

TEXTBOOK ANALYSIS OF "SAHABATKU INDONESIA BIPA 7" LEVEL C1 USING BSNP STANDARDS AND CUNNINGSWORTH'S THEORY

Yusri Fajri Annur, Safryadin

University of Bengkulu, Indonesia

yusrifajriannur17@gmail.com, Safryadin@unib.ac.id

Abstract

This study examines the BIPA (Bahasa Indonesia bagi Penutur Asing) Textbook entitle "Sahabatku Indonesia BIPA 7" at the C1 level through the lens of the BSNP (Badan Standar Nasional Pendidikan) standards and Cunningsworth's Theory of textbook evaluation. The purpose of this analysis is to assess the alignment of the textbook with established Indonesian educational standards for foreign language learners and to evaluate its pedagogical soundness. The study employs qualitative methods, involving a detailed content analysis of the textbook, comparing its structure and materials to the BSNP's criteria for educational resources, such as content accuracy, language proficiency progression, and cultural integration. Additionally, Cunningsworth's framework is used to analyze the appropriateness of the textbook's design, including its educational goals, content relevance, and learner engagement. The results show that the "Sahabatku Indonesia BIPA 7" textbook generally meets the BSNP standards, though there are areas for improvement in terms of cultural sensitivity and learner-centered activities. The findings suggest that while the textbook supports the development of both language and cultural understanding, further refinement could enhance its effectiveness as a comprehensive teaching tool. This analysis contributes to the field of Indonesian language teaching by providing insights into textbook evaluation and offers recommendations for future revisions to align with best practices in language education.

Keywords: Textbook evaluation, BSNP standards, Cunningsworth's Theory, BIPA, Bahasa Indonesia

I INTRODUCTION

The growing global interest in learning Bahasa Indonesia among non-native speakers has increased the demand for high-quality instructional materials that integrate language learning with cultural understanding. The series of *Sahabatku Indonesia* learning materials for all levels of BIPA learners are distinguishable as one of the most important instruments for learning Bahasa Indonesia. Facilitating materials will be designed to enhance the learning of Indonesian language knowing that the learners will be learning cultural values at the same time. Through integration of culture into language, this series complies with the principles of integrated and contextualized language education for communicative purpose, and cultural sensitivity (Keles & Yazan, 2020).

This paper discusses previous research done on the language textbooks especially the duality of their functions namely as mediums of the language mastery and as bearers of cultural information. Research has established that appropriately inserting features of culture in the intended curriculum can improve students' interest, participation and authentic language utilization (McConachy, 2018). However, cross cultural studies on globalization and regional textbooks have highlighted skewed values representation where some values have been tended to be given a louder voice or completely overemphasized while others have been completely ignored (Kim & Paek 2015). It, therefore, implies that assessment of textbook integration, in this case, *Sahabatku Indonesia BIPA 7*, is necessary in the aspect of culture and language to determine compliance to the needs of the learners depending on their individual character or group.

There are several frameworks mostly used to assess textbooks, such as the BSNP standards-National Education Standards Agency, and Cunningsworth's (1995) theory of textbook evaluation, particularly from his influential book "Choosing Your Coursebook," provides a comprehensive framework for systematically assessing the suitability and effectiveness of language learning textbooks. His approach emphasizes that textbook evaluation should be a reflective process, aligning the textbook's content and methodology with the specific needs of the learners, the aims of the language program, and the pedagogical approach of the teachers.). According to the BSNP framework, the textbook evaluation takes into account relevance, language, quality of presentation, and graphic (Aulia & Ambarwati, 2023). However, in Cunningsworth's framework of purpose, content selection is broader from a pedagogical standpoint with the aims, interaction of skills, and cultural relevance included (Nurjanah & Umaemah, 2019).

Previous research has also successfully used these frameworks to assess language textbooks. For example, Saud (2023) examined the Skills for Success: "Reading and Writing" textbook using Cunningsworth's criteria to show how objectives should be clear, and skills interrelated (Saud, 2023).

