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Tentang

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2	211310051	Yosefina Hendrika Ingir	11A	Exploring Students Experience in Learning English through K-Pop Culture: A Case Of Arirang TV Influence

Dekan,

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2	Daniel Ari Widhiatama, S.Pd., M.Hum. NUPTK. 6134765666130273	Asisten Ahli, III/b	Penguji Utama
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No.: 87/A.24/PBI/VIII/2026	Tgl.	Juli 2020

Pada hari ini	:	**Senin**	Tanggal	:	**10 Agustus 2026**
Pukul	:	**10.00- 12.00 WIB**	Bertempat di	:	**R. Sidang FKIP Kampus 1**

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Nama Mahasiswa	:	Shofi Rahayu Fithrotun Nisa`
NIM	:	221310007
Judul Skripsi	:	A Content Analysis of Reading Material in The English for Nusantara Textbook
Pembimbing Utama	:	Dr. Lu'luil Maknun, S.Pd., M.Pd.

Mahasiswa tersebut diatas dinyatakan : **LULUS / ~~TIDAK LULUS~~**		
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Catatan	:	-

TANDA TANGAN

Ketua Penguji

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Mahasiswa Pendadaran

Shofi Rahayu Fithrotun Nisa`

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Pembimbing Utama	:	Dr. Lu'luil Maknun, S.Pd., M.Pd.

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A CONTENT ANALYSIS OF READING MATERIAL IN THE ENGLISH FOR NUSANTARA TEXTBOOK

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ABSTRACT

This study evaluates the reading materials in the *English for Nusantara* Grade VIII textbook through Cunningsworth's (1995) eight textbook evaluation criteria, with particular attention to reading texts and related activities in Chapters 1–5. Using a qualitative descriptive design and document-based content analysis, the study examined the selected chapters through a 22-item evaluation checklist derived from the eight criteria. Each indicator was categorized as "Fulfilled," "Partially Fulfilled," or "Not Fulfilled." The findings show that 16 indicators were fulfilled, four were partially fulfilled, and two were not fulfilled. Overall, the reading materials correspond closely with the Phase D learning outcomes of Indonesia's Merdeka Curriculum and demonstrate a consistent before-, during-, and after-reading structure. However, the integration of grammar, initial text exposure, and pronunciation support varies across chapters. The findings provide practical implications for EFL teachers adapting reading instruction, textbook developers revising *English for Nusantara*, and curriculum evaluators examining reading pedagogy at the junior high school level. Unlike previous comprehensive textbook evaluations that primarily examined individual language skills, this study applies Cunningsworth's eight-criteria framework specifically and systematically to reading materials at the chapter and unit levels, revealing structural patterns that may otherwise remain overlooked.

Keywords: reading materials; textbook evaluation; English for Nusantara; Cunningsworth's framework; content analysis; Merdeka Curriculum

1. INTRODUCTION

Textbooks play a central role in English as a Foreign Language (EFL) education by providing structured language input, organizing learning activities, and translating curricular objectives into classroom practice. They often function not only as instructional resources but also as practical guides for teachers in selecting content, sequencing activities, and developing students' language skills (Nunan, 1991). In the Indonesian context, the role of textbooks has become increasingly important as the national education system has undergone repeated curriculum reforms. Since 1947, Indonesia has revised its national curriculum eleven times (Sumarsih et al., 2022), with the current Merdeka Curriculum emphasizing flexibility, student-centered learning, and competency development through the Pancasila Student Profile (Ulinniam et al., 2021). Accordingly, textbooks are expected to provide learning experiences that are consistent with the curriculum and its prescribed learning outcomes, including those established through Decree No. 046/H/KR/2025 issued by the

A CONTENT ANALYSIS OF READING MATERIAL IN THE ENGLISH FOR NUSANTARA TEXTBOOK

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Education Standards, Curriculum, and Assessment Agency (BSKAP, 2025).

One of the major English language teaching resources developed to support the implementation of the Merdeka Curriculum is *English for Nusantara*, published by the Indonesian Ministry of Education for junior high school students. The textbook incorporates contextual and genre-based learning while integrating values associated with the Pancasila Student Profile (Nooralam & Sakhiyya, 2022). Among its various components, reading materials deserve particular attention because reading involves not only the processing of written language but also the activation of multiple cognitive processes that contribute to comprehension and broader language development (Grabe & Stoller, 2019). This issue is particularly relevant in Indonesia, where the reading literacy performance of 15-year-old students remains below the international average (OECD, 2023). Examining the quality and pedagogical organization of reading materials is therefore important for determining whether the textbook adequately supports students' reading development.

