

## ABSTRACT

**Salsabila, Hilwa Ainun (2025). A Content Analysis of Reading Comprehension in 'Lower Secondary World English' and 'Bright: An English' Textbooks for 9th Grade: A Case Study of English Teachers' Perceptions.** A research paper. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Gunung Djati Bandung.

This study focuses on the content analysis of reading comprehension content in 'Lower Secondary World English' and 'Bright: an English' textbooks for 9<sup>th</sup> grade at SMP Bina Insani, driven by the gap in students' comprehension levels amidst Indonesia's shift towards globalized education and the dual implementation of Cambridge and Merdeka curricula.

This study aims to analyze the reading comprehension content in these textbooks to identify the effectiveness in the terms of authenticity, quality, and variety of reading exercises, as well as to uncover similarities and differences between the two books. Furthermore, by integrating English teachers' perceptions, this research provides a practical validation of how these textbooks align with the actual classroom needs and the characteristics of students at SMP Bina Insani Bogor. The study thus offers a comprehensive understanding of the relevance and effectiveness of both textbooks in fostering reading comprehension.

The study employs a qualitative approach with a qualitative case study design integrated with semi-structured interviews. Content analysis follows Cunningsworth's (1995) textbook evaluation criteria to assess the content of reading comprehension in the textbooks, while teacher perception data were obtained from interviews with two ninth-grade English teachers at SMP Bina Insani Bogor. Data selection used a purposive sampling technique, focusing on four chapters from both textbooks that contain extensive reading components.

The result indicates that both textbooks meet basic criteria for effective reading materials, but they present distinct pedagogical orientations. 'Lower Secondary World English' excels in textual authenticity, inferential demand, and integration with global academic literacy skills. Conversely, 'Bright: an English' offers stronger contextual relevance, linguistic accessibility, and social-cultural connectedness to students' lives. Teachers also perceive that using both textbooks in combination enhances lesson effectiveness by addressing diverse student abilities and meeting the dual demands of the national and Cambridge curricula.

The study concludes that combining the two textbooks provides a balanced, adaptive, and inclusive literacy approach for students. It recommends integrating global and local content in textbook development, strengthening deep learning strategies in reading instruction, and conducting teacher training to improve material adaptation. The study also suggests future research to examine the longitudinal impact of dual-textbook usage on students' literacy outcomes.

**Keywords:** *Content analysis, Reading comprehension, Bright: an English, Lower Secondary World English, Teacher perceptions, Cunningsworth.*