Likewise, Akbar (2016) assessed the English textbooks of the eleventh-grade students' focusing their contextual competencies' relevance toward the BSNP standards (Akbar, 2016). BSNP and Cunningsworth frameworks were shown in these studies to be useful in analyzing and comparing texts in a systematic way. In the context of English language teaching, studies such as those by Tambunan et al. (2019) & Ratmanida & Suryanti (2020) have discussed the applicability of BSNP and Cunningsworth framework to evaluate textbook utility and selection. Tambunan et al discussed the assessment result of Interactive English textbook for junior high school students based on the perspective of integrating skills and cultural relevance (Tambunan et al., 2019), while Ratmanida & Suryanti used both frameworks concurrently to examine the speaking materials for the senior high school and found-out that they did not cover the elements in line with the frameworks (Ratmanida & Suryanti, 2020).

More elaborate assessments have identified specific features of the texts in textbooks. For example, Sudaningsih and Ghozali (2020) studied about the analysis and the advantages or disadvantages of English textbooks prescribed for the high school level and the role of the coverage of all skills (Sudaningsih & Ghozali, 2020). Similarly, in the study of the application My Next Words, Novianti & Ambarwati (2023) concluded that the application is appropriate for young learners, and there are suggestions for improvements in graphical interfaces (Novianti & Ambarwati, 2023). However, to the authors' knowledge, there is little research done on assessing BIPA textbooks especially for higher level learners like *Sahabatku Indonesia BIPA 7* at Level C1. To this end, the present study uses BSNP and Cunningsworth frameworks to analyse the linguistic and cultural features of the textbook. By identifying how effectively these elements are addressed by the textbook, this study plans to offer relevant information regarding the effectiveness of BIPA instructional resources and as such, make helpful recommendations for the improvement of the BIPA textbook.

II MATERIALS AND METHOD

This study employs a qualitative content analysis (QCA) approach research procedure to assess the context and content of the *Sahabatku Indonesia BIPA 7* textbook for the C1 level of learners. Content analysis basically involves the analysis of text and images with a view of categorizing them based on visible themes and thereby, aiding in the analysis of how aspects of language and culture are incorporated. In general, QCA is a recognized approach in various fields, and in the field of education, it can be used to study textbooks and other educational texts (Puspitasari, 2021). The analysis in this study aims to provide insights into the textbook's effectiveness in addressing the needs of advanced BIPA learners.

The primary source of this research is *Sahabatku Indonesia* textbook used in BIPA programme for C1 learners. The fields, which require attention involve lessons, exercises, the cultural notes, pictures and diagrams of the textbook. These components were chosen as they are to understand how language and culture are introduced to learners (Masturah et al., 2021).

The study integrates two complementary frameworks. The first one is BSNP Standards that concerns with material relevance to the target audience, language used in the presentation, the quality of presentation, and its graphical interface. Another criterion is the match with learning curriculum objectives and soundness from pedagogy sense. The second one is Cunningsworth's Theory (1995) that evaluates goals and purpose, structure and integration of skills, and approach. Focus on topic choices, on tasks and exercises, on the model, the target and the international culture while reflecting on cultural representation (Liu et al., 2021).

Collection of data was done by analyzing all the chapters and activities in *Sahabatku Indonesia* textbook. Text and picture texts were analyzed according to the information taxonomies described in the BSNP, and Pictures & Cunningsworth frameworks. For instance, each activity was categorized according to their activity type; reading, writing, listening or speaking (Aoumeur & Ziani, 2022). In light of this, the analysis was cross checked by two other raters who are conversant with textbook assessment. Inter-observer variability in coding or interpretation of data was also avoided since discrepancies were discussed and sorted out making the results more credible (Pratiwi, 2020).

III RESULT AND DISCUSSION

3.1 FINDINGS

This work seeks understanding on the extent to which *Sahabatku Indonesia BIPA 7* textbook is displayed, taught and developed based on BSNP benchmarks and as a C1 level learner textbook designed from the Theory by Cunningsworth. The conclusion relates to the admissibility of the textbook

within the frame of traditional paradigms of education, and institution, and guidelines on how the textbook was developed to meet the needs of cultural balance and foundation for higher level learners.

3.1.1 CONTENT QUALITY AND RELEVANCE

Concerning the BSNP content standard, this textbook satisfies the needs of the advanced learners of Bahasa Indonesia through offering them simple, accurate, and pertinent information. The content is selected from a cultural perspective and suitable for learners of the C1 level of the CEFR. These result in learners making an effective and adequate use of the language in both the social/relatively casual and the academic/relatively formal.



