



## TEACHERS' PERSPECTIVES ON ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL STUDENTS

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### **Abstract:**

Textbooks are common and popular learning resources used in learning in Indonesia. The availability of textbooks from the government along with the development of the curriculum in Indonesia makes it interesting to investigate. This research aims to explore the perspective from MTsN 2 Sidoarjo English teachers regarding the English for Nusantara textbook for grade VIII junior high school students based on an adaptation of the quick-reference checklist from Cunningsworth (1995). This research is a qualitative descriptive study. Data was obtained from questionnaire and interview with English teachers. The results of this research show that the English teachers have a positive perspective on the English for Nusantara textbook for grade VIII.

**Keywords:** *Cunningsworth (1995) Criteria, English Textbook, Teachers' Perspectives*

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### **1. INTRODUCTION**

Textbook is one of the important things and commonly used in learning. Apart from the many learning resources in digital form, the use of textbooks is still massive and popular for use in learning. According to Cunningsworth (1995), textbooks are best viewed as a resource for reaching predetermined goals and objectives based on students' needs. It can be said that textbooks have a big role in the learning process because they are related as the tools that help to achieve predetermined learning goals. Without exception, English language learning generally involves the use of textbooks to teach English language skills.

According to Charalambous (2011), textbooks are essential for EFL teaching and learning since they provide prepared resources for both teachers and students. According to Richards (2001), in some circumstances, the textbook serves as the foundation for the language input provided to students in class. The textbook may serve as the basis for learning content, skills to be taught, and linguistic exercises for students. It can be inferred that the textbook can let students study independently despite the teacher's involvement. Richards (2001) also claims that textbooks can serve as training for inexperienced teachers by giving lesson planning ideas and formats. In accordance with this, Gak (2011) claims that the textbook provides guidance, confidence, and security for an inexperienced teacher who finds it difficult to adapt existing textbooks.

In addition, there are other benefits of using textbooks. According to Graves (2000), textbooks can help teachers assess students because they allow for tests and evaluations of the material listed. Besides, textbooks allow for the provision of additional materials such as teacher guides, cassettes, exercises, or videos. This certainly helps teachers prepare more diverse learning and provides a variety of input that can be obtained by students. However, there are certainly disadvantages to using textbooks. Graves (2000) stated that the use of textbooks can allow for content or examples that are not relevant to a study group. Furthermore, the use of textbooks may only be driven and focused on certain aspects of language or topics so that not



everything that teachers want to teach can be available in a textbook. Almost the same as what was mentioned by Graves (2000), Richards (2001) stated that textbooks have the potential to present inauthentic language which does not represent the use of the natural language. In addition, textbooks have the potential not to reflect the needs of students because textbooks are made for a broad target market so that the process of adapting textbooks is also needed.

Based on the preceding points, regardless of the advantages and disadvantages of textbooks, utilizing them for learning is still worthwhile. This can be accomplished through the process of sorting and selecting or evaluating textbooks. Therefore, textbook evaluation is required, and teachers as facilitators for students, play an important role in determining which learning resources are suitable for the students they teach. According to Salehi & Amini (2016), textbook evaluation is crucial because textbooks have a big impact in the learning and teaching process. The evaluation process allows teachers to gain a greater awareness of the advantages and disadvantages of a textbook, which allows the adaptation process to be carried out to meet the needs of students as well as the learning objectives that have been constructed.

Several previous studies about teacher perspectives related to evaluation of textbooks have been carried out including the study conducted by Susiati and Mufidati (2020). This research explored teacher perspectives on the textbook "When English Rings a Bell", the 2013 Curriculum textbook published by the Indonesian Ministry of Education. In this study, Cunningsworth's criteria were employed to evaluate the textbook. The findings indicate that certain aspects of the textbook meet Cunningsworth's criteria. The teachers stated that the textbook was suitable with the learning objectives. It means that Cunningsworth's criteria, the national curriculum, and the teachers' perspectives on textbook quality were all consistent. However, issues were detected, such as the teacher still needing to explain the content to students to help them comprehend the textbook. Furthermore, additional supporting resources seemed necessary because some sections of the textbook were incomplete.

