, boil, rest, play			

2. **Teacher Interview:** Exploring the teacher's perspective regarding the use, strengths, and weaknesses of the book.

A. Textbook Usage
1. Do you use the textbook <i>My Next Word</i> regularly in your English classes? Why or why not?
2. How often do you rely on the textbook when preparing your lesson plans?
3. Do you follow the textbook content in order, or do you select specific parts only?
4. Does the book support differentiated instruction (students' interests, learning styles, and readiness)?
B. Language Skills
5. In your opinion, does the textbook cover all four language skills (listening, speaking, reading, writing)?
6. Which skills are most emphasized in the textbook?
7. Do you think the listening and speaking sections are effective for improving students' communication skills?

8. Are the reading texts in the textbook appropriate for the students' age and language level?
9. What kinds of writing tasks are included (e.g., sentence completion, paragraph writing, writing short messages)? Are they appropriate for the students' level?
<b>C. Vocabulary and Grammar</b>
10. How suitable is the vocabulary in the textbook for fourth-grade students?
11. Is the grammar explanation in the textbook clear and easy to teach?
12. Do you need to add extra materials to explain grammar or vocabulary?
<b>D. Cultural Content and Values</b>
13. Does the textbook include cultural or moral values? If yes, how are they presented?
14. Do you think the textbook reflects the local culture especially in Parepare? Why or why not?
<b>E. Curriculum Alignment</b>
15. In your opinion, is the content of the textbook aligned with the current English curriculum (e.g., Merdeka Curriculum)?
16. Are there parts of the textbook that do not match the learning objectives in the curriculum?
<b>F. Overall Evaluation</b>
17. What are the strengths of the <i>My Next Word</i> textbook?
18. What are the weaknesses or limitations of the textbook?
19. What improvements would you suggest for the next edition of the textbook?

3. **Student Worksheets:** Samples of student work were used as supporting data to observe student engagement.



Data will be analyzed through the stages of data reduction, data display, and conclusion drawing/verification.

## HASIL DAN PEMBAHASAN

### A. Alignment with the Merdeka Curriculum

The analysis results show that the "My Next Words Grade 4" book is largely aligned with the Phase B learning objectives of the Merdeka Curriculum. The book facilitates students in understanding simple spoken and visual texts and responding to basic instructions.

- **Material Suitability:** The book covers contextual topics such as daily activities, numbers, and parts of the house relevant to students' lives.
- **Shortcomings:** Although aligned in vocabulary themes, the book lacks reflection on the principles of flexibility and project-based learning, which are characteristics of the Merdeka Curriculum.

### B. Language Skills Analysis

Significant findings indicate an imbalance in the presentation of the four language skills:

1. **Dominance of Reading and Writing:** From the middle to the end of the book (Units 4-12), activities are dominated by short narrative texts, descriptive writing exercises, and sentence completion. For example, in Units 6 and 7, students are asked to write activities based on pictures of rooms.
2. **Lack of Listening and Speaking:** Listening activities are very limited and not supported by adequate audio materials. Speaking activities generally consist only of repetition or short dialogues without deep interaction. This was confirmed by the

teacher who stated that the listening and speaking sections were less effective for improving communication skills.

**C. Cultural Context and Student Needs** This textbook is considered suitable for the cognitive level of Grade 4 students through the use of colorful pictures and simple sentences. However, in terms of culture:

- Moral values such as honesty and cooperation are included.
- Local cultural context (specifically Parepare) has not been accommodated. The material leans more towards general Indonesian or Western contexts. Whereas, the Merdeka Curriculum emphasizes the integration of local wisdom.

**D. Feasibility of Exercises** The exercises in the book are rated as "Good category" for beginners, such as *Listen and Do*, *Look and Write*, and *Matching* activities. However, the teacher noted that instructions entirely in English sometimes make it difficult for students and require teacher assistance for translation.

## CONCLUSION AND SUGGESTIONS

### Conclusion

Based on the results of the analysis and discussion, it can be concluded that:

1. The textbook "My Next Words Grade 4" is partially aligned with the Merdeka Curriculum, especially in aspects of vocabulary themes and visual presentation that are attractive to elementary school students.
2. There is an imbalance in the proportion of language skills, where this book emphasizes reading and writing skills more, while listening and speaking skills are less facilitated due to the lack of audio media and interactive activities.
3. This book has not fully met students' needs for local cultural content and differentiated learning, which are key principles of the Merdeka Curriculum.

### Suggestions

It is suggested for teachers not to rely entirely on this textbook, but to adapt and add *supplementary materials*, specifically for *listening* and *speaking* aspects as well as local cultural integration. For book developers, future editions should include audio materials and more varied project activities.

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