Berbicara

Kegiatan 4

Simak kembali Audio 1 sambil membaca transkrip berikut!

Seorang pria datang bertamu di sebuah kantor. Dia meminta untuk dipertemukan dengan salah satu pimpinan kantor tersebut.

Andi	: "Selamat siang, Bu!"	menyapa
Lina	: "Selamat siang. Silakan masuk, Pak."	
Andi	: " Kami dari PT Bumi Bahagia bermaksud menawarkan layanan manajemen keuangan bagi Ibu dan staf Ibu untuk jaminan pendidikan, kesehatan, dan masa tua. Apakah kami boleh minta waktu Ibu dan staf hari ini?"	meminta izin berbicara
Lina	: " Maaf, kami belum dapat menerima Bapak hari ini. Kebetulan kami akan mengadakan rapat besok siang. Saya undang Bapak untuk menawarkan layanan tersebut, ya. "	tujuan kedatangan
Andi	: "Oh, terima kasih banyak, Bu. Kami akan datang besok siang."	menolak dengan sopan dan memberikan alternatif
Andi	: "Baik, kalau begitu kami akan berada di sini sebelum pukul 13.00. Terima kasih atas kesempatan ini, Bu."	
Rudi	: "Sama-sama, Pak."	
RT	: " Kami pamit, Bu. Selamat siang. "	terjadi kesepakatan penutup
Lina	: "Selamatsiang."	

Figure 1. Content of the Book

Figure 1 depicts a speaking activity (*Berbicara*) from the *Sahabatku Indonesia BIPA 7* textbook, showcasing a dialogue in a formal business setting where Andi from PT Bumi Bahagia offers financial management services to Lina. The conversation demonstrates polite Indonesian language and etiquette, including greetings (*Selamat siang, Bu!*), introductions, and a polite declination with an alternative suggestion. The dialogue progresses to an agreement on a future meeting, concluding with formal closing remarks. Annotations on the side, such as *menyapa* (greeting) and *menolak dengan sopan dan memberikan alternatif* (politely declining and offering an alternative), highlight the lesson's focus on practical communication skills and cultural appropriateness.

The grammar and the foreign language vocabulary used in the textbook are difficult, accurate to the specific level, and matched to real-life situations. For example, learners are taught grammar and use of the English language in such a way that they get to learn new high level English constructions and are given the opportunity to use high level English in practical areas as business, academics or social life.

The content is well arranged and the ideas presented are broken down systematically with an improvement in difficulty as the content progresses. The textbook shows strong coordination between the enhancement of language and cultural understanding and does not impose a bias. This stems from the fact that the textbook successfully integrates the development of both language and culture skills at the same time.

3.1.2 ORGANIZATION AND STRUCTURE

The textbook displays a logical and clear structure with sections well organized in a progressive learning system. This is in line with the BSNP expectations where textbooks are supposed to present a well-coordinated and logically constructed approach to learners.

PETA MATERI

Lingkup Kompetensi:

Mampu memahami informasi hampir semua bidang dengan mudah dan mengungkapkan gagasan secara spontan, lancar, dan tepat.

Unit/ Tema	Tujuan Komunikasi	Keterampilan Bahasa				Pengetahuan Bahasa	Wawasan Keindonesian
		Menyimak	Berbicara	Membaca	Menulis		
Unit 1 Negosiasi	Menciptakan teks untuk menawarkan jasa dan menanggapi secara lisan dan tertulis	Memahami informasi teks melalui percakapan pendek	Menawarkan jasa dan mampu menanggapi nya	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan negosiasi serta meresponsnya	Menyusun teks tulis dan teks lisan untuk menyatakan dan merespons ungkapan negosiasi	Menggunakan kosakata tentang menawarkan jasa dan menanggapi nya	Budaya Negosiasi di Indonesia
Unit 2 Presentasi	Menciptakan teks presentasi secara lisan dan tertulis	Mengidentifikasi informasi pesan berdasarkan simakan tentang kegiatan presentasi	Memberi dan meminta informasi terkait kegiatan presentasi	Membaca kegiatan presentasi	Membuat proyek presentasi	Menggunakan kata interjeksi	Presentasi yang Menarik Audiens
Unit 3 Melamar Pekerjaan	Mampu memberi dan meminta informasi dengan argumentasi yang baik dalam melamar pekerjaan	Memahami isi pesan dalam percakapan tentang melamar pekerjaan	Mampu mengungkapkan pendapat yang baik dalam kegiatan wawancara pekerjaan	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari surat lamaran kerja sesuai dengan konteks penggunaannya	Menyusun surat lamaran pekerjaan	Memahami unsur kebahasaan yang ada dalam surat lamaran pekerjaan Kosa kata yang berhubungan dengan lamaran pekerjaan	Etika dalam Wawancara Kerja
Unit 4 Proposal	Mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang	Mengidentifikasi informasi dalam proposal kegiatan atau penelitian	Melengkapi informasi dalam proposal secara lisan	Menganalisis isi, sistematika, dan kaidah kebahasaan dalam proposal	Menyusun proposal karya ilmiah atau kegiatan	Menggunakan kosa-kata terkait dalam proposal sesuai dengan konteks kegunaannya	Proposal yang Menarik