A similar study was also conducted by Ramadhani et al. (2017) who explored teachers' perceptions of the textbook "When English Rings a Bell". Different from Susiati and Mufidati's (2020) study, this study used criterias from the BSNP (Badan Standar Nasional Pendidikan) (2011). The study's findings revealed that the contents of the "When English Rings a Bell" textbook are comprehensive and applicable to the 2013 curriculum. Furthermore, the material offered in this textbook is properly organized and free of ambiguity. However, the textbook still has several flaws that should be addressed. For instance, the materials are presented in general terms with limited examples.

Dewi et al. (2020) also conducted a study on teachers' perceptions of Erlangga Publishers' English textbooks for eleventh-grade students. The Nimechisalem and Mukundan's (2015) checklists were utilized as evaluation criteria. The study's findings revealed that this textbook has an appealing layout, and makes good use of both text and graphics. Furthermore, the textbook is beneficial in terms of general content because the assignments are varied and support learning objectives. Besides, the



exercises offer clear directions. However, this textbook has poor elements that require additional enhancement, particularly in language teaching content. The enhancement will make the textbook more suitable for the learning process in the class, while also supporting individual learning.

In the previous studies, it was emphasized that those studies discussed the evaluation of the 2013 curriculum textbook. As a new curriculum, the Merdeka Curriculum comes with its own characteristics, namely the development of soft skills and character, focusing on essential materials, and flexible learning. There are various textbooks of the Merdeka Curriculum published by the Indonesian Ministry of Education. One example is the English for Nusantara textbook for grade VIII. The English for Nusantara textbook consists of five chapters with different topics. This is something interesting that needs to be studied, considering that the Merdeka Curriculum is a new curriculum in Indonesia. There are many studies related to the evaluation of previous Indonesian curriculum textbooks, but only a few discuss the Merdeka Curriculum. Not many studies also evaluate the Merdeka Curriculum textbooks from the teacher's perspective. To fill this gap, this study aims to explore the teacher's perspective on the English for Nusantara textbook for grade VIII using a quick-reference checklist from Cunningsworth (1995), which focuses on three criteria, namely language content, skills, and topic.

## 2. METHOD

This research is a qualitative descriptive study. The researcher distributed an adaptation of the quick-reference checklist for evaluation and selection based on Cunningsworth's (1995) theory which focuses on three criteria, namely language content, skills, and topic in the form of a questionnaire. The questionnaire was then distributed to three English teachers at MTsN 2 Sidoarjo. The questionnaire consists of 10 statements related to language content criteria, 8 statements related to skills criteria, and 7 statements related to topic criteria. The total number of statements in the questionnaire is 25.

In addition, the questionnaire used is a likert-scale questionnaire consisting of 4 answer choices, namely 1 which means strongly disagree, 2 which means disagree, 3 which means agree, and 4 which means strongly agree. Three English teachers will choose one answer choice that represents the statement from the questionnaire. The researcher gave the questionnaire to English teachers in Google Form. The result of the questionnaire will be calculated, then the results will be displayed in the form of an average to determine the category for each statement and also presented in the form of a percentage as the final category of the quality of a textbook.

The results in the form of percentages will be adjusted to the conversion of fulfillment average into four categories from Pusat Perbukuan (2011) to determine the category of textbook quality. The researcher presents the results of the questionnaire in the form of a table adapted from Nuhamasih & Syahrial (2018). Besides, interviews with three English teachers at MTsN 2 Sidoarjo were also conducted as additional data for this research. The conversion of fulfillment average categories quality for the textbook based on Pusat Perbukuan (2011) is as follows:

**Table 1** The Conversion of Fulfillment Average into Four Categories (Pusat Perbukuan, 2011)

| Range of Fulfillment Score | Category   |
|----------------------------|------------|
| 80% - 100%                 | Good       |
| 60% - 79%                  | Fair       |
| 50% - 59%                  | Sufficient |
| 0% - 49%                   | Poor       |

### 3. FINDING AND DISCUSSION

The results and discussion of this research will be presented based on the questionnaire and interviews. This study focuses on three criteria from Cunningsworth (1995) consisting of language content, skills, and topic.

