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Exploring the Reading – Viewing Element of the Emancipated Learning Curriculum in a 7ᵗʰ Grade English Textbook

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Article Info	Abstract
	This study explores the reading–viewing element of the Emancipated Learning curriculum in the English textbook of VII grade Junior High School. The data were gathered through an instrument that was developed based on The Decree of the Head of the Education Standard, Curriculum, and Assessment Agency Number 008/KR/2022 About Learning Outcomes (Capaian Pembelajaran). This qualitative research employs a textbook analysis (Graves, 2000) as the research design. The activities in the textbook were analyzed by categorising in a checklist. The activities were then analyzed to find the relevance of the content to the learning outcomes. The data was then processed and interpreted qualitatively through the following stages: content analysis by analysing the manifestation of the learning outcomes, critical review by checking the relevance of the textbook content to the learning outcomes, summarizing the findings by writing the results and the discussion of the analysis, drawing conclusions by summarizing the findings, and providing recommendations by giving suggestions. The findings reveal that the reading – viewing element is comprehensively manifested and integrated in the English textbook of VII grade Junior High School. Therefore, the activities in the textbook related to the reading – viewing element are relevant to the learning outcomes.

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INTRODUCTION

The use of textbooks in language education across Indonesia is viewed as important, serving as the primary learning resources for students to master English or other languages (Gunantar, 2017). Textbooks do not only provide standardised materials to teach grammar, vocabulary, and pronunciation but also cultural insights and practical language usage relevant to Indonesian contexts. The government and schools continue to work on providing good textbooks to address the various needs of students (Tomlinson, 1995) and to improve English abilities in Indonesia. Therefore, the government, with the authority of the Ministry of Education, needs to design a proper and well-organized English curriculum to prepare the Indonesian generation to develop their English competence. Creating a well-developed curriculum is necessary for delivering high-quality education (Amin & Alshammary, 2015).

Curriculum has been an interesting topic for research in education as it lies at the core of all academic institution that shapes teaching and learning (Khan & Law, 2015). Curriculum is traditionally seen as the core of learning materials (Bilbao et al., 2008). Curriculum focuses on teaching material and teachers as the executors of how it should be taught (Kattington, 2010).

Some countries, such as the Philippines (Barrot, 2018), Iraq (Amin, 2017), and Africa (Muraraneza et al., 2016), have mentioned curriculum reform as their focus of research. Indonesia has developed some curricula since 1947 (Widodo, 2015) and it means that there have been some changes in the education system in Indonesia. Several studies proposed curriculum renewal in English language teaching and provided suggestions for the improvement of the curriculum (Putra, 2014), even models for curriculum innovation (Supriani et al., 2022).

Following the changes in the education curriculum, the latest curriculum applied in Indonesian education is called the Emancipated Learning curriculum, commonly known as *Kurikulum Merdeka.* Emancipated Learning is an education concept that allows students to do independent learning to learn comfortably and happily (Abidah et al., 2020) in line with its characteristics which are flexible learning, soft skills, character development, and focus on essential materials. Emancipated Learning curriculum focuses on making a simple curriculum and giving space for creativity and flexible learning management (Muhson, 2022).

Several studies on Emancipated Learning curriculum have been conducted in Indonesia related to various issues (Abidah et al., 2020; Yulianto, 2022; Sitompul et al., 2021; Amalia, 2021; Rohiyatussakinah, 2021; Werdiningsih et al., 2022; Pratikno et al., 2022; Damayanti & Muhroji, 2022; Ndari et al., 2023; Ariestina & Haryanto, 2022; Kurniadi, 2022; Pertiwi & Pusparini, 2021). The previous research focuses on the concept of this curriculum, the learning assessment model, the importance, the implementation, the challenges, the implementation strategy, and teachers' perspectives.

The curriculum regulations were published by the Ministry of Education and Culture to support the implementation of this curriculum. The regulations of the national standard and the regulations of Emancipated Learning curriculum are mentioned as examples of the documents. The national standard of education published are of Regulation Number 16 of 2022 About the Process Standard (*Standar Proses),* Regulation Number 7 of 2022 About the Content Standard (Standar Isi), and Regulation Number 21 of 2022 About the Assessment Standard of Education. The implementation documents of Emancipated Learning curriculum are of Decree Number 044/H/KR/2022 About the Implementation of Emancipated Learning Curriculum in the Academic Year of 2022/2023, Decree Number 56/M/2022 About the Implementation of Emancipated Learning Curriculum on the Learning Recovery, and Decree Number 008/KR/2022 About the Learning Outcomes for Each Education Level.