Previous research has examined *English for Nusantara* from several perspectives, including its alignment with curriculum requirements (Febraningrum & Suroso, 2023; Yakfi et al., 2024), CEFR level (Sulistiani, 2024), task types (Damayanti & Mukarto, 2024; Maulana et al., 2025), lexical density (Basir et al., 2025), cognitive levels of comprehension questions (Anggraeni et al., 2025; Ekalia et al., 2025), and cultural representation (Margana et al., 2026; Sephiani et al., 2025). Although these studies provide valuable insights into different aspects of the textbook, the reading materials in the Grade VIII textbook have not yet been examined through a comprehensive textbook evaluation framework that considers multiple pedagogical and structural dimensions simultaneously. This gap suggests the need for a more systematic examination of how reading texts and their accompanying activities are designed and presented.

To address this gap, the present study adopts Cunningsworth's (1995) textbook evaluation framework, which encompasses eight criteria: aims and approaches, design and organization, language content, skills, topics, methodology, teacher's books, and practical considerations. The framework offers a comprehensive basis for examining the pedagogical suitability and classroom applicability of instructional materials (Maknun & Widhiatama, 2026; McGrath, 2016; Tomlinson, 2023). Accordingly, this study aims to evaluate the presentation and development of reading materials in the Grade VIII *English for Nusantara* textbook, with specific attention to reading texts and reading-related tasks in Chapters 1–5. By applying Cunningsworth's framework at the chapter and unit levels, the study seeks to identify the pedagogical strengths and limitations of the materials and provide implications for English teachers, textbook developers, and curriculum evaluators.

2. LITERATURE REVIEW

2.1 Textbooks in EFL Instruction

Textbooks are widely regarded as one of the most important tools in language teaching: they shape the way language is taught (Nunan, 1991), serve as the primary source of language input and practice (Richards, 2001), and facilitate communication between teachers and students (Abdala, 2024; Maknun et al., 2026). Because the quality of a textbook directly affects how effectively it can be used (Na'imatul Husni, 2025), conventional textbooks integrate the four language skills with vocabulary, grammar, and pronunciation (Budiarsih, 2022; Widhiatama et al., 2026), which helps teachers deliver instruction that is consistent across the whole class.

2.2 The English for Nusantara Textbook

English for Nusantara is the Ministry-published Grade VIII textbook developed under the Merdeka Curriculum (Damayanti et al., 2022). This book adopts a Genre-Based Approach and integrates the Pancasila Student Profile so students can develop linguistic competencies and character values (Latifa et al., 2023), while understanding various types of texts has been linked to improved reading comprehension (Andreani et al., 2021; Mualim et al., 2025). The grade VIII volume consists of Chapter 0 (Beginning) and five thematic chapters: Celebrate Independence Day, Kindness Starts from Yourself, Love Our

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World, Don't Litter, and Accept Yourself, of which this study analyzes the reading material in Chapters 1 through 5.

2.3 Cunningsworth's Textbook Evaluation Criteria

Textbook evaluation is crucial in English language teaching (ELT) because textbooks rarely receive systematic quality reviews despite playing a central role in the classroom (Sheldon, 1988). Cunningsworth (1995) proposed evaluating textbooks based on eight criteria: (1) aims and approach, (2) design and organization, (3) language content, (4) skills, (5) topics, (6) methodology, (7) teacher's books, and (8) practical considerations. Although there are more recent models for evaluating instructional materials (McGrath, 2016; Tomlinson, 2023), Cunningsworth's criteria remain distinctive because they combine comprehensiveness with classroom-level practicality and have been widely applied in textbook evaluation research, thereby supporting their suitability for this study.

2.4 Previous Studies

Previous research on English textbooks for the Nusantara generally shows positive results but has not been comprehensive. Febraningrum and Suroso (2023) found a 94% alignment with the curriculum in Grade 7 textbooks, but identified weaknesses in terms of support for pronunciation and listening skills. Sulistiani (2024) found that 8th-grade textbooks adequately support reading and writing skills but insufficiently develop speaking skills. Yakfi et al. (2024) confirmed alignment with Phase D learning outcomes without specifically examining reading quality. The research focusing on tasks (Damayanti & Mukarto, 2024) and studies at the cognitive level (Anggraeni et al., 2025; Ekalia et al., 2025) found a tendency toward low-level comprehension tasks, while linguistic studies (Basir et al., 2025; Fata et al., 2022) confirm that the overall readability level is adequate. The other studies that applied the Cunningsworth framework to Indonesian English language teaching (ELT) textbooks (Aprilia & Zulfa, 2025; Zakaria, 2024; Yuvia, 2022) evaluated these textbooks holistically, rather than focusing only on the reading materials. Although much research has been conducted, no study has specifically applied Cunningsworth's eight-criteria framework to the reading materials in the English for Nusantara Grade VIII textbook. Therefore, this study addresses that gap.

