

CHAPTER IV

FINDINGS AND DISCUSSION

This section presents the findings of a study based on document analysis and interviews conducted with teacher and students at UPTD SDN 1 Jorong. The purpose of this section is to present the results of the analysis of the English textbook as well as the views of the participants regarding the use of the textbook in teaching and learning activities.

A. Findings

These findings present the results of the study, which were obtained through document analysis and interviews with teacher and students at UPTD SDN 1 Jorong. The purpose of this section is to explain how the research was conducted and to present the findings derived from the analysis of English textbooks, as well as the participants' responses regarding their use in teaching and learning activities. Research data was collected through document review to assess the alignment of the textbook with the Independent Curriculum, as well as semi structured interviews to explore the experiences and perspectives of teacher and students. Subsequently, the results of this study were organized into several key aspects, including student-centered learning, needs based learning particularly in fostering student engagement and the achievement of learning objectives aligned with current educational standards.

1. Alignment of English Textbook Content Materials, and Activities with the Independent Curriculum Standards and Educational Goals

The findings of this study indicate that textbooks have adopted student-centered learning principles, as evidenced by document analysis, teacher perspectives, and student learning experiences. The following discussion will explain these three aspects in greater detail.

a. Student Centered- Learning

The document analysis revealed that the English textbook reflects the characteristics student-centered learning through its content materials, and learning activities. The textbooks show a shift from a narrative presentation of material to a more instructional approach. This is evident in various activities such as collaboration, hands on practice, and the use of visual media. In terms of collaboration, group discussion activities provide opportunities for students to share ideas and work together to complete tasks. These activities demonstrate that learning is no longer teacher centered but actively involves students in constructing their own knowledge. Regarding practical experience, tasks requiring students to engage in hands-on practice indicate that learning focuses not only on theory but also on real world experiences. This is crucial because through direct experience, students can understand the material more deeply and contextually. In terms of visualization, the dominant use of illustrations in the textbook serves as a thinking aid that helps students understand complex material. The visuals help reduce cognitive load, making it easier for

students to process and retain the information presented. Thus, from the perspective of the document, the textbook has met the characteristics of active learning, which is at the core of student-centered learning.

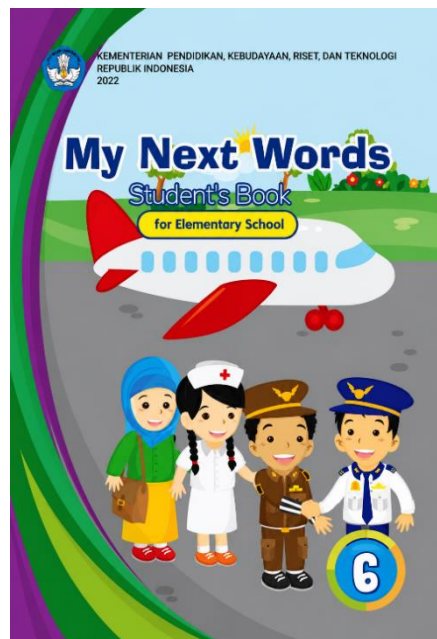


Figure 4.1 My Next Words; Student's Book Elementary School Grade 6(2022)

Figure 4.1 presents the cover of My Next Words: Student's Book for Elementary School Grade 6, which is used as the primary textbook analyzed in this study. The textbook was developed to support the implementation of the Merdeka Curriculum at the elementary school level. As the main source of data, this textbook was examined to evaluate its alignment with the Merdeka Curriculum standards and current educational goals.

Read and answer Read the text and answer the questions.

A Sloth is slow but it is so cute



Sloths live in the lowland tropical area of south and central America

Status: Endangered Species

Habitat

Maps

South America

Joshua and his father will go to Taman Safari next Sunday. They want to see new animal, the Sloth. They want to see a new species from South America, sloths. Sloth move extremely slowly, but they are very cute.

They will go to Museum Satwa in Batu. It is near Jatim Park. They will see many replicas of animals there. They will enjoy the time at the museum.

1. Will Joshua go to Taman Safari with his friends? No, he won't
2. Who will accompany Joshua to taman Safari? _____
3. What is the new animal species in Taman Safari? _____
4. Do Sloths walk slowly? _____
5. Where is Museum Satwa? _____
6. Will they see replicas of animals at Museum Satwa? _____

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Figure 4.2 Reading Activity in the Text and Answer the Questions

4.2 This activity focuses on developing students' reading comprehension skills through an informational text about sloths. Students are required to read the passage carefully and answer comprehension questions based on explicit information from the text. The activity also introduces factual knowledge about animals while encouraging learners to identify main ideas and supporting details. Additionally, it integrates reading comprehension with vocabulary development and critical thinking.



Figure 4.3 Speaking Activity: Saying Sentences Based on the Pictures

Figure 4.3, This activity aims to develop students' speaking and grammar skills by asking them to observe pictures and produce sentences using the simple future tense with the modal will. Through visual prompts, students practice expressing future plans and intentions in meaningful contexts. The activity encourages oral language production while reinforcing sentence structure and appropriate vocabulary.

Read the text and answer the questions.



Aisyah visited the library

Hello, my name is Aisyah. I have a best friend. Her name is Cici. Yesterday, we went to the school library. We were there after school. We borrowed some books there. Then, we read the books. I read a science book and Cici read a comic book. We were in the library for two hours. We went home at 12.00. We were very happy.