#### Result for the questionnaire

For the questionnaire, the category of each statement was obtained from the average score. The average score was calculated from the total number and then divided by the number of data. The results of the average score are then adjusted to category 1 indicating strongly disagree, 2 indicating disagree, 3 indicating agree, and 4 indicating strongly agree. The rounding rule of 0.5 is applied in determining the category for each statement. The results for the three criteria are displayed in the following table:

**Table 2** The Result of Questionnaire (Language Content)

| Language Content |   |           |           |           |              |               |                |
|------------------|---|-----------|-----------|-----------|--------------|---------------|----------------|
| No               | Statement   | Responses |           |           | Total Number | Average Score | Category       |
|                  |   | Teacher 1 | Teacher 2 | Teacher 3 |              |               |                |
| 1.               | Buku English for Nusantara mencakup pokok-pokok tata bahasa utama (grammar) yang sesuai dengan tingkatan dan kebutuhan siswa kelas VIII dalam mempelajari tata bahasa | 4         | 3         | 3         | 10           | 3,34          | Agree          |
| 2.               | Buku English for Nusantara memiliki vocabulary bank atau kumpulan kosa kata yang berguna sebagai pengenalan kosa kata pada siswa dengan jumlah                        | 4         | 4         | 4         | 12           | 4             | Strongly Agree |



|    |   |   |   |   |    |      |                |
|----|---|---|---|---|----|------|----------------|
|    | kosa kata dan tingkatan yang memadai untuk dipelajari oleh siswa kelas VIII   |   |   |   |    |      |                |
| 3. | Terdapat latihan di dalam buku untuk memberikan penekanan dalam pengembangan kosa kata yang sudah dipelajari siswa kelas VIII   | 3 | 4 | 4 | 11 | 3,67 | Strongly Agree |
| 4. | Di dalam buku terdapat tips dan trik bagi siswa untuk mengembangkan kemampuan kosa kata berbahasa Inggrisnya secara individual  | 3 | 3 | 3 | 9  | 3    | Agree          |
| 5. | Buku English for Nusantara menyediakan konten materi bagi siswa untuk melatih pengucapan berbahasa Inggris yang baik dan benar  | 4 | 4 | 3 | 11 | 3,67 | Strongly Agree |
| 6. | Terdapat konten dialog percakapan di dalam buku English for Nusantara   | 4 | 4 | 4 | 12 | 4    | Strongly Agree |
| 7. | Terdapat konten materi expression atau ekspresi-ekspresi yang bisa digunakan dalam percakapan yang sesuai dengan topik yang sedang dipelajari di dalam buku English for Nusantara | 4 | 4 | 4 | 12 | 4    | Strongly Agree |
| 8. | Buku English for Nusantara memberikan konten materi di mana siswa belajar untuk   | 4 | 2 | 4 | 10 | 3,34 | Agree          |

|                |  |     |       |       |      |       |                |
|----------------|--|-----|-------|-------|------|-------|----------------|
|                | menyusun kalimat yang utuh dan baik  |     |       |       |      |       |                |
| 9.             | Buku English for Nusantara memberikan konten bagi siswa untuk mengidentifikasi poin utama atau ide pokok dalam bacaan  | 4   | 4     | 3     | 11   | 3,67  | Strongly Agree |
| 10.            | Buku pelajaran English for Nusantara juga memuat gaya bahasa Inggris natural misalnya penggunaan idiom atau ungkapan (contoh idiom seperti piece of cake, break a leg, under the weather, dll) | 4   | 3     | 3     | 10   | 3,34  | Agree          |
| Total Number   |  | 38  | 35    | 35    | 108  | 36,03 |                |
| Maximal Number |  | 40  | 40    | 40    | 120  | 40    |                |
| Percentage     |  | 95% | 87,5% | 87,5% | 270% | 90%   | <b>Good</b>    |

