

**ANALYSIS OF READING SKILL DEVELOPMENT IN THE 'ENGLISH FOR
NUSANTARA' TEXTBOOK FOR GRADE VIII USING
CUNNINGSWORTH'S GUIDELINES**

THESIS

Submitted in partial Fulfillment as One Requirements for Undergraduate

Program in English Education in Strata One (S1) Degree



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THESIS ACCEPTANCE

This thesis entitled "Analysis of Reading Skill Development in "English for Nusantara Textbook" for Grade VIII Using Cunningsworth's Guideline" written by Tomi Pratama, Student Register Number: 1814050040 has been examined by Board of Examination in the Faculty of Tarbiyah and Teacher Training of Islamic State University (UIN) Imam Bonjol Padang on Thursday, August 21 2025. Therefore, it has accepted as one of requirement for procedure Academician Degree Program of Strata One (S1) Degree in English Tadris Department.

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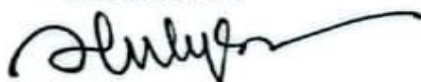
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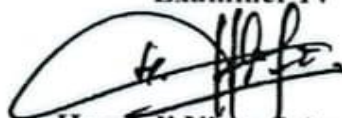
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Skripsi ini dengan judul "Analysis of Reading Skill Development in "English for Nusantara Textbook" for Grade VIII Using Cunningsworth's Guideline" yang ditulis oleh Tomi Pratama, NIM 1814050040 telah diujikan dalam siding Munaqasyah Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang pada hari Kamis tanggal 21 Agustus 2025. Oleh karena itu diterima sebagai salah satu syarat memperoleh gelar Sarjana Pendidikan (S. Pd) Program Strata Satu (S1) pada Jurusan Tadris Bahasa Inggris.

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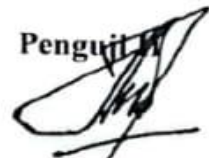
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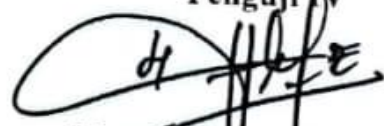
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**AN ANALYSIS OF READING SKILL DEVELOPMENT IN THE 'ENGLISH
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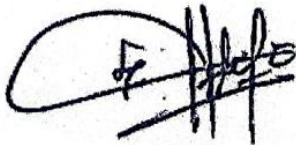
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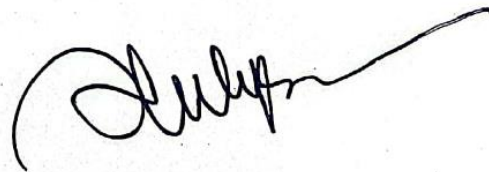
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DECLARATION



“In the Name of Allah, the Most Gracious, the Most Merciful”

I hereby declare that the thesis below is authentic :

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The title of this thesis is **“Analysis of Reading Skill Development in “English for Nusantara Textbook” for Grade VIII Using Cunningsworth’s Guideline”** is originally and truly my own work as the requirements to obtain the undergraduate Degree (S1) in English Tadris Department Faculty of Tarbiyah And Teacher Training State Islamic University of Imam Bonjol Padang. I declare that this thesis is entirely my own work. All sources from other authors have been properly cited in accordance with academic writing standards. If any form of plagiarism is later discovered, I am willing to accept the consequences under the applicable regulations. This statement is made sincerely, with sound mind and in good health.

Padang, August 25th, 2025

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DEDICATION

Alhamdulillah, all praise is due to Allah Subhanahu wa Ta'ala for granting me the strength, patience, and opportunity to finally complete this thesis. May peace and blessings always be upon Prophet Muhammad Shallallahu 'alaihi wa sallam.

My deepest gratitude goes to my beloved parents, Yarni and Erizal. Your endless prayers, wise advice, encouragement, and unconditional support have been the foundation of my journey. To myself, I owe an apology for the times I doubted, compared, or pressured you too much. Yet I am also grateful for your resilience for choosing to keep going, for standing firm in difficult moments, and for reminding me that failure is not the end. Thank you for continuing to believe that we could rise again, no matter how hard the path seemed.