1. Who is Aisyah's best friend? _____ Cici
2. Where did they go? _____
3. When did they go to the library? _____
4. What did they borrow? _____
5. What did Aisyah read? _____
6. What did Cici read? _____
7. Were they in the library for three hours? _____
8. How long were they in the library? _____
9. When did they go home? _____
10. Were they happy? _____

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Figure 4. 4 Reading Activity: "Aisyah Visited the Library"

Figure 4.4, This activity provides students with a narrative text about a personal experience at the library, followed by comprehension questions. Students practice identifying specific information, sequencing events, and understanding the overall meaning of the text. The activity supports the development of reading comprehension, vocabulary acquisition, and the ability to answer questions based on the evidence.

Consistent with the findings from the document analysis, the teacher perspectives also revealed that the textbooks promotes student-centered learning in classroom practice, the interviews revealed that the use of these textbooks has brought about changes in classroom dynamics. Teacher are no longer the sole source of information but instead serve as facilitators who

guide students' learning processes. This shift in role indicates that textbooks can foster a more interactive and participatory learning environment. Teacher provide guidance and support, while students are given the opportunity to explore the material both independently and in groups. This is reflected in the teacher's response that digital activities in the textbook “*Aktivitas digital membantu meningkatkan keterlibatan siswa serta mempermudah pemahaman materi melalui media yang interaktif.*” According to the quote from the teacher, the use of digital media in education provides a positive impact on the student learning process. Digital media functions not only as a learning aid but also increases the participation of students who prefer visual and interactive elements. The interactive nature of the media allows for immediate responses that enhance students' enthusiasm and confidence. Digital media also facilitates the understanding of complex material and supports students' independent learning. However, the success of implementing this method still depends on the teacher's ability to manage the classroom. Teacher must ensure that all students are actively engaged, as not all students possess the same level of independence.

b. Adaptation of Students' Abilities

From the students' perspective, positive responses such as “*asik,*” “*menyenangkan*” and “*nyaman*” indicate that the textbook successfully creates an enjoyable learning environment. The meaning of this quote is that, according to the students' perspective, the textbooks used can create

academically efficient and emotionally enjoyable learning experiences. Responses such as 'interesting,' 'exciting,' and 'comfortable' indicate student engagement in learning. Positive emotional engagement encourages active participation and facilitates understanding of the material. Learning through direct activities is more effective compared to passive methods. This textbook improves cognitive aspects and reduces students' affective barriers. In addition, physical activities such as hands on practice in class help students remember the material better. This highlights that learning involving direct experience is more effective than passive methods, such as reading or listening. Thus, from the students' perspective, this textbook successfully reduces affective barriers to learning and increases their engagement and understanding of the material.

c. Differentiated Learning

In the context of diverse learning environments, an analysis of the textbooks reveals that they provide a variety of tasks at different levels of difficulty. The purpose of this variety is to accommodate students' varying abilities, ensuring that each individual has the opportunity to learn at their own pace. From the teachers' perspective, the presentation of material in the English textbook is generally appropriate, and the exercises in the textbook are generally considered to be in line with students' capabilities; although there are some shortcomings, the rest is appropriate.

This is evident from a teacher's statement: *"The exercises in this book are generally appropriate for the students' abilities in the class, but*

there are some examples or questions that are some what difficult to understand .” This statement indicates that, in general, teacher view the textbook as meeting the needs of students with average abilities, although there are still some assignments or examples that need to be adjusted to the students’ ability levels to support personalized learning. Meanwhile, interviews with students revealed that the first participant stated, *“There are tasks that are very easy and others that are very difficult, especially when it comes to speaking English.”* A similar sentiment was expressed by the second participant, who said, *“There are activities that are easy, but sometimes there are also difficult ones.”* These findings indicate that speaking ability remains the primary obstacle for students. The striking difference in perceptions between tasks considered easy and those considered difficult indicates that the teaching methods or supplementary materials for oral activities in the textbook need to be evaluated to make them more accessible and less challenging for students, ensuring the learning process proceeds effectively. In theory, differentiated instruction emphasizes tailoring the learning process to students’ readiness, interests, and learning styles.

Therefore, active teacher involvement is necessary to make additional adjustments such as providing specialized guidance or modifying assignments for students facing difficulties so that learning objectives can be achieved more equitably. In line with this, based on document analysis, the English textbook used demonstrates a high degree of alignment with the

principles of the Independent Curriculum. This is reflected in the implementation of student-centered learning through activities that encourage active participation, independence, and reflection. Additionally, this book offers varied learning experiences through a range of tasks and activities that support diverse learning styles, such as visual, auditory, and kinesthetic. Furthermore, this textbook serves not only as a source of knowledge but also as a tool that supports flexible learning relevant to students' daily lives. The integration of language skills including listening, speaking, reading, and writing and their connection to real life contexts demonstrates that the material presented is communicative and practical.