2.5 Conceptual Framework

This study used Cunningsworth's (1995) eight criteria as a framework for analyzing the reading texts and reading-related tasks in Chapters 1–5 of the textbook. Each criterion examines a different aspect of the material, including curriculum alignment, structural organization, language use, skill development, topic relevance, teaching methodology, teacher support, and practical usability, enabling the strengths and weaknesses of the reading materials to be identified systematically and providing useful insights for teachers, textbook developers, and future researchers.

3. METHODS

3.1 Research Design

This study used a qualitative descriptive design with document-based content analysis (Bowen, 2009), which is appropriate for describing, interpreting, and evaluating reading materials based on Cunningsworth's (1995) criteria, rather than testing hypotheses (Creswell, 2012).

3.2 Research Object

The object of analysis was the English for Nusantara Grade VIII textbook (Damayanti et al., 2022), an official textbook published by the Ministry of Education, Culture, Research, and Technology for use under the Merdeka Curriculum. Specifically, this study analyzed the reading texts and reading-related tasks in Chapters 1–5: Celebrating Independence Day, Kindness Begins with Me, Love Our World, Don't Litter, and Embrace Yourself.

3.3 Research Instrument

The researcher was the primary instrument, supported by a 22-indicator evaluation checklist developed from Cunningsworth's (1995) eight criteria. Each indicator was classified as Fulfilled, Partially Fulfilled, or Not Fulfilled based on documented textual evidence, following the operational rubric summarized in Table 1.

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Table 1. Evaluation Checklist Rubric

Criterion	n	Fulfilled	Partially Fulfilled	Not Fulfilled
Aims and Approach	1	Reading texts/tasks align with CP Phase D targets.	Text aligns with CP Phase D but some units feel disconnected.	Materials do not reflect the mandated CP Phase D objectives.
Design and Organization	1	Clear pre-, while-, and post-reading sequence present across chapters.	Sequence present but incomplete/inconsistent in several chapters.	No consistent pedagogical sequence found across chapters.
Language Content	3	Grammar, pronunciation, and social values consistently appropriate.	Content available but insufficient or inconsistent in several sections.	Content inappropriate or fails to support pronunciation/grammar.
Skills	12	Good variety of genres; strategies and cross-skill integration effective.	Skills developed only partially; limited genre variety or integration.	Texts fail to develop reading skills effectively or are isolated.
Topics	2	Topics relevant, varied, and enrich global/local awareness.	Some topics relevant, others less suitable or less varied.	Topics irrelevant, monotonous, or fail to expand awareness.
Methodology	1	Instructions consistently foster active, collaborative reading.	Some activities support active learning, others remain passive.	Instructional methods do not support active reading activities.
Teacher's Books	1	Clear, explicit reading guides and answer keys provided.	Guide available but offers limited support or incomplete keys.	Teacher's guide and answer keys unavailable or inadequate.
Practical Considerations	1	Fonts legible, layout accessible, visual assets supportive.	Materials practical but with some limitations in design.	Text illegible or layout counter-productive to classroom use.

(Source: adapted from Cunningsworth, 1995)

3.4 Data Collection and Analysis Technique

Data were collected by thoroughly reading the textbook, identifying all reading texts and reading-related tasks in Chapters 1–5, comparing each with the checklist indicators, and documenting supporting evidence at the page level. The data were analyzed following the stages of data condensation, data display, and conclusion drawing proposed by Miles et al. (2014). The findings were interpreted qualitatively, rather than scored numerically, in line with Krippendorff's (2004) content analysis approach to determine the extent to which the reading materials fulfilled Cunningsworth's (1995) evaluation criteria.

4. RESULTS AND DISCUSSION

This section presents the findings of the content analysis of the reading materials in Chapters 1–5 of the English for Nusantara Grade VIII textbook (Damayanti et al., 2022), organized according to the twenty-two indicators representing Cunningsworth's (1995) eight evaluation criteria. F = Fulfilled, PF = Partially Fulfilled, NF = Not Fulfilled.