Based on the table above, the result for language content criteria is categorized as good with a percentage of 90% based on the conversion of fulfillment average into four categories from Pusat Perbukuan (2011). Six statements get the “Strongly Agree” which is in numbers 2,3,5,6,7, and 9. Whereas, the rest of numbers get the “Agree” category in numbers 1,4,8, and 10. This indicates a positive response from three teachers to the English for Nusantara textbook for grade VIII in the language content criteria.

**Table 3** The Result of Questionnaire (Skills)

| Skills |   |           |           |           |              |               |                |
|--------|---|-----------|-----------|-----------|--------------|---------------|----------------|
| No     | Statement   | Responses |           |           | Total Number | Average Score | Category       |
|        |   | Teacher 1 | Teacher 2 | Teacher 3 |              |               |                |
| 1.     | Buku English for Nusantara mencakup 4 skill berbahasa Inggris (reading, writing, listening, speaking) yang sesuai dengan tujuan | 4         | 4         | 4         | 12           | 4             | Strongly Agree |



|    |  |   |   |   |    |      |                |
|----|--|---|---|---|----|------|----------------|
|    | pembelajaran dan silabus yang dibuat oleh guru   |   |   |   |    |      |                |
| 2. | Buku pelajaran English for Nusantara mengintegrasikan materi untuk pekerjaan dan keterampilan spesifik seperti etika menerima telepon dalam pekerjaan kantor, cara mempersiapkan cover letter atau surat lamaran pekerjaan, dan sebagainya | 3 | 2 | 3 | 8  | 2,67 | Agree          |
| 3. | Bacaan dan aktivitas terkait bacaan dalam buku English for Nusantara sesuai dengan tingkat kemampuan siswa kelas VIII  | 4 | 4 | 3 | 11 | 3,67 | Strongly Agree |
| 4. | Bacaan dan aktivitas terkait bacaan dalam buku English for Nusantara sesuai dengan minat mayoritas siswa kelas VIII dimana sesuai dengan konteks zaman sekarang  | 4 | 4 | 3 | 11 | 3,67 | Strongly Agree |
| 5. | Materi listening dalam buku English for Nusantara disediakan dengan baik dan mudah digunakan   | 2 | 4 | 3 | 9  | 3    | Agree          |
| 6. | Isi materi listening dalam buku English for Nusantara bersifat otentik dengan berisi konten yang   | 3 | 3 | 3 | 9  | 3    | Agree          |

|                |   |       |       |        |          |       |                |
|----------------|---|-------|-------|--------|----------|-------|----------------|
|                | dekat dengan kehidupan nyata siswa yang membantu pemahaman siswa dalam kemampuan mendengarkan   |       |       |        |          |       |                |
| 7.             | Materi bahasa Inggris lisan seperti dialog dan permainan peran dirancang dengan baik bagi siswa sebagai bekal untuk interaksi dalam kehidupan nyata | 4     | 3     | 4      | 11       | 3,67  | Strongly Agree |
| 8.             | Buku English for Nusantara mengajarkan cara menyusun dan menulis paragraf sesuai dengan topik yang diajarkan di dalam babnya                        | 4     | 4     | 3      | 11       | 3,67  | Strongly Agree |
| Total Number   |   | 28    | 28    | 26     | 82       | 27,35 |                |
| Maximal Number |   | 32    | 32    | 32     | 96       | 32    |                |
| Percentage     |   | 87,5% | 87,5% | 81,25% | 256,25 % | 85%   | <b>Good</b>    |

In the table above, it can be seen that for the skills criteria, the teachers also have positive perspectives of the English for Nusantara textbook for grade VIII. This is based on the percentage result of 85% which is included in the good category. Five statements get the “Strongly Agree” category in the numbers 1,3,4,7, and 8. Meanwhile, the statements in the numbers 2,5, and 6 are included in the “Agree” category.