Thus, it can be said that these textbooks align with the demands of 21st century learning and support the development of the Pancasila Student Profile, particularly in the areas of critical thinking, collaboration, and creativity. However, to maximize its implementation, some evaluation of the English textbook is needed to ensure it aligns with students' abilities, particularly in the speaking section; moreover, the teacher's role in adapting teaching strategies is essential to more effectively accommodate the needs of all students.

d. Development of Language Skills

The research findings indicate that textbooks have integrated the four core language skills: listening, speaking, reading, and writing. This is evident from the document analysis, which reveals activities that combine these four skills into a single learning process. Based on this analysis,

listening, speaking, reading, and writing skills are integrated into the learning process, ensuring that instruction is not limited to a single skill but is instead more comprehensive. From the teachers' perspective, the textbooks are considered to have helped develop students' language skills comprehensively. Teachers believe that the textbook "*supports*" students' mastery of core skills namely listening, speaking, reading, and writing. This indicates that, theoretically, the textbook has been designed to meet comprehensive language learning objectives. From the students' perspective, interview results show that the textbook provides significant assistance in understanding the material and developing foundational English language skills. One student stated that "*I understand enough to speak English, even if only a little, and I can write a little too.*" Another student also mentioned that the textbook is useful for various skills, such as "*speaking, listening, reading, and writing.*" These findings indicate that textbooks play a role in improving students' language proficiency, particularly in receptive and basic skills.

However, some students still face challenges, particularly with productive skills. One student mentioned that there were activities that were "*too difficult to even attempt to speak in English.*" In addition, students also noted that "*listening during lessons and writing correctly in English*" remained obstacles. This indicates that speaking and listening skills are still a challenge for some students. These findings suggest that while the integration of language skills has been well implemented in the textbook

design, its application still requires additional support. Specifically, in productive skills such as speaking, students need more practice, guidance, and more adaptive learning strategies.

In conclusion, it can be said that the textbook has provided support for the integrated development of the four language skills and is quite effective in helping students' basic comprehension. However, to achieve a higher level of proficiency, particularly in speaking and listening skills, active teacher involvement is needed to provide support, such as pronunciation exercises, communication practice, and the use of more interactive teaching media.

e. Digital Literacy

In terms of digital literacy, the document analysis indicates that textbooks have incorporated the use of technology through digital-based activities, such as the use of videos and online learning resources. This is evident from the findings, which show that instruction has utilized *“technologies such as videos and texts available on the internet in learning activities.”* Thus, textbooks not only serve as traditional learning resources but also encourage students to use technology in the educational process.

From the students' perspective, digital-based activities have a positive effect on the learning process. Students expressed that digital activities *“really help me”* in understanding the material. Additionally, the use of digital media makes learning more engaging and interactive compared to teaching methods that focus solely on text. This indicates that

the implementation of digital literacy can enhance student participation in English language learning. However, students face several challenges when engaging in digital activities. One student mentioned that the difficulties they experience are usually “*due to a lack of time.*” This indicates that although digital activities are engaging, time management poses a unique challenge for students in completing their assignments. From the teachers’ perspective, the main obstacle to implementing digital literacy is technical factors, particularly limited internet access. Teacher stated that the challenge they face is “*when there are problems with the internet connection.*” This situation indicates that the success of digital-based learning depends not only on the design of the textbook but also on the availability of supporting facilities. Additionally, teacher assess that the digital activities in the textbooks are “*quite effective*” because they enhance student participation and facilitate understanding of the material through interactive media. This indicates that, pedagogically, the integration of technology into the learning process holds significant potential to support learning activities.

In conclusion, textbooks have provided digital literacy through various technology-based activities that are relevant and supportive of learning. However, their effectiveness is still influenced by external factors, such as time constraints and technological infrastructure limitations. Therefore, additional strategies from teachers, such as better time management and the use of alternative offline media, are needed so that digital-based learning can run optimally.

2. The Role of English Textbooks in Supporting the Alignment of Current Educational Goals

a. Alignment with Current Educational Goals

Research findings indicate that the English textbooks currently in use align with contemporary educational objectives, particularly those emphasized in the Independent Curriculum and 21st century education. These objectives encompass the development of various essential skills, such as critical thinking, collaboration, communication, creativity, and digital literacy. This alignment is evident from document analysis and interviews, which indicate that the textbooks priorities not only mastery of the subject matter but also the development of the skills students need to face future challenges. According to the analysis conducted, the textbooks support student-centred learning. This is evident from the inclusion of various activities that actively engage students, such as discussions, group work, and problem solving tasks. These activities provide opportunities for students to be directly involved in learning, express their ideas, and construct their own understanding. Consequently, the learning process is no longer a one way transmission from teacher to student, but becomes interactive and participatory.

Furthermore, the development of critical thinking skills is also implicit in various tasks that require students to analyse information, answer open ended questions, and express their opinions. Such activities demonstrate that the textbook has guided students to think at a higher level,

rather than merely memorizing or understanding the material. On the other hand, the collaborative activities included in the textbook also foster communication and teamwork skills. Through teamwork or pair work, students learn to convey ideas, listen to others' views, and work together to complete tasks. Furthermore, the textbook also seeks to develop students' creativity, for example through tasks that allow students to write texts, give presentations, or express their ideas freely. This approach provides space for students to think creatively and produce work based on their understanding. Moreover, although the integration of digital literacy remains limited, textbooks are beginning to adapt to technological advancements. The use of media such as videos and online resources provides students with opportunities to learn in more diverse and interactive ways. However, although textbooks are theoretically in line with current educational objectives, there are several challenges in their implementation. One such challenge is the imbalance in the level of difficulty of tasks, which leads some students to feel that the tasks set are too easy or, conversely, too difficult. Furthermore, limited access to technology, such as the internet, also hinders the implementation of digital-based activities. This indicates that the successful use of textbooks depends not only on their design but also on the actual conditions on the ground.