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ABSTRACT

Tomi Pratama.2025: "Analysis of Reading Skill Development in The 'English For Nusantara' Textbook For Grade VIII Using Cunningsworth's Guidelines"

This study aims to analyze the development of reading skills in the *English for Nusantara* textbook for Grade VIII under the *Kurikulum Merdeka*. The research is based on the importance of reading as a gateway to language acquisition and the lack of comprehensive evaluation of this newly published government textbook. Using Cunningsworth's (1995) framework, this study assessed the quality of reading texts, activities, and comprehension questions. Employing a qualitative descriptive method with content analysis, the textbook was analyzed through an evaluation sheet adapted from Cunningsworth's criteria. Data were collected via document analysis and processed with Miles, Huberman, and Saldaña's (2014) interactive model. The findings show that the textbook presents a balanced distribution of genres recount (40%), narrative (40%), and procedure (20%) with relevant topics such as independence, environment, kindness, and self-identity. However, all texts are adapted, not authentic. Reading stages (pre-, while-, and post-reading) are consistently applied, but 82% of comprehension questions focus on Lower-Order Thinking Skills (LOTS), while only 18% promote Higher-Order Thinking Skills (HOTS). Based on Cunningsworth's (1995) framework, the evaluation of the *English for Nusantara* Grade VIII textbook shows that the reading skill development components are partially suitable with the principles of good textbook design. It is concluded that the textbook provides a strong foundation for reading instruction but requires improvement in authenticity and critical task design. Teachers are encouraged to add authentic texts and design HOTS-based questions, while authors and curriculum developers should revise future editions. Further studies are suggested to analyze other skills and classroom application.

Keyword : *Textbook Evaluation, Reading Skills, Content Analysis, English for Nusantara, Cunningsworth, Kurikulum Merdeka*

ABSTRAK

Tomi Pratama.2025: "Analysis of Reading Skill Development in The 'English For Nusantara' Textbook For Grade VIII Using Cunningsworth's Guidelines"

Penelitian ini bertujuan untuk mengkaji pengembangan keterampilan membaca dalam buku teks *English for Nusantara* kelas VIII pada *Kurikulum Merdeka*. Latar belakang penelitian ini adalah pentingnya keterampilan membaca sebagai pintu pemerolehan bahasa serta belum adanya evaluasi komprehensif terhadap buku teks pemerintah yang baru diterbitkan. Kerangka Cunningsworth (1995) digunakan untuk menilai kualitas teks bacaan, aktivitas, dan soal pemahaman. Dengan metode deskriptif kualitatif melalui analisis isi, buku teks dianalisis menggunakan lembar evaluasi yang diadaptasi dari kriteria Cunningsworth. Data diperoleh melalui studi dokumentasi dan dianalisis dengan model interaktif Miles, Huberman, dan Saldaña (2014). Hasil penelitian menunjukkan bahwa buku teks menyajikan distribusi genre seimbang recount (40%), narrative (40%), dan procedure (20%) dengan topik relevan seperti kemerdekaan, lingkungan, kebaikan, dan pengembangan diri. Namun, semua teks bersifat adaptasi, bukan autentik. Tahapan membaca (prabaca, saat membaca, pascabaca) diterapkan konsisten, tetapi 82% soal hanya mengukur keterampilan berpikir tingkat rendah (LOTS) dan 18% mengembangkan keterampilan berpikir tingkat tinggi (HOTS). Berdasarkan kerangka Cunningsworth (1995), evaluasi terhadap buku *English for Nusantara* kelas VIII menunjukkan bahwa komponen pengembangan keterampilan membaca sebagian sesuai dengan prinsip-prinsip perancangan buku teks yang baik. Kesimpulannya, buku teks ini menjadi dasar yang baik untuk pembelajaran membaca, namun perlu perbaikan dari segi keautentikan dan rancangan tugas kritis. Guru dianjurkan menambahkan teks autentik serta soal berbasis HOTS, sementara penulis dan pengembang kurikulum disarankan merevisi edisi selanjutnya. Penelitian lanjutan dapat mengkaji keterampilan bahasa lain serta penerapannya di kelas.

Kata Kunci: *Evaluasi Buku Teks, Keterampilan Membaca, Analisis Isi, English for Nusantara, Cunningsworth, Kurikulum Merdeka*

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