**Table 4** The Result of Questionnaire (Topic)

| Topic |  |           |           |           |              |               |                |
|-------|--|-----------|-----------|-----------|--------------|---------------|----------------|
| No    | Statement  | Responses |           |           | Total Number | Average Score | Category       |
|       |  | Teacher 1 | Teacher 2 | Teacher 3 |              |               |                |
| 1.    | Materi dalam buku English for Nusantara menarik bagi peserta didik dan sesuai dengan | 4         | 4         | 4         | 12           | 4             | Strongly Agree |



|    |  |   |   |   |    |      |                |
|----|--|---|---|---|----|------|----------------|
|    | konteks serta usia siswa   |   |   |   |    |      |                |
| 2. | Variasi dan jangkauan topik dalam buku English for Nusantara cukup beragam   | 4 | 3 | 3 | 10 | 3,34 | Agree          |
| 3. | Topik-topik atau bab dalam buku membantu memperluas kesadaran siswa dan memperkaya pengalaman mereka, misalnya kesadaran berbudaya dan melestarikan lingkungan | 4 | 4 | 3 | 11 | 3,67 | Strongly Agree |
| 4. | Topik atau bab dalam buku English for Nusantara cukup menarik dan canggih namun tetap sesuai dengan kemampuan bahasa setingkat level kelas VIII                | 4 | 4 | 3 | 11 | 3,67 | Strongly Agree |
| 5. | Konteks sosial dan budaya yang disajikan dalam buku bisa dengan mudah dipahami oleh siswa kelas VIII   | 4 | 4 | 3 | 11 | 3,67 | Strongly Agree |
| 6. | Perempuan digambarkan dan direpresentasikan setara dengan laki-laki dalam buku English for Nusantara   | 4 | 4 | 3 | 11 | 3,67 | Strongly Agree |



|                |  |     |     |     |      |       |             |
|----------------|--|-----|-----|-----|------|-------|-------------|
| 7.             | Terdapat kelompok lain yang terwakili dalam buku yang mengacu pada asal etnis, suku, budaya, pekerjaan tertentu, kelompok disabilitas, atau sebagainya | 3   | 2   | 3   | 8    | 2,67  | Agree       |
| Total Number   |  | 27  | 25  | 22  | 74   | 24,69 |             |
| Maximal Number |  | 28  | 28  | 28  | 84   | 28    |             |
| Percentage     |  | 96% | 89% | 79% | 264% | 88%   | <b>Good</b> |

Based on the topic table above, the results show that the percentage obtained is 88%. This means that the topic criteria are included in the good category. Five statements belong to the “Strongly Agree” category, in the numbers 1,3,4,5, and 6. The rest of the numbers which are numbers 2 and 7 belong to the “Agree” category. It can be concluded that the teachers also have positive perspectives on the English for Nusantara textbook for grade VIII from the topic criteria.

### Result for the interview

Based on the interview results, it can be concluded that three teachers have a positive perspective on the English for Nusantara textbook for grade VIII. Regarding the language content, it was found that all teachers agreed that the textbook presents good language content, especially in terms of vocabulary, reading, and speaking. Teacher 1 (T1), Teacher 2 (T2), and Teacher 3 (T3) stated that the vocabulary content in the textbook is good. The textbook makes it easy for students to learn a lot of vocabulary related to the material to be studied. In addition, vocabulary has been grouped based on certain topics or themes. In terms of reading, all teachers stated that the English for Nusantara textbook for grade VIII is good. The English teachers stated that the reading content is appropriate for the level of junior high school students in grade VIII. In addition, reading activities were also facilitated by vocabulary that had been introduced to students in the textbook. This made it easier for students to understand the reading content. Furthermore, in terms of speaking, the three teachers agreed that the English for Nusantara textbook for grade VIII is good as a stage for students to practice speaking. This textbook presents many examples of dialogues that make it easy for students to practice speaking skills by imitating the available dialogues. Teacher 3 (T3) stated that the dialogues presented are fairly simple and can be followed by students.