As stated in Regulation Number 16 of 2022 Article 7. Paragraphs 1 and 2, the way to achieve Learning Outcomes is by optimizing the learning strategy (Kemdikbud, 2022). The use of learning resources available at schools is mentioned as one of the learning strategies. Textbooks are the media that can be used to acknowledge students with the skills. Besides,

textbooks show the change in education curriculum (Latif, 2015) and the curriculum content can be reflected truly in the textbook.

Textbooks are teaching and learning tools or media that are generally used by teachers and students in schools as a reference and source of learning (Ubay, 2019). Textbooks have also been related to the curriculum as the learning media represented the education curriculum. The content or materials of the English textbook were researched (Fitria, 2014) to design better material for learning to achieve learning objectives (Bashir et al., 2021).

A published textbook for VII grade Junior High School entitled "English for Nusantara," which was published during the implementation of the Emancipated Learning curriculum, became the focus of this study. There are 5 chapters in the textbook in which each chapter is divided into 3 units. Each unit in the chapter contains 6-8 sections. The first unit is usually for listening-speaking activities and the second and third are for reading-viewing and writing-presenting activities. This book contains interesting activities for students such as going around the class and asking the classmates, playing bingo, Pictionary game, etc. Yet it is interesting, a textbook must be developed based on the curriculum which is reflected in learning outcomes. Textbook must be designed based on the learning outcomes set by the curriculum; therefore, it must follow the standard to be manifested in the textbook content.

Several studies on the textbook published in the era of Emancipated Learning curriculum were done (Adilah et al., 2023; Ripalga & Fitrawati, 2023; Fitri, 2022; Nooralam & Sakhiyya, 2022; Luhur et al., 2023). The research concerns the materials' compatibility, the questions on tasks, the assessment, and the spoken interaction texts.

Textbook analysis is defined as a systematic examination of the features and characteristics of a textbook to determine its appropriateness for a particular instructional setting to determine its appropriateness in teaching specific content or skills (Graves, 2000). Furthermore, textbook analysis serves as a valuable tool for educators in selecting instructional materials that are not only relevant and engaging but also conducive to promoting student learning and achievement. In short, analyzing textbooks provides insights into their content, structure, and pedagogical strategies, which are crucial for evaluating their effectiveness and potential impact on learning outcomes.

Learning outcomes are statements that describe significant and essential learning that learners have achieved at the end of course of program (Anderson & Krathwohl, 2001) and can reliably demonstrate what they have learned as a result of their educational experience (Suskie, 2018). Learning outcomes are closely related to material development and are used as a guideline in designing materials. As stated in the Learning Outcomes (Capaian Pembelajaran) document, the learning phase of English is divided into 6 phases. VII grade Junior High School students are categorized into Phase D. The learning outcomes outline 3 elements for English subject: Listening – Speaking, Reading – Viewing, and Writing – Presenting element. However, the focus of this study is on the reading – viewing element as the only element that completely manifests the learning outcomes of the Emancipated Learning curriculum. Below are the stated learning outcomes of the reading – viewing element for English subjects:

Table 1. The reading – viewing element

The reading – viewing element
By the end of phase d, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal, or interactive texts. They identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.

This study explains the manifestation of the learning outcomes of the Emancipated Learning curriculum in the English textbook of VII grade Junior High School especially focusing on the reading – viewing element. The element

can be found in all chapters in the textbook and it is interesting to investigate the manifestation and the relevance of the learning outcomes to this element. Besides, since the Emancipated Learning curriculum is a newly-applied curriculum, this study will provide more references and insights for educators and students in using English textbook as well for the improvement for this curriculum. Therefore, the focus of this study is on "The Reading – Viewing Element in Learning Outcomes of The Emancipated Learning Curriculum in English Textbook of VII Grade Junior High School."

METHOD

This study is categorized a textbook analysis to explain the manifestation of the reading-viewing element in the learning outcomes of Emancipated Learning curriculum in English textbook. The research will find evidence of the manifestation of the reading-viewing element of the Emancipated Learning curriculum from the materials and activities from the English textbook. The materials and activities in the book contain instructions and explanations to be followed. The instructions were then put in the table of analysis. To identify the manifestation, the researcher put in the table where the activities are manifested based on the learning outcomes. To analyze the relevance, the researcher relates the instruction in each activity to the learning outcomes.