Table 2. Reading Material Evaluation Checklist

No	Criterion	Indicator	Status	Representative Evidence
1	Aims & Approach	Alignment of reading texts/tasks with CP Phase D outcomes.	**F**	Ch.1 recount → Ch.2 narrative → Ch.3 informational/procedural → Ch.4 factual recount → Ch.5 reflective narrative, each matching the targeted Phase D text type.
2	Design & Org.	Pre-/while-/post-reading sequence across chapters.	**F**	Three-stage sequence recurs in Units 2–3 of every chapter (e.g., Ch.1 Unit 3, pp. 53–64).
3	Language Content	Main grammar items appropriate for Grade VIII.	**PF**	Explicit grammar in Ch.1, 2, 4; absent in Ch.3 and largely absent in Ch.5.

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No	Criterion	Indicator	Status	Representative Evidence
4	Language Content	Pronunciation work (stress, sounds, intonation).	**NF**	No dedicated pronunciation instruction was found in any chapter.
5	Language Content	Social-function values relevant to daily life.	**F**	Cooperation, nationalism, volunteerism, environmental responsibility recurs across all chapters.
6	Skills	Texts introduce new grammar/vocabulary.	**F**	New vocabulary and Simple Past Tense modelled in Ch.1 Unit 2, reinforced in later tasks; recurs Ch.2–5.
7	Skills	Explicit reading-skill/strategy development.	**F**	Staged Say What You Know–Reading–Viewing–Your Turn sequence develops prediction and comprehension.
8	Skills	Integration with listening/speaking/writing.	**F**	Reading linked to Language Focus and writing tasks in every chapter.
9	Skills	Reading for pleasure / intellectual satisfaction.	**F**	Personal-response tasks (e.g., alternative ending to The Ugly Duckling) appear in Ch.1, 2, 3, 4, 5.
10	Skills	Adequate, consistent frequency of reading text.	**F**	Multiple substantial texts per chapter in Units 2–3.
11	Skills	Reading exposure from the introductory unit.	**PF**	Unit 1 of every chapter relies on listening/speaking/viewing; extended reading begins only in Unit 2.
12	Skills	Appropriate level of text authenticity.	**F**	Texts resemble real blogs, reports, and social-media posts pitched at an accessible level.
13	Skills	Variety and appropriateness of genres.	**F**	Blogs, fables, social-media posts, biography, and serial narrative across Ch.1–5.
14	Skills	Structural completeness of the reading section.	**PF**	Unit 1 of every chapter lacks a dedicated reading section; Ch.3 Unit 1 and Ch.5 Units 2–3 only partially complete.
15	Skills	Scaffolding: scene-setting, background, pre-reading Qs.	**F**	Word Boxes and pre-reading questions consistently precede reading texts.
16	Skills	Varied post-reading questions (literal/discourse/inference).	**PF**	All three types present in Ch.1–2; Ch.4–5 mainly literal/inferential with limited discourse-processing.
17	Skills	Engagement of background/world knowledge.	**F**	Prior-knowledge activation (e.g., parade traditions) precedes new content in every chapter.
18	Topics	Variety and range of topics.	**F**	Themes range from independence-day traditions to environmental sustainability to personal growth.
19	Topics	Topics expand awareness and enrich experience.	**F**	Local traditions (Ch.1) to the global Bye Bye Plastic Bags movement (Ch.4) broaden students' awareness.
20	Methodology	Active/collaborative engagement in reading.	**F**	Pair work, group discussion, role play, and projects consistently follow reading texts.
21	Teacher's Books	Explicit reading guides, answer keys, teacher support.	**NF**	No evidence within the Student Book, which was the scope of this study.
22	Practical Consideration	Font legibility, accessibility, visual support.	**F**	Readable serif fonts, colour illustrations, comic strips, and Word Boxes used throughout.

(Source: content analysis of Damayanti et al., 2022, Chapters 1–5)

Indicator 1 was fulfilled. The reading materials in each chapter align with the text types specified in the Phase D Learning Outcomes: recount texts in Chapter 1; narrative texts in Chapter 2; informational and procedural texts in Chapter 3; factual recount texts in Chapter 4; and reflective narrative texts in Chapter 5. Each text is supported by vocabulary activities, comprehension questions, language focus exercises, and guided writing tasks. These findings indicate that the reading materials are purposefully designed to achieve the curriculum objectives rather than serving as generic supplementary content.