In conclusion, textbooks have largely met the principles and objectives of 21st century education and the Independent Curriculum. However, to achieve better outcomes, teacher must play an active role in

adapting learning strategies, addressing existing challenges, and ensuring that all students benefit equally from the learning process.

b. Critical Thinking Skills

In terms of critical thinking, the document analysis shows that textbooks provide various types of activities that encourage students to provide answers, analyze simple situations, and express their opinions. This is reinforced by the findings of the document analysis, which state that *“the activities encourage students to ask questions, conduct analyses, and solve problems.”* Therefore, the textbook does not merely focus on content comprehension but also begins to guide students toward higher order thinking skills. From the teachers’ perspective, the development of critical thinking skills has also been fostered through learning activities relevant to the context. Teacher noted that the activities in the textbook help students *“solve problems through critical thinking,”* and the most effective activities involve *“observing aspects of students’ daily lives, such as conversations occurring in their immediate surroundings.”* This indicates that learning does not occur in an abstract manner but is connected to real-life situations that stimulate students’ thinking. Meanwhile, from the students’ perspective, it appears that some activities in the textbook do encourage them to think more deeply. One student stated that the textbook *“helps me think critically when facing problems.”* Another student also explained that they were asked to provide explanations for their answers, such as in activities that *“asked them to explain their opinions or provide reasons.”*

This indicates that students are already engaged in the process of critical thinking, albeit at a basic level. However, not all students felt comfortable with these activities. One student remarked that tasks requiring an explanation of reasons were “*quite difficult for me.*” This finding suggests that while the development of critical thinking skills has begun, some students still face difficulties, particularly in articulating reasons and arguments clearly.

Based on these findings, it can be concluded that the textbook has provided opportunities for the development of critical thinking skills through various relevant and contextual activities. However, this development has not been uniform across all students. Therefore, the active role of the teacher is essential to provide support, such as offering example answers, guiding students through the thinking process, and providing step-by-step exercises so that students become more accustomed to critical thinking and expressing reasons logically.

c. Collaboration Skills

The research findings indicate that the learning guidebook fosters collaborative skills through group and pair activities. A document analysis reveals that many tasks require students to collaborate in completing activities. This is evidenced by the inclusion of activities that “*encourage students to work together in groups or in pairs so that they can interact with one another.*” Additionally, the variety of task types provides opportunities for students to share ideas, discuss, and solve problems collectively. From

the teachers' perspective, the collaborative activities in the learning guide have a positive impact on student participation. Teacher stated that these activities make "*students more active in communicating and collaborating.*" This indicates that student-to-student interactions become more dynamic, so that the learning process is no longer one-sided but involves active student participation. Furthermore, teacher also noted that through group work, students can learn to help one another and understand the variations in their abilities.

On the other hand, students responded positively to collaborative activities. They mentioned that they were "highly motivated to work together" and that group activities typically involved "two or more people." This indicates that students are already accustomed to engaging in collaboration during the learning process. Additionally, some students felt that group activities made learning more enjoyable, less boring, and easier to understand because they could discuss the material with their peers. Furthermore, collaborative activities in the learning guide also help develop students' social skills, such as communication skills, respecting others' opinions, and working in teams. Through these interactions, students not only learn English but also how to express ideas, listen to peers' opinions, and reach a consensus. This aligns with 21st century learning objectives that emphasize the importance of communication and collaboration skills.

However, in practice, there are still some challenges. Teacher noted that the difficulties that arise are largely due to "*differences in student*

personalities.” These differences lead to an imbalance in participation, with some students tending to be more active while others are more passive. This can affect the group’s effectiveness because not all students contribute equally to the activities. Additionally, differences in language proficiency levels can also impact the success of collaboration. Students with higher proficiency tend to dominate discussions, while those with lower proficiency may feel less confident to participate. If this is not managed properly, it can hinder the primary objective of collaborative learning itself. Therefore, the teacher’s role is crucial in optimizing the implementation of collaborative activities. Teachers need to carefully organize group assignments, assign clear roles to each member, and monitor discussion activities so that all students can actively participate. Additionally, teachers can provide supplementary support, such as dialogue examples or discussion guides, to help students feel more confident about participating. Thus, it can be concluded that the learning guidebook has supported the development of collaborative skills through various interactive and communicative activities. Nevertheless, the success of its implementation heavily depends on the teacher’s strategies for managing the classroom and ensuring that every student has an equal opportunity to actively contribute to the learning process.

B. Discussion

This section discusses the research findings outlined in the findings section, which were obtained from the study conducted at UPTD SDN 1

Jorong. These findings will be linked to relevant theories, educational objectives, and the alignment of these results with the Independent Curriculum and the demands of 21st century learning. This discussion is based on data obtained through the analysis of textbooks and interviews with teachers and students, thereby providing a comprehensive overview of the use of textbooks in the teaching and learning process. Furthermore, this discussion not only interprets the research findings but also assesses the extent to which textbooks meet the principles of modern learning, such as student-centred learning, the development of critical thinking skills, collaboration, and digital literacy. Furthermore, a critical analysis is conducted to identify the strengths and weaknesses of textbooks, with the aim of providing a deeper understanding whilst serving as a basis for recommending improvements to make learning more effective and relevant.