The subject of the research is the English textbook of VII grade Junior High School entitled "English for Nusantara" written by Ika Lestari Damayanti et al. published in 2022 by the Ministry of Education, Culture, Research, and Technology which is categorized as public documents (Creswell, 2009) or public records (Ary et al., 2010).

As this study uses a textbook analysis for its method, a checklist containing the categories being analyzed was prepared (Ary et al., 2010). The instrument was designed based on Learning Outcomes (Capaian Pembelajaran) stated in Decree of the Head of the Education Standard, Curriculum, and Assessment Agency Ministry of Education, Culture, Research, and Technology number 008/KR/2022 about Learning Outcomes in Early Childhood, Basic, and Secondary Education Level on Emancipated Learning Curriculum.

The instrument focusing on the reading – viewing element is the table of analysis which is divided into 3 sections based on 3 outcomes stated in learning objectives standard. The evidence of the manifestation of the learning outcomes are stated to find in which page and activity the outcomes are manifested.

The activities in the textbook are used as the data in this research to prove the manifestation of the learning outcomes. Furthermore, the activities contain several instructions which can be analyzed to find the relevance of the learning outcomes to the textbook content. After collecting data from the selected textbook using provided instrument, the researcher conducted a content analysis to examine the textbook's content in which the researcher analyzed whether the textbook clearly defines learning outcomes.

Then, a critical review of the textbook's content was done. The manifestation of the learning outcomes was reviewed by the existence of the activities related to the outcomes in the textbook. The instructions in each activity related to the reading – viewing element were reviewed to check their relevance to the learning outcomes. Whilst focusing on the research questions, the researcher summarized the findings and drew conclusions and recommendations for improvements, revisions, or alternative textbooks based on the analysis. By checking on the learning outcomes which are not yet manifested in the textbook, suggested activities and suggestions are provided in this research.

RESULTS AND DISCUSSIONS

The element of the reading–viewing is presented in the finding by explaining the manifestation of the learning outcomes of the Emancipated Learning curriculum in the textbook of VII grade Junior High School. In addition, the relevance of the textbook's content to the curriculum is also explained.

The manifestation of the reading – viewing element

Three outcomes are defined related to the reading – viewing element in the research instrument. The first outcome (LO1) is that students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary.

Chapters 1 – 4 contain activities to achieve this outcome yet Chapter 5 does not contain any related activity. The activity details are in Chapter 1 Unit 3 Section 3, Chapter 2 Unit 2 Section 4 and Unit 3 Section 4, Chapter 3 Unit 2 Section 2 and Enrichment, and Chapter 4 Unit 2 Section 2 and Unit 3 Section 2.

Across all chapters which contain reading and responding to familiar and unfamiliar texts, the manifestation is consistent. The activities of reading and responding to familiar and unfamiliar texts are presented at the beginning, in the middle of the section, or in one full activity. Visual aids are also used in the chapters though all of the chapters use different forms of aid such as worksheet, mind map, and a recipe. The activities are also applicable in real life.

The suggestion is then made for the chapter which does not manifest this learning outcome in its activity. Chapter 5 which does not include this outcome, may contain an activity such as reading a text about the school directory, and then students complete a blank map based on the text.

Reading predictable texts contributes to the development of comprehension skills so that learners can engage with the content of a text (Fitri, 2022). Texts with predictable structures are essential for developing basic reading skills for early readers.

The following outcome (LO2) is related to locating and evaluating main ideas and specific information in texts of different genres, either in print or digital texts. All chapters in the book contain this reading–viewing element as can be proven from Chapter 1 Unit 2 Section 4 and Section 6 and Unit 3 Section 3 and Section 4, Chapter 2 Unit 1 Section 2, Unit 2 Section 2 and Section 3, and Unit 3 Section 3, Chapter 3 Unit 2 Section 2 and Section 4 and Unit 3 Section 2, Section 3, and Enrichment, Chapter 4 Unit 2 Section 2, Section 3, and Section 6 and Unit 3 Section 2 and Section 3, and Chapter 5 Unit 2 Section 5 and Section 6 and Unit 3 Section 2.

Across all chapters which contain evaluating the main ideas and specific information, the manifestation is consistent. The activities of evaluating the main ideas and specific information are presented in the middle of the activity, in one full activity, or at the end. Visual aids are also used in the chapters though all of the chapters use different forms of aid, such as pictures, worksheets, mind maps, a comic strip, and a map. The activities are also applicable in real life.