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Design and Organization

Indicator 2 is fulfilled: the reading activities across all five chapters consistently follow the pre-reading, while reading, and post-reading sequence. However, this consistency primarily applies to Units 2 and 3 in each chapter; Unit 1 generally does not have a specific section for reading (Indicator 14, Partially Fulfilled), so the sequence is incomplete in every unit of this book.

Language Content

Of the three language content indicators, grammar coverage (Indicator 3) was rated as partially fulfilled because grammar instruction was provided in Chapters 1, 2, and 4 but was not included in Chapter 3 and was only minimally included in Chapter 5. Pronunciation instruction (Indicator 4) was rated as Not Fulfilled because no evidence of word stress, pronunciation, or intonation activities was found in any chapter. In contrast, social-function values (Indicator 5) were rated as Fulfilled, with themes such as cooperation, nationalism, volunteerism, and environmental responsibility consistently integrated throughout the textbook. The absence of pronunciation support is noteworthy, given that automatic word recognition contributes to fluent reading (Grabe & Stoller, 2019). This finding may indicate that pronunciation instruction is intended to be addressed in other language-skill components, such as listening or speaking, rather than within the reading materials.

Skills

Of the twelve Skills indicators, ten were rated as Fulfilled and two as Partially Fulfilled. Reading materials effectively introduce new vocabulary and grammar (Indicator 6), support explicit reading-strategy instruction (Indicator 7), integrate reading with listening, speaking, and writing (Indicator 8), and encourage reading for pleasure (Indicator 9). They also provide authentic and genre-varied reading texts (Indicators 10, 12, and 13), supported by strong scaffolding and background-knowledge activation (Indicators 15 and 17). However, Indicator 11 was rated as Partially Fulfilled because substantial reading texts are introduced only in Unit 2 of each chapter rather than in Unit 1. Likewise, Indicator 16 was rated as Partially Fulfilled because the post-reading questions increasingly emphasize literal and inferential comprehension while providing fewer opportunities for discourse-processing activities in Chapters 4 and 5

Topics

Both Topics indicators (Indicators 18 and 19) were rated as Fulfilled. The textbook presents themes that progress from Indonesian cultural traditions and moral values to environmental sustainability, global citizenship, and personal growth. This progression broadens students' perspectives from local to global contexts while maintaining relevance to their everyday lives.

Methodology

Indicator 20 was Fulfilled: reading tasks are consistently followed by pair work, group discussion, collaborative games, role play, or projects (e.g., comic-strip and poster tasks), actively engaging students rather than leaving them as passive recipients of text.

Teacher's Books

Indicator 21 was not fulfilled: no reading-specific lesson guides or answer keys were found. This reflects the scope of the study, which examined only the Student Book, and should not be read as evidence that the accompanying Teacher's Guide lacks such support. Indicator 22 was Fulfilled. Reading sections consistently use legible serif fonts, colour illustrations, comic strips, and Word Boxes that support comprehension.

Overall, sixteen of the twenty-two indicators were rated as Fulfilled, four as Partially Fulfilled (Indicators 3, 11, 14, and 16), and two as Not Fulfilled (Indicators 4 and 21). The only criterion that was entirely Not Fulfilled was Teacher's Books, which consisted of a single indicator and fell outside the scope of this study rather than reflecting a deficiency in the textbook itself. The remaining shortcomings were primarily related to chapter-specific instructional design, including grammar coverage, the balance of question types, the completeness of the reading sequence, and pronunciation support, rather than broader aspects such as topic selection, skill integration, or practical usability. These findings suggest that the textbook demonstrates strong overall quality while still

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containing specific areas for improvement. This supports the findings of Yakfi et al. (2024), who rated the textbook as "Good," while also showing that a detailed, criteria-based evaluation can reveal chapter-level weaknesses that may not be evident in more general assessments. Such findings highlight the importance of systematic textbook evaluation not only for textbook selection but also for continuous revision and improvement.

Discussion

The findings indicate that the reading materials in *English for Nusantara* Grade VIII are generally well designed and largely consistent with Cunningsworth's (1995) textbook evaluation framework. The fulfillment of 16 out of 22 indicators demonstrates that the textbook provides strong curriculum alignment, varied reading genres, systematic scaffolding, integration of language skills, and opportunities for collaborative learning. The alignment between the reading texts and Phase D learning outcomes is particularly important because it suggests that the materials are not presented as isolated reading exercises but are connected to broader curricular competencies. This finding is consistent with Yakfi et al. (2024), who reported that *English for Nusantara* generally demonstrates good quality and curriculum relevance. Similarly, Febraningrum and Suroso (2023) emphasized the textbook's alignment with the principles of the Merdeka Curriculum.