1. Alignment Between English Textbooks Content Materials, and Activities with Independent Curriculum Standards

a. Student-Centered Learning

Based on the evaluation of documents and interview results, it was observed that the textbooks have made efforts to promote student-centered learning through a variety of activities, including group discussions, Q&A sessions, and tasks that foster active engagement. Additionally, feedback from both teachers and students shows that learners participate in classroom activities; however, the teacher continues to have a primary role in overseeing the educational process. Similarly, students

generally adhere to the guidelines provided in the textbooks during their learning tasks. These monitoring imply that while there is some level of student involvement, the depth of that engagement is somewhat restricted. The directions in the textbooks are mainly organized and lead students toward specific responses or methods. Most exercises depend on closed-ended questions along with step-by-step instructions, which limits the students' ability to investigate ideas independently, even though they are not completely barred from sharing their own insights. Consequently, students tend to follow procedures rather than engage in exploratory activities, completing tasks as outlined rather than developing their own understanding. This situation somewhat aligns with the concepts of the Independent Curriculum, which highlights the importance of student-centered learning. As noted by Richards (2017), student-centered learning calls for active involvement in knowledge construction through valuable experiences and reflection. Likewise, Farrell (2015) points out that this method increases student engagement and accountability in the learning process. Furthermore, Cunningsworth (2018) emphasizes that effective textbooks should feature communicative tasks and problem solving activities that encourage independent thought and interaction. With regard to 21st century education, student-centered methods are also closely associated with the enhancement of critical thinking, collaboration, and communication skills, which are vital for achieving current educational aims.

Nevertheless, there is still a disparity between the desired objectives and the actual practices. Even though interactive tasks are available, students' independence in their learning has not been fully cultivated due to insufficient opportunities for exploration, choice making, and self reflection. The prevalence of structured tasks suggests that learning remains primarily instructor-led rather than fully focusing on the students. Additionally, the limited range of task types may hinder students' opportunities to engage in advanced cognitive processes such as analyzing, evaluating, and creating. Thus, it is essential to enhance the design of textbook activities by integrating more open-ended assignments, project-based learning, and reflective practices. Such improvements can foster greater student independence, allowing learners to assume a more active role and take responsibility for their educational journey. Furthermore, offering adaptable instructions and chances for students to make decisions in their learning activities can further reinforce the implementation of student-centered learning in accordance with the aims of the Independent Curriculum.

b. Adaptation on Student's Abilities

Based on document analysis and interview findings, this English textbook aims to cater to a range of student abilities by presenting tasks that vary in difficulty. According to Bowen (2009), teaching materials should be able to adapt to students' varying abilities by providing an appropriate level of challenge and support to ensure meaningful engagement in the learning

process. However, upon closer examination, this approach does not yet fully meet the students' overall educational needs. One of the main issues identified is the difficulty students face in honing their speaking skills. Information from the interviews indicates that many students regard speaking activities as the most daunting part of their learning process, particularly when they have to use the language independently without sufficient preparation. This suggests that speaking practice requires not only language ability, but also self-confidence, vocabulary knowledge and practice which the textbooks has not yet provided effectively. Furthermore, difficulties with speaking skills are not solely related to linguistic ability, but also involve emotional factors such as anxiety and a lack of self-confidence. When students are asked to speak spontaneously without sufficient guidance such as examples, guided practice, or vocabulary support they often feel disengaged and unmotivated to participate. This situation indicates that textbooks have not adequately addressed the process of developing speaking skills, moving from more structured tasks towards independent language use.

Furthermore, there is a clear distinction between the tasks that students find easy and those they find difficult. Some activities are perceived as too easy and can be completed with minimal mental effort, whilst others particularly speaking exercises are considered too difficult and beyond the students current abilities. This imbalance indicates that the level of difficulty of the tasks is not well regulated. Ideally, learning activities

should follow a logical sequence, starting with easier tasks and progressing to more difficult ones to support students' gradual development. However, the results show that this logical sequence is not always present in the textbooks. This issue also highlights a weakness in the implementation of differentiated learning. Although the textbooks offers various types of tasks, there are no adaptable options that allow students to engage with material suited to their individual readiness levels. Consequently, all students are expected to complete the same tasks without account being taken of their differing abilities, which can lead to uneven learning outcomes. Students with lower skills may struggle with challenging activities, whilst more capable students may feel that easier tasks are not sufficiently challenging.

From a theoretical perspective, this situation is not entirely consistent with the differentiated teaching principles proposed by Tomlinson (2013), which emphasise the importance of adapting learning content, processes and outcomes to students' readiness, interests and learning styles. Furthermore, within the context of the Independent Curriculum, it is expected that learning can adapt and meet the diverse needs of students. Consequently, the limited adjustments in textbooks indicate a mismatch between the curriculum's expectations and its actual implementation in teaching materials. Given these limitations, the role of the teacher is crucial in ensuring that learning is well coordinated with students' abilities. Educators act as a bridge, linking the content of the textbooks to the real needs of students in the classroom. In practice, teachers

may need to break down difficult tasks, provide additional explanations, or adapt activities to make them easier to understand. For example, during speaking sessions, teachers can provide examples, offer opening sentences, compile a vocabulary list, or assist with guided conversations to build students' confidence before they face the challenge of speaking independently.

c. Differentiated Learning

Based on the research findings, textbooks contain various types of tasks with different levels of difficulty, indicating an initial effort to implement differentiated instruction for each individual. This is reinforced by interviews with teachers, who explained that textbooks offer various types of exercises, such as comprehension questions, guided tasks, and practice activities, which can be used to meet the needs of students with diverse abilities. In practice, teachers also reported that they sometimes adapt the use of these tasks according to the classroom situation. However, document analysis indicates that the form of differentiation in textbooks remains limited to differences in task difficulty and does not yet encompass other aspects of differentiation, such as content, methods, and learning outcomes.