For other language content criteria such as grammar, the three English teachers have the same opinion that the English for Nusantara textbook for grade VIII includes grammar material in its chapters. However, grammar is presented in a form that is integrated with the topic or theme being discussed in the textbook. Thus, it can be said that the grammar explanation is implied. Regarding the writing, T1 and T2 agreed that the students tend to do simple writing activities in the textbook. T3 stated that no matter



how good the textbook is, the greatest English difficulty is writing because students must have good grammar skills and acquire a lot of vocabulary. However, the three teachers agreed that at a simple level and short writing, students are still able to do it. In the listening, T1 and T2 did not emphasize listening activities in the English for Nusantara textbook for grade VIII, so they often read the contents of the textbook to students in the learning process. According to T3, the listening aspect of the English for Nusantara textbook was good and appropriate. Students tended to like listening activities and were enthusiastic about listening. Furthermore, regarding the use of natural language such as idioms, the three teachers agreed that the use of idioms can be taught to students. This is because idioms are expressions that are commonly used in real life. However, providing idiom material does not need to be done often, considering that the majority of students are beginner English learners.

For the skills criteria, it can be said that skills such as reading, writing, listening, speaking, and grammar in the English for Nusantara textbook for grade VIII are appropriate for the level of grade VIII junior high school students. Three English teachers stated that the material presented is appropriate for the English language level of grade VIII junior high school students. Regarding the learning objectives, the English for Nusantara textbook for grade VIII is in accordance with the learning objectives made by the English teachers so there is no problem in modifying the use of the textbook. This is because the English for Nusantara textbook for grade VIII is published by the Indonesian Ministry of Education so that the contents of the textbook are in accordance with the learning outcomes (Capaian Pembelajaran) set by the government and the teachers only need to adjust. However, the English teachers still have the opportunity to innovate the material to be taught according to the conditions of the students. T3 added, if modifications are needed in the use of the textbook, it is easy to do because there is always a discussion between English teachers so that all problems can be resolved.

For the topic criteria, the English teachers agreed that the topics in the English for Nusantara textbook for grade VIII are good and appropriate to the context and age of the students. The topics are also varied. In some conditions, T3 adjusted the topics in the textbook to the existing situation. The current situation related to the topics in the textbook will be taught to students. Regarding the depiction of gender in the English for Nusantara textbook for grade VIII, all teachers also agreed that there is no gender inequality. In their opinion, the depiction of men and women has been depicted equally. Likewise, the depiction of certain groups related to Indonesian culture, especially related to Independence Day, has been depicted in this textbook.

### 3.3 Discussion

Based on the results presented, it can be seen that the language content criteria has the highest percentage of 90% which is then followed by the topic criteria of 88% and the skills criteria of 85%. It can be concluded that all aspects have met the "Good" criteria if based on the conversion of fulfillment average categories quality for the textbook based on Pusat Perbukuan (2011) which all aspects are in the range of 80% - 100%. This also proves that three English teachers at MTsN 2 Sidoarjo have a positive perspective on the English for Nusantara textbook for grade VIII. As an aspect with the highest percentage, language content also emphasizes the results that vocabulary, reading, and speaking aspects have a good role in English learning for students. This can be seen in the questionnaire results, for the vocabulary aspect in statements number



2 and 3 get the category "Strongly Agree". Other aspects such as reading in number 9 also get the category "Strongly Agree". And the speaking aspect in numbers 5,6, and 7 get the category "Strongly Agree".