This outcome supports effective note-taking by extracting relevant content and creating informative notes (Gustanti & Ayu, 2021). Therefore, it is also linked to academic success. In doing research and analysis, this outcome helps to analyze existing literature and build on previous studies.

The last point (LO3) stated in the learning outcomes is that students can identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.

Only three chapters contain this outcome and the other two chapters do not include this outcome in their sections. This outcome is taught in Chapter 1 Unit 3 Section 3 and Section 7, Chapter 2 Unit 2 Section 3 and Enrichment, and Chapter 3 Unit 2 Section 4.

Across all chapters which contain making inferences, the manifestation is consistent. The activities of making inferences are presented at the beginning, end, or one full activity. Pictures are also used in the chapters as a visual aid. The activities are also applicable in real life based on the illustrations mentioned above.

However, Chapters 4 and 5 in this book need to manifest the learning outcome of making inferences in the learning activity. Therefore, suggestions are made to be included in those chapters. Chapter 4 can be inserted as an activity of concluding one's study habits by reading a description of how someone studies. Chapter 5 may include making inferences about the extracurricular activity someone wants to join by reading a description of one's habits and personality.

In making inferences, students may not get the answer explicitly from the text but have to conclude the information from the text to guess the answer. Students extract meaning and the sources of knowledge when making inferences (Kendeou et al., 2016). However, making inferences can be used as a practice for students to think critically.

A visual representation of the data can be found in the table below:

Table 2. The Reading – Viewing Element in Textbook

LO	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Ch. 5
LO1	U3 S3	U2 S4	U2 S2	U2 S2	
		U3 S4	U2 Enr	U3 S2	
LO2	U2 S4	U1 S2	U2 S2	U2 S2	U2 S5
	U2 S6	U2 S2	U2 S4	U2 S3	U2 S6
	U3 S3	U2 S3	U3 S2	U2 S6	U3 S2
	U3 S4	U3 S3	U3 S3	U3 S2	
			U3 Enr	U3 S3	
LO3	U3 S3	U2 S3	U2 S4		
	U3 S7	U2 Enr			

The relevance of the textbook's content to the reading – viewing element

Related to the reading–viewing element, students are expected to read and respond to familiar and unfamiliar texts independently. It can be found in Chapter 1 Unit 3 Section 3, which, in this activity students complete the blanks in a text using provided words in the clouds.

In Chapter 2 Unit 2 Section 4, students read a text about their favorite food and then respond to it by creating a mind map based on the text. In Unit 3 Section 4, students independently read a text of a recipe and then respond to the text by numbering the order of the cooking steps based on the text.

In Chapter 3 Unit 2 Section 2, students respond to familiar text containing familiar vocabulary by answering the questions. In the Unit 2 Enrichment section, students read situations containing predictable structures and familiar vocabulary and then are expected to respond by drawing the signs for each situation.

Furthermore, in Chapter 4 this outcome is outlined in Unit 2 Section 2 which involves students reading and responding to familiar text in an activity of matching the pictures with suitable activities, and in Unit 3 Section 2 students respond to a picture by writing down the things and activities students can see.

To conclude, reading and responding to familiar and unfamiliar texts contributes to comprehending and interpreting information in different contexts, reinforcing understanding of vocabulary related to the theme or topic of the text, associating words with visual representations, helping learners recognize and understanding language in various contexts (Gee, 2018), and reinforce proper writing conventions. The content can also help students gain language skills and knowledge such as reading comprehension, observational, communication, cognitive, creativity, spelling, visual literacy, sequencing (Mercorella, 2017), and knowledge of grammatical rules.

The subsequent outcome is to locate and evaluate the main ideas and specific information in texts of different genres in the form of print or digital texts. This outcome is related to Chapter 1 Unit 2 Section 4 which in this activity the students are given a text then complete the worksheet and identify specific information by answering the questions based on the text. In Unit 2 Section 6 the reading text is presented and then the questions on the worksheet are answered. In addition, in Unit 3 Section 3, students are asked to read the text and evaluate specific information by pointing and saying the characters' names. In Unit 3 Section 4, students read a text about a basketball player and evaluate the main ideas by answering the questions and completing a worksheet based on the information from the text.