The findings also show that the textbook provides substantial support for reading comprehension through pre-reading activities, vocabulary support, comprehension questions, and connections between reading and other language skills. The use of different genres, including blogs, fables, social-media texts, biographies, and narratives, further provides learners with varied exposure to written language. This is pedagogically significant because effective reading instruction requires learners to encounter different text types and engage in activities that activate prior knowledge and develop comprehension strategies (Grabe & Stoller, 2019). The integration of reading with speaking, writing, and other activities also corresponds with previous research showing that *English for Nusantara* incorporates varied task types and supports multimodal and integrated language learning (Damayanti & Mukarto, 2024; Maulana et al., 2025).

Nevertheless, several weaknesses were identified. Grammar coverage was inconsistent across chapters, substantial reading exposure generally began in Unit 2 rather than the introductory unit, and some chapters provided less complete reading sequences. The post-reading activities also tended to emphasize literal and inferential comprehension, with fewer opportunities for discourse-level processing in later chapters. These findings indicate that although the textbook provides adequate comprehension practice, the development of higher-level reading processes could be strengthened. This issue is relevant to studies by Anggraeni et al. (2025) and Ekalia et al. (2025), which examined the cognitive levels of comprehension questions in *English for Nusantara* and highlighted the importance of examining how textbook questions support different levels of thinking.

The absence of dedicated pronunciation activities was another notable limitation. Although pronunciation is not the central focus of reading instruction, explicit attention to sound–word relationships, stress, and pronunciation can support learners' language development and facilitate more efficient word recognition (Grabe & Stoller, 2019). In contrast, the strong presence of contextual topics, visual support, and collaborative activities indicates that the textbook succeeds in making reading more meaningful and engaging. The progression from local cultural traditions to environmental issues, global citizenship, and personal development also supports the broader educational aims of the Merdeka Curriculum by connecting language learning with students' social and cultural experiences.

Overall, the findings suggest that *English for Nusantara* Grade VIII provides a strong foundation for reading instruction, particularly in terms of curriculum alignment, genre variety, scaffolding, skill integration, and learner engagement. However, the partially fulfilled indicators reveal opportunities for improvement, especially in ensuring more consistent grammar coverage, introducing substantial reading activities earlier, diversifying post-reading questions, and providing greater pronunciation support. The study therefore extends previous evaluations of *English for Nusantara* by demonstrating that a

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detailed application of Cunningsworth's framework can identify specific chapter-level strengths and limitations that may be overlooked in broader textbook evaluations. For teachers, these findings suggest the need to supplement selected chapters with additional pronunciation activities, discourse-level comprehension tasks, and reading materials, while textbook developers may use these findings to strengthen the consistency and completeness of future editions.

5. CONCLUSION

This study concludes that the reading materials in Chapters 1–5 of the *English for Nusantara* Grade VIII textbook are generally pedagogically sound and appropriately aligned with the Phase D Learning Outcomes of the Merdeka Curriculum. Based on Cunningsworth's (1995) framework, 16 of the 22 indicators were fulfilled, four were partially fulfilled, and two were not fulfilled within the scope of the study. The materials demonstrate strengths in curriculum alignment, reading-stage organization, integration with other language skills, genre variety, cultural relevance, scaffolding, and activation of students' background knowledge. Nevertheless, several aspects require further improvement, particularly the uneven distribution of grammar instruction, the limited provision of substantial reading texts in Unit 1, incomplete reading sequences in some sections, limited discourse-processing activities in later chapters, and the absence of explicit pronunciation activities. The finding concerning the Teacher's Book criterion should be interpreted in relation to the study's scope, as the analysis was limited to the Student Book.These findings have practical implications for both teachers and textbook developers. Teachers can supplement the existing materials by providing additional reading activities in Unit 1, pronunciation practice, and more varied discourse-level comprehension tasks to strengthen students' reading development. Textbook developers may improve future editions by distributing grammar instruction more consistently, introducing substantial reading texts earlier, maintaining complete pre-, while-, and post-reading sequences, and expanding opportunities for deeper text processing. Future research should extend the evaluation to the accompanying Teacher's Guide, other grade levels of the *English for Nusantara* series, and classroom-based investigations involving teachers and students to examine how the reading materials are implemented and experienced in actual EFL learning contexts.

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