Figure 2. Structure of the Book

Figure 2, presented the *Peta Materi* (Material Map), presents the structural organization of the *Sahabatku Indonesia BIPA 7* textbook, designed to help learners understand information across various fields and express themselves fluently. The textbook is divided into units that integrate communication goals, language skills (listening, speaking, reading, writing), Indonesian language knowledge, and cultural insights. These units cover themes such as negotiation, presentations, job applications, and proposals, with each unit detailing specific language skills, vocabulary, and cultural aspects relevant to the theme, aiming to develop comprehensive communicative competence in Indonesian language learners.

In terms of unit design, most of the units start with vocabulary/grammar presentation followed by the incorporation of the sentence patterns, usage, or components into the listening, speaking, reading and writing sections of the lesson. The arrangement into different units with the review section after every few units is useful due to a facility to revise.

The textbook also includes cultural notes that connect language to real-life scenarios, reinforcing the relationship between linguistic skills and cultural contexts. This approach enables learners to see the practical applications of language in Indonesian society, enhancing both language skills and cultural understanding. However, while the overall structure is strong, the transition between sections could be more seamless. At times, the shift from grammar-focused sections to those centred on cultural discussions feels slightly abrupt. A clearer connection between the two would improve the flow and help learners make connections between form and function.

3.1.3 CULTURAL INTEGRATION

However, one thing that I have noticed in *Sahabatku Indonesia BIPA 7* textbook is that it contains a lot of cultural aspects from Indonesia. Culturally related content should be introduced together with language learning in order to develop an intercultural competence, and this textbook offers an excellent opportunity to do this. This way it offers culture-bound aspects like proverbs, folk tales, social relationships, practices and current events to which the learners can relate to when learning how language functions in social relations.

Looking at the cultural ways of interacting in the Indonesian society, many examples are provided for the learners explaining how the language is used in given contexts. For instance, the textbook takes care of explaining the nature of formality and politeness inherent in the language to help learners looking to function in business or academic settings.

Struktur teks	Teks	Ciri Kebahasaan
Pembuka	Halo, saya Nina, episode kali ini, saya akan membahas masakan khas asli Indonesia yaitu soto. Tahukah Anda apa itu soto? Ada berapa banyak soto di Indonesia? Ya, soto adalah makanan khas Indonesia seperti sop yang terbuat dari kaldu daging dan sayuran. Daging yang paling sering digunakan adalah daging sapi dan ayam, tetapi ada pula yang menggunakan daging babi atau kambing.	Perkenalan diri
Isi	Berbagai daerah di Indonesia memiliki soto khas daerahnya masing-masing dengan komposisi yang berbeda-beda, berikut soto-soto yang ada di Indonesia (1) soto Madura, (2) soto Kediri, (3) soto Pemalang, (4) soto Lamongan, (5) soto Jepara, (6) soto Semarang, (7) soto Kudus, (8) soto Betawi, (9) soto Padang, (10) soto Bandung, (11) soto Sokaraja, (12) soto Banjar, (13) soto Medan, dan (14) soto Makassar. Wow, banyak sekali! Oh, ya, soto juga diberi nama sesuai isinya, misalnya soto ayam, soto babat, atau soto kambing. Ada pula soto yang dibuat dari daging kaki sapi yang disebut dengan soto sekengkel. Selain beragam soto di tiap daerah, soto juga mempunyai beberapa varian nama, yaitu soto di Banyuwangi, Coto di Makasar, dan soto di daerah Jawa Tengah, dan tauto.	Kata interjeksi: <i>wow, wah, yuk</i> Kata fatis: <i>oh, ya</i>
Penutup	Kemudian, mengenai cara penyajian soto. Cara penyajian soto itu juga berbeda-beda sesuai kekhasan di setiap daerah. Soto biasa dihidangkan dengan nasi, lontong, ketupat, mi, atau bahun. Untuk menambah kenikmatan soto, biasanya juga disertai berbagai macam lauk, misalnya kerupuk, perkedel, emping, sambal, dan sambal kacang. Ada pula yang menambahkan telur puyuh, sate kerang, jeruk limau, berbagai macam gorengan (tempe, tahu, bakwan) dan koya. Wah, nikmat sekali, ya! Yuk, sahabat yang belum mencoba berbagai soto khas Indonesia setelah ini coba, ya! Dijamin ketagihan. Sekian dulu video saya, sampai bertemu di video selanjutnya. Jangan lupa beri tanda suka dan ikuti terus channel saya, ya. Salam cinta Indonesia.	Simpulan; Kalimat penutup