The results of the questionnaire are in line with the interview results in which the three teachers have a good perspective on the vocabulary, reading, and speaking aspects in the English for Nusantara textbook for grade VIII. Related to vocabulary, in the interview it was said that the textbook is good and facilitates students to get to know a lot of vocabulary related to the material to be studied. T3 also added that the vocabulary in this textbook helped students' understanding of reading activities so that students did not have significant difficulties in understanding reading texts. It can be emphasized that vocabulary and reading are interrelated which helps students in learning English. This indicates that vocabulary plays a fundamental role in language learning. As stated by Nordlund & Norberg (2020) vocabulary is an important aspect of achieving successful language learning. A similar thing was also stated by Alqahtani (2015) that vocabulary learning is crucial for foreign language learning as new words are frequently stressed in textbooks and classroom settings. This indicates that a good vocabulary in a textbook will provide good exposure for students to be able to develop their language skills. In this case, based on the results of the questionnaire and interview, it can be concluded that the English for Nusantara textbook for grade VIII has provided good material for learning vocabulary and reading for students.

For the speaking aspect, the high questionnaire results in statements number 5, 6, and 7 are also in line with the interview results which state that teachers have a good perspective. Three teachers agreed that the English for Nusantara textbook for grade VIII is good as a stage for students to practice speaking. The textbook has presented many examples of dialogues that can help students practice speaking skills by imitating the available dialogues. In general, for English teachers, the speaking aspect in this textbook helps teachers in providing speaking materials at a fairly simple level for students.

The second highest aspect, the topic aspect has a total percentage of 88%. Statements with the category "Strongly Agree" are in numbers 1,3,4,5, and 6. The results of the questionnaire are also in line with the teacher's perspective from the interview which indicates that the topics in the English for Nusantara textbook for grade VIII are in accordance with the context and age of students who are teenagers. The context of topics such as Independence Day, loving the earth, and self-care are topics that are appropriate for grade VIII students. In addition, the depiction of gender in the textbook has been considered good and equal by English teachers. Thus, it can be said that choosing the appropriate topic is very important for student learning. As stated by Siegel (2014), the topics given in textbooks and explored in language classes are important components of language teaching because they promote student interest, willingness to speak, and learning. This means that the selection of topics in textbooks will determine students' involvement and interest in learning. Choosing the right topic according to the context and interests of students will be able to make students more interested in what is being studied, especially if the topic is close to the student's lives.

The last aspect is the skill aspect which has a total percentage of 85%. The statements in numbers 1,3,4,7, and 8 are categorized as "Strongly Agree". These results are in line with the interview results which indicate that the skills taught in this textbook are appropriate with the English language skills level of grade VIII students. In addition,



the English for Nusantara textbook for grade VIII already covers the skills in English, such as grammar, reading, writing, listening, and speaking. Furthermore, those skills are in accordance with the learning objectives established by the English teachers. This is because the textbook published by the Indonesian Ministry of Education so that the contents of the textbook are structured and in line with the learning outcomes (Capaian Pembelajaran) established by the government and the English teachers merely need to adjust it. However, the English teachers can still innovate and modify the textbook to fulfill the needs of their students.

In short, it can be concluded that the English teachers have a positive perspective on the English for Nusantara textbook for grade VIII in terms of language content, skills, and topic based on Cunningsworth's criteria (1995). This can be proven through the results of the questionnaire and interviews that have been conducted in this study.

#### 4. CONCLUSION

It can be concluded that the English for Nusantara textbook for grade VIII has met the criteria of a good textbook based on Cunningsworth's (1995) criteria in terms of language content, skills, and topic. This study shows that the English for Nusantara textbook for grade VIII can be used as a good learning resource for students in terms of language content, skills, and topic. In order to make optimal use of this textbook, it is recommended for teachers to study the English for Nusantara teacher's handbook in order to understand the contents and details of the textbook so that teachers can convey the contents of the textbook to students well. It is also recommended for teachers to utilize all the facilities available in the textbook, such as the vocabulary bank to increase students' vocabulary and listening aspects that can be learned through the available audio barcode. Thus, it is hoped that the use of the English for Nusantara textbook for grade VIII in learning English can be maximized and can achieve the learning objectives that have been previously determined.

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