In addition, interviews with students revealed that some of them still struggle to adapt to the difficulty level of the assigned tasks, particularly when the tasks are too difficult or lack sufficient support. Some students mentioned that they tend to follow the same instructions as their peers

without truly understanding the material, while others felt that the tasks were not suited to their level of readiness. This indicates that current task variations focus primarily on superficial ability levels but do not fully take into account each student's readiness, interests, and learning needs. As a result, differentiation is more procedural in nature than responsive to students' individual needs. This situation highlights a mismatch between the instructional design in textbooks and the actual level of student readiness in the classroom learning process. Although there is variation in the tasks assigned, there are no clear mechanisms such as guidelines for selecting difficulty levels, adapted instructions, or alternative task options that can help students choose or complete tasks according to their abilities. Furthermore, the lack of structured teacher guidance in implementing differentiation leads to all students receiving the same tasks. Consequently, many students complete similar activities without significant adjustments to their individual learning needs, which can reduce the effectiveness of the learning process.

This finding aligns with the theory proposed by (Tomlinson 2013), who emphasizes that differentiated instruction must include adjustments to content (what is taught), process (how students learn), and products (what students produce), so that every student can achieve maximum learning outcomes based on their individual characteristics. In this context, differentiation that focuses solely on task variation is insufficient to support inclusive and effective learning across the board. Successful differentiation

requires deliberate planning that takes into account students' readiness, interests, and learning profiles, rather than simply adjusting the difficulty level of tasks. Therefore, although instructional materials have begun to incorporate the principle of differentiation in the Independent Curriculum, its implementation still requires strengthening. Improvements are particularly needed in providing more varied learning options, clearer guidelines for teachers on grouping students, and activities that account for differences in students' readiness and ability levels. Additionally, instructional materials could include clear guidelines on implementing differentiation, such as suggestions for adapting assignments, examples of grouping strategies, and reflective questions for students. The use of methods such as tiered assignments, learning stations, and choice based activities can be considered to enhance the effectiveness of implementing differentiation in the teaching and learning process and ensure that all students can participate and develop according to their individual potential.

d. Development of Language Skills

This study found that English textbooks contribute to the development of students' language skills through the integration of listening, speaking, reading and writing activities into the learning process. Through document analysis and interviews, it was revealed that these textbooks offer a variety of activities that encourage students to practise receptive skills such as listening and reading, as well as productive skills such as speaking and writing. These findings are consistent with the concept

outlined by Cunningsworth (1995), (2018), who states that a good English language textbooks must offer a balance between the four language skills to support communicative competence. Furthermore, Richards (2014) explains that textbooks serve as an important learning resource, which can help students improve their language skills through structured material, learning tasks, and skill based exercises. This integration of skills also reflects the principles of Communicative Language Teaching (CLT), which emphasise the use of language in meaningful real life contexts.

Furthermore, the results of this study also indicate that students can improve their basic understanding of English through activities involving speaking, listening, reading and writing. The students reported that textbooks were very helpful in enabling them to understand English and practise basic communication skills, although they still faced some challenges with productive skills, particularly speaking and listening. These findings support Tomlinson's (2013) view, which emphasise that effective English language learning materials must introduce students to meaningful language use and provide opportunities for them to interact and communicate. Nevertheless, the study also indicates that some students still face difficulties in speaking and listening comprehension activities, suggesting that the implementation of integrated language learning still requires additional support from teachers. Therefore, the role of the teacher remains key in adapting learning strategies, providing guidance, and

creating interactive activities that can help students develop their language skills more effectively and with greater confidence.

e. Digital Literacy

Based on the results of the document analysis, the textbooks has addressed digital literacy by utilizing technology, including digital devices and online learning resources. This demonstrates the textbook's effort to meet the demands of 21st century learning, which emphasizes the importance of technological skills in education. However, the results of the interviews indicate challenges in its implementation, such as a lack of internet access and disparities in device availability. This highlights a gap between the learning plans outlined in the textbooks and the actual conditions on the ground.

In short, while the textbooks theoretically covers these elements, the practice is not fully effective. Upon closer examination, these facility limitations hinder the optimal use of technology in the learning process. Students do not always have independent access to digital learning resources, thereby limiting opportunities to develop digital literacy skills such as searching for information, evaluating sources, and utilizing technology efficiently. Anderson and Krathwolh in (2001), who emphasise higher order thinking skills are essential for digital literacy, as students must be able to critically assess information sources, analyse digital content and make effective use of technology to solve problems. Additionally, reliance on network connectivity can hinder the smooth progression of the

educational process. These findings align with the views of Auerbach and Schussler (2017), who note that the successful implementation of technology in education depends heavily on the availability of adequate facilities and infrastructure.

In the context of the Independent Curriculum, digital literacy is a crucial competency that needs to be developed to support a learning process aligned with the times. This curriculum encourages the use of technology as a means to enrich students' learning experiences, as well as to hone critical and creative thinking skills. Richards (2014) emphasises that proficiency in a foreign language should equip learners to use English as a means of communication in a variety of everyday situations. Through digital literacy activities, students can access authentic materials, exchange messages via mobile devices, and apply their language skills in relevant situations.