Figure 3. The Cultural Integration in the Material

Figure 3, titled *Pelajari struktur Teks 2!* (Learn the structure of Text 2!), presents an analysis of a descriptive text about *Soto*, a traditional Indonesian soup. The text is broken down into three parts: *Pembuka* (Introduction), *Isi* (Content), and *Penutup* (Conclusion). The introduction features a personal address, the content provides detailed information about various types of Soto from different regions in Indonesia, and the conclusion summarizes the information and encourages the audience to try the dishes. The analysis also highlights linguistic features, such as personal pronouns in the introduction, interjections and descriptive adjectives in the content, and concluding sentences in the conclusion.

That being said, there are opportunities for expanding cultural content to represent a wider range of Indonesian Society. Indonesia is a country with more than three hundred ethnic groups and tens of languages and traditions. By supplementing the textbook content with views from these regions of Indonesia, like Balinese or Javanese, or the language in Papua, students would get a much more balanced view of the country. Also, learnings of Indonesia's religious beliefs and present cultural issues can enhance learners' insights regarding Indonesia.

3.1.4 PEDAGOGICAL APPROPRIATENESS

It can be definitely recommended for C1 learners, and includes a broad variety of tasks that get the students to employ the language in complex settings. The exercises promote a high degree of both freewheeling and controlled practice of the language pertinent to its actual utilisation. For example, students are expected to produce formal report, arguments, and critical position papers in front of an audience that force them to use appropriate, complex, and accurate language and syntactic structures.

The task-based approach is particularly beneficial for advanced learners, as it enables them to engage with the language actively and meaningfully. Tasks such as role-plays, simulated real-life scenarios, and group discussions foster critical thinking and problem-solving, important skills at the C1 level. Although the textbook encourages participation, there is a degree of learning which may be made

more individual in the participating tasks. For example, the activities which involve learner reflection or assessments by peers could increase learner independence and their interest in subject matter.

Kegiatan 7

Buatlah rancangan siaran radio dengan mengikuti langkah-langkah berikut ini!

1. Tentukan nama radio tempat Anda akan melakukan siaran.
2. Tentukan program, segmentasi, gaya penyiaran, jam tayang, dan durasi tayang.
3. Tentukan tema dan tujuan siaran radio.
4. Buatlah rancangan skrip penyiaran yang meliputi pembuka, isi, dan penutup.

Nama Radio :

Program :

Segmentasi :

Gaya penyiaran:

Jam tayang :

Durasi tayang :

Tema :

Tujuan :

Skrip :

Pembuka	
Isi	
Penutup	

Figure 4. Task-Based Approach

Task-based approach activity in the figure 4, titled *Kegiatan 7* (Activity 7), presents a structured exercise for learners to create a radio broadcast plan. The activity guides students through the process, starting with determining the radio station's name, program details (segmentation, broadcast style, time, and duration), and the theme and objectives of the broadcast. It then instructs them to develop a script outline that includes *Pembuka* (Introduction), *Isi* (Content), and *Penutup* (Conclusion) sections, providing a template for organizing their script. This activity aims to develop practical skills in creating structured content for radio broadcasting, integrating elements of planning, organization, and scriptwriting in Indonesian. Apart from the fully directed work by the teacher, other more guided tasks – for instance, project work or discussion – may be incorporated to address learner independence. This would enable students to come across subjects of their own choice, which in turn would lead to high motivation level as well as identifying a close relation with the language.