Not only Chapter 1 but Chapter 2 also includes this outcome in several activities. In Unit 1 Section 2, students evaluate the main ideas by completing the sentences based on the information from the text. In Unit 2 Section 2, students evaluate specific information by identifying true or false statements based on a text about their favorite snack. Also, in Unit 2 Section 3, evaluating main ideas and specific information is done by filling in the blank mind map and

answering the questions based on the text. The last activity related to this outcome is seen in Unit 3 Section 3. Students evaluate the main ideas and specific information by labelling the worksheet and answering the questions.

Main ideas and specific information are also evaluated in Chapter 3 Unit 2 Section 2 by completing sentences based on the text and putting check marks in the table to complete a classroom schedule. Another reading activity in Unit 2 Section 4 is given, which is an activity of choosing the correct answers and matching the sticker signs based on the text. In Unit 3 Section 2, students read the text. Then they are given an activity of grouping the rubbish based on the categories and identifying the words for the pictures to evaluate the main ideas and specific information from the text. The following reading activity in Unit 3 Section 3 involves students filling in worksheets based on the statements from the text. Also in the Unit 3 Enrichment section, students read a text about tips to separate recycling items and then evaluate the main ideas and specific information by completing the infographic.

Besides, Chapter 4 also relates this outcome to its several activities. In Unit 2 Section 2, students read a text and then locate and evaluate the main ideas and specific information by answering the questions based on the text. In Unit 2 Section 3, students read an online chat and then answer the questions based on the text. In Unit 3 Section 2, students read a text and then evaluate specific information by identifying true or false statements based on text. In Unit 2 Section 6, students read an infographic and then answer the following questions based on it. Also, in Unit 3 Section 3, students read a text and then are invited to an activity of answering questions based on the text.

Learning outcomes related to main ideas and specific information can also be found in several activities in Chapter 5 such as in Unit 2 Section 5 students read a text and then answer questions by choosing the correct answers based on the text. In Unit 2 Section 6, students are given a text and then evaluate the specific information by identifying true and false statements based on the text. In Unit 3 Section 2, students read a text about a school festival. Then they are given an

activity to locate main ideas and specific information by completing a map and answering the questions.

To summarize, locating and evaluating the main ideas and specific information in texts of different genres in print or digital texts contribute to the use and understanding of specific vocabulary and encourage learners to understand the structure, tone, and purpose of different types of written communication (Nystrand, 1982). The content can also help students gain language skills and knowledge such as reading comprehension, critical thinking, character recognition, cultural awareness (Masduqi, 2014), multimodal literacy, digital literacy, and organizational skills.

Furthermore, the outcome is related to identifying the purpose of texts and beginning to make inferences to comprehend implicit information in the text. In Chapter 1 Unit 3 Section 3, students make inferences about physical traits by looking at the picture of a group of people. It can also be found in Unit 3 Section 7 which in this activity students make inferences by guessing a friend who is being described.

In Chapter 2, students make inferences to comprehend implicit information in the text as in the Unit 2 Section. Students make inferences by guessing the kind of cake someone makes based on reading the shopping list. In the Enrichment section, students also make inferences by guessing the food based on descriptions.

In Chapter 3, students make inferences by guessing in which room the sticker signs should be placed. This activity is stated in Unit 2 Section 4.

In summary, identifying the purpose of texts and beginning to make inferences to comprehend implicit information in the text contributes to enriching the use of specific vocabulary, improving understanding of contextual clues, solving language-related challenges, making logical connections (Can, 2020), and reflecting everyday language use. The content can also help students gain language skills and knowledge such as reading comprehension (Nurviyani et al., 2020), speaking, listening, social interaction, critical thinking, predictive, and problem-solving skills.

CONCLUSION

The purpose of this study was to explain the reading–viewing element in learning outcomes of the Emancipated Learning curriculum manifested in the English textbook of VII grade Junior High School. All of the learning outcomes in the reading – viewing element are manifested in all chapters in the textbook. Across all chapters containing the learning outcomes of Emancipated Learning curriculum, the manifestation is said to be consistent and manifested in all activities and assessments. Students are presented to a text and then are expected to respond to the texts by doing several activities related to the text such as creating mind map or completing blanks. Activities related to locating and evaluating main ideas and specific information are given in various genres of texts by giving exercises such as answering questions and completing sentences. Reading activities related to identifying the purpose of texts and beginning to make inferences are mostly done by asking students to guess based on the text/description given.

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