However, at the elementary school level, the implementation of digital literacy must be aligned with the conditions, readiness of students, and the school environment. The use of technology does not always have to rely on the internet but can also be through simpler digital media that still support the learning process. Therefore, it is important to have flexibility in the use of technology so that learning can take place effectively. Thus, although textbooks have sought to integrate digital literacy and meet the requirements of the Independent Curriculum, their implementation still requires adjustments. Textbooks and teachers need to take into account the situation in schools by providing alternative learning methods, such as the

use of offline media, printed teaching materials combined with simple technology, and activities that continue to develop digital literacy without full reliance on the internet. With an adaptive approach, the goal of developing digital literacy among students can be optimally achieved.

Overall, the results suggest that the English textbook has made efforts to line up with contemporary educational objectives by encouraging learning that focuses on students and incorporating abilities like critical thinking and teamwork; nonetheless, the actual application is limited since the majority of tasks remain organized and do not fully foster students' autonomy, advanced thinking, and significant collaboration. As a result, the success of the textbooks heavily relies on the teacher's ability to modify and enhance the resources to cater to the needs of the students, and while the textbooks lays a fundamental groundwork, additional enhancements are necessary to more effectively facilitate engaging, critical, and collaborative learning in accordance with the Independent Curriculum.

2. Contribution of English Textbooks to the Achievement of Current Educational Goals in English Language Learning

a. Alignment with Current Educational Goals

The study's findings indicate that the English textbooks currently in use are aligned with contemporary educational objectives, particularly in supporting 21st century learning and the principles of the Independent Curriculum. These textbooks not only emphasises mastery of the subject matter but also foster skills such as communication, collaboration,

creativity, critical thinking, and digital literacy through a variety of learning activities that actively engage students. These findings are in line with Richards (2014) view that English language learning should help students use the language as a means of communication in a variety of real life situations. Activities such as group discussions, pair work, presentations, and problem solving make the learning process more interactive and not solely teacher-centred.

Furthermore, the findings of this study are also consistent with Tomlinson's (2013) view that effective English teaching materials must provide relevant learning experiences and encourage active participation from learners. This can be seen in various activities that ask students to express their opinions, collaborate, and relate the material to their daily lives. Through these activities, students become more engaged in constructing their own understanding during the learning process. The textbooks has also adopted the use of digital media such as videos and online learning resources, which play a role in increasing student participation and making the learning process more engaging.

In the context of critical thinking, the textbooks has helped students develop higher order thinking skills through open-ended questions, basic analytical activities, and tasks that require students to present arguments or opinions. This finding is consistent with Anderson and Krathwohl's (2001) theory on Higher Order Thinking Skills (HOTS), which encompasses the ability to analyse, evaluate and create. Although some students still struggle

to provide in depth explanations, the activities in the textbooks have begun to train students to think more critically and reflectively. Furthermore, group tasks and collaboration also play a role in honing students' collaboration and communication skills as part of the competencies required in the 21st century.

Overall, this study indicates that English textbooks are sufficiently supportive of current educational objectives. These textbooks can create a learning environment that is more interactive, communicative, and focused on developing the skills required in the 21st century. However, there are several issues, such as difficulties with speaking tasks and limited internet access, which still need to be addressed to ensure that the learning process can take place more effectively. These findings are consistent with the theories of Richards (2014), Tomlinson (2013), and Anderson and Krathwohl (2001), which emphasise the importance of meaningful learning, communicative language use, and the development of higher order thinking skills in English language teaching.

b. Critical Thinking Skills

Based on the results of document analysis and interviews, it is evident that the textbooks has integrated aspects of critical thinking skills through various learning activities. students are encouraged to answer questions, analyses simple situations, and express their views. These activities demonstrate that the textbooks aims to go beyond mere rote learning and helps students to strengthen their thinking skills. Both teachers

and students also emphasise that some tasks require students to explain the reasoning behind their answers, which indicates that the learning process has introduced critical thinking. However, a more in depth analysis reveals that the level of critical thinking found in these textbooks remains fairly basic. Most of the activities are still centred on simple comprehension and analysis, with students relying on information already provided in the text. Students are more inclined to formulate answers following existing patterns, rather than creating their own ideas or arguments. This indicates that although elements of critical thinking are present, there has been no development towards a higher level. In practice, students are more focused on completing tasks correctly, rather than questioning, evaluating, or expanding on the information provided. This suggests that the learning process is still geared more towards the accuracy of answers than the depth of thinking.

Furthermore, the structured nature of the tasks also limits students' opportunities to think independently. As many activities provide clear instructions and expected answers, students are less motivated to explore different perspectives or propose alternative solutions. Richards (2014; 2017) explains that textbooks should function not only as learning resources but also as tools that support students' communicative and cognitive development. Consequently, their cognitive engagement remains limited, and their potential for in depth critical thinking is not fully realised. This situation also indicates that students are still not accustomed to expressing

complex ideas or constructing arguments in greater detail. Higher-Order Thinking Skills (HOTS), as outlined in Bloom's Taxonomy revised by Anderson and Krathwohl in (2001) encompass higher-order cognitive processes such as analysis, evaluation and creation. HOTS requires students not only to understand information, but also to process it critically, make judgements, and generate new ideas and studies explain that HOTS involves the abilities of analysis, evaluation, and creation, which are vital for developing critical and reflective thinking in students. Within the framework of the Independent Curriculum, these skills are essential for supporting students to become independent, critical-thinking, and creative learners who can apply their knowledge in everyday life.