3.1.5 BALANCE OF LANGUAGE SKILLS AND COMMUNICATIVE GOALS

All in all, the textbook fairly and reasonably combines language development and communicative orientation in language learning. Nevertheless, the priority is given to equal comprehensiveness both in grammar and vocabulary with the contrasting accent on using the language in a free and spontaneous manner to cover different types of communication. This is in consonance with what Cunningsworth alluded to as the Theory of Communicative, a proposal that requires interactive communication to be the guiding framework for designing a textbook.

Kegiatan 1

Simak Audio 7



Jawablah pertanyaan berikut sesuai informasi yang Anda dengarkan dari Audio 7!

1. Apakah yang sedang dibicarakan oleh Nana dan Rendi?
.....
2. Apa judul novel yang dibaca oleh Nana?
.....
3. Mengapa Nana tidak bisa tidur setelah membaca novel itu?
.....

Figure 5. Language Skills and Communicative Goals

Incorporating complex cases, the textbook offers a wide range of materials needed by learners to develop actual communication skills. For example, the listening sections of various items introduce learners to the actual native speakers of the country, focusing on listeners of different parts of Indonesia, which can hardly be overestimated as far as the opportunities for the further study of a chosen language is concerned.

At the same time, the range of speaking and writing tasks found in the textbook can be expanded, with a view towards including more interactional language therein. For example, more attention can be paid to such aspects of dialogue as the linguistic behaviour or activities that replicate negotiations, persuasive speeches, and the narration of culturally appropriate remarks in the particular situations. Such activities should foster not only the development of the strict linguistic competencies of students but also preconditions for their further practical activity in various social contexts.

3.2 DISCUSSION

The analysis of the *Sahabatku Indonesia BIPA 7* textbook shows that it is fit for use in teaching Bahasa Indonesia at C1 proficiency level. This makes it easier to conclude that the textbook also performs well in several BSNP standards under content issues, language and cultural dimension. However, when analysed in more detail, it becomes apparent what aspects can be sharpened even more in order to maximise its utility for language learners.

3.2.1 STRENGTH OF THE BOOK

A significant strength of the *Sahabatku Indonesia BIPA 7* textbook lies in its content and the inclusion of cultural aspects, recognized as integral to vocabulary learning. According to the current trends in the study of modern language learning, language and culture cannot be separated; therefore, when a language is taught without cultural background, a learner is most likely to be hindered in general communication (Kramsch, 1993). This view, integrated works of Indonesian culture including social etiquette, customary rituals, as well as current culture-related concerns reflect with the intercultural communicative competence model as outlined by Byram (1997). What is more important is the practical

training to combine linguistic and cultural knowledge, as otherwise, learners acquire not only language skills but also language in use in a particular culture. For example, intercultural communication can help to get acquainted with the proper ways of using language in a certain context, and thus contribute to the development of language competence as applicable in both, daily and academic, interactions (Risager, 2007).

The textbook also conforms to communicative language teaching (CLT) which pays attention to patterns of language use as used in real life. The second theory is Content and Language Integrated Learning (CLT) advances the opinion that language teaching is not aimed at passing knowledge of language only but to help the student to use the language in the real-life context. This enables *Sahabatku Indonesia BIPA 7* to help learners construct actual acting tasks like role play, flow of conversation, and presentation. These activities promote communicative competence, ensuring that learners are not just acquiring vocabulary and grammar but are also able to deploy their knowledge in meaningful communication. This is particularly valuable for C1-level learners, who need to refine their language skills to handle complex topics and express nuanced opinions.

The properly hierarchical arrangement of the subject matter is another strength of the textbook suitable for use for learners at the C1 level. Studying the progression of language teaching pupils assert that the materials for post-intermediate students should cover challenging material in proportional stages so that the learners are not overburdened (Hedge, 2000). This is made possible in the following manner; First, the text presents new structures systematically beginning with familiar ideas and then moves up in terms of difficulty. This approach guarantees that one prepares for any communication event that learners may encounter in their day-to-day communication including casual and formal, academic and professional.