Furthermore, HOTS also plays a significant role in developing problem-solving and decision-making skills, which are key competencies for 21st-century learning. Nevertheless, research findings indicate that these textbooks are still not fully capable of enhancing higher-order thinking skills (HOTS), particularly in the areas of evaluation and creativity. Activities that require students to evaluate information, substantiate their arguments in depth, compare different perspectives, or generate new ideas remain very limited. Most of the existing tasks remain structured and guided, thereby reducing opportunities for students to think more independently and critically. These findings also contradict the views of Tomlinson (2013), who argues that effective educational resources must provide opportunities for meaningful interaction and encourage students to

engage in reflective and analytical thinking. Furthermore, the principles of the Independent Curriculum emphasise the development of critical thinking, creativity and independence among learners as essential skills for students. Consequently, students are not yet fully prepared to engage in deeper reasoning or creative thinking. This limitation may also affect students' ability to relate knowledge to everyday contexts, as they are rarely presented with the challenge of applying their understanding in more complex or unfamiliar situations. It is therefore important to enhance the design of learning activities by incorporating more tasks that encourage evaluation and creativity. For example, students can be encouraged to express their opinions, analysis real-world issues, compare ideas, or create their own texts and solutions. Activities such as open-ended questions, project-based tasks and problem solving discussions can provide students with more opportunities to think critically and creatively.

Furthermore, the role of the teacher is crucial in guiding students through questioning techniques, discussions, and reflective activities to support the development of higher-order thinking. Teachers can also assist students in their thinking by providing guidance, examples, and feedback that encourage deeper analysis and reasoning. Through these improvements, the development of critical thinking skills can be better aligned with the principles of HOTS and the objectives of the Independent Curriculum.

c. Collaboration Skills

Based on the results obtained from analyzing documents and conducting interviews, it is evident that the textbooks has included skills for collaboration through a variety of group and partner tasks. Students often need to join forces, share their thoughts, and finish assignments together. These tasks demonstrate that the textbooks aims to enhance student interaction and foster the growth of teamwork abilities. Both educators and learners have mentioned that working collaboratively makes the educational experience more captivating and encourages students to interact with their classmates more dynamically.

However, a closer examination reveals that the execution of collaboration skills remains quite basic. In numerous instances, group activities consist of merely carrying out tasks collectively, lacking clear frameworks or designated roles for each individual. Consequently, collaboration often appears uneven, with some students being more involved while others take a backseat. This suggests that although students are grouped, substantial collaboration where each member actively engages and contributes has not been fully realized. This findings can be associated with Richards (2014), (2017), who explains that textbooks should support meaningful interaction and contribute to students' communicative and cognitive development. In practice, collaboration is generally more focused on task completion than on meaningful interaction or idea sharing. Moreover, the absence of clear instructions in collaborative tasks may result in shallow

interactions among students. Discussions are often led by a small number of participants, while others contribute very little or rely on the input of their classmates. This situation indicates that students have not yet fully developed collaborative skills such as negotiating meanings, articulating thoughts, or responding to the ideas of others.

Furthermore, Tomlinson (2013) argues that effective learning materials should promote meaningful interaction and encourage active learner engagement. Consequently, the opportunities for collaborative learning to enhance both social and cognitive abilities are not fully utilized. Turning to theory, collaboration stands out as a vital competency in 21st century education, which highlights the necessity of teamwork, communication, and shared accountability for achieving educational objectives. Effective collaborative learning entails not only group tasks but also organized interactions, defined roles, and active involvement from all students. Furthermore, it requires positive interdependence, individual responsibility, and active participation from every member of the group. As underlined in contemporary educational aims, collaboration should empower students to share ideas, tackle problems together, and cultivate both their social and cognitive skills.

Nonetheless, the evidence suggests that the textbooks has not adequately facilitated the growth of effective collaboration. The absence of structured guidance during group activities, such as assigning roles or developing interaction strategies, restricts students' chances to engage in

deeper collaboration. In addition is not yet fully aligned with the principles of the Independent Curriculum, which emphasize collaboration, active participation, and student-centered learning as essential competencies. Additionally, variations in students' skills and personalities influence their participation; for instance, more capable or self-assured students often take the lead in discussions, while others may hesitate to contribute. This disparity diminishes the effectiveness of collaborative learning and may hinder some students from fully benefiting from the activities.

Furthermore, without clear accountability, certain students may rely on their more active peers, which undermines the very essence of collaborative learning. Thus, the teacher's position is crucial for enhancing collective learning. Educators should take an active role in group activities by designating specific responsibilities, like facilitator, record-keeper, or speaker, to promote fair involvement. Moreover, teachers can offer direction, observe group dynamics, and motivate every student to share their perspectives. They may also employ methods such as organized debates, group learning strategies, or peer-to-peer engagement methods to improve teamwork. In addition, teachers can demonstrate appropriate group interactions, offer language assistance during discussions, and provide feedback on both the collaborative process and its results. Through such initiatives, teamwork skills can be fostered more effectively, aligned with the objectives of modern education and the Independent Curriculum.