3.2.2 AREAS FOR IMPROVEMENT

Even though *Sahabatku Indonesia BIPA 7* has many positive aspects however there are some things that can be improved in order to make its contribution to language as well as cultural acquisition more efficient. A major weakness however is that the textbook lacks cultural diversity. To some extent the content provides views on Indonesian traditional practices and outlooks but does not reflect all the spectrum of Indonesian characteristics. Celebrations in Indonesia are very important for the people of the country and are defined by more than 300 ethnic groups that are different by language, tradition and so on. If more of local cultures are included into the cultural contents presented to the learners it will give the learners a broad view of the country and its people's different ethnic groups such as the Balinese, Javanese or even the Papuan cultures (Adams, 2014). This is also aligned with BSNP standards that require the portrayal of Indonesian pluralism cultural diversities properly. However, as readers are exposed to a broader cultural setting, learners are thus better placed to deal with different concentrations of the society and be able to relate to persons all over the regions of Indonesia.

Further, it must be noted that though cultural content is present in the textbook, still more attention should be paid to the modern Indonesian society. Most of the concepts revolve around maintaining culture, but more could be said about present day issues of for instance; urbanization, technological advancement, and political instabilities, which are topics most relevant to students who will be engaging with Indonesian society in the 21st century. Including contemporary issues would ensure that learners are equipped with the language skills needed to discuss a range of topics, from social media to environmental challenges, which are crucial for real-world communication in today's world.

A second intervention area is the promotion of learner participation. The textbook also contains a great number of tasks that focus on the four language skills which include speaking, listening, reading, and writing; however, the majority of these tasks are very prescribed and teacher-centred. As noted in the research of Littlewood (2004), strategies that are attentiveness to the learner are more effective in promoting learner's motivation as well as learners' activity. It is possible that by introducing more open-ended assignments and peer cooperation supported by the textbook, the learner could be made more accountable for their foreign language learning. For example, it may include learning activities, which presupposes problem solving in groups, peer evaluation, or individual critical analysis. It would also facilitate the provision of self-checking instruments as a means of monitoring progress as well as discovering weaknesses in the continuing learners' study as the advanced learners prepare for proficiency tests or professional use of the language.

However, while on overall, the book is sensitive to the separation of language form and language function, more could be done to link grammar to the performance of communicative activities. Bernstein (1971) states that the final kind of NSL development for advanced learners must allow them to be able

to use grammar as a resource for communication as opposed to an abstract syntactic system. At the same time, as the textbook explicates complicated grammar patterns, it can be further improved with more practice materials that show how these patterns may be used in actual communication. For instance, even more, the active communication initiatives can be focused on the tasks, which replicate the real-life communication, including the negotiation or persuasion, as well as the expressions of the opinions. These tasks would make students to use grammar rules learned with appropriate contexts in order not to cram the structures only.

Thus, the textbook may also suffer from a lack of a comprehensive Learners' skills Development Matrix. Although tests assess individual language skills, a broader view of communicative competence could be obtained if the focus of tests targeted at learners were put into an overall context. By including multimodal assessments that involve both receptive (listening and reading) and productive (speaking and writing) tasks, the textbook could better prepare learners for the types of language use they will encounter in real-life contexts.

IV CONCLUSION

In conclusion, *Sahabatku Indonesia BIPA 7* provides practical and extensive materials helpful for facilitating Bahasa Indonesia teaching at C1 proficiency level. Over and over again, the textbook demonstrated great strengths in integrating language learning with culture discovery which makes this textbook to be profound for those learners, who strive for both language and culture mastery. Teachers can work with this program because it adheres well to BSNP standards – it is straight-forward and sequential, dense with content and materials which are culturally important when engaging with performance levels of languages. Moreover, its approach can be considered as more appropriate in accordance with CLT – communicative language teaching focused on language interaction and communicative language competence.

However, some changes can still be made in the part of the improve the textbook under discussion. These are, for instance: to better address the cultural background of Indonesian community and families; to provide more activities for learner involvement; and to enhance the connection between grammar and communication activities. Although it is valuable for practical language and culture acquisition and transmission, these improvements would make it even more beneficial in terms of readiness of students to communicative practice in Indonesia and enhancing students' learning activities toward higher levels of autonomy and responsibility.

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