Journal of English Language and Education
ISSN 2597- 6850 (Online), 2502-4132 (Print)
Journal Homepage: https://jele.or.id/index.php/jele/index

OPEN ACCESS
Article

Evaluating the CEFR Alignment of Reading Texts in Grade 11 English Textbooks

https://doi.org/10.31004/jele.v10i4.1266

*Rindi Yani, Musdizal[ab]
[12]Institut Agama Islam Negeri Kerinci, Indonesia.
Corresponding Author: Indyrindy01@gmail.com

A B S T R A C T

The alignment of English teaching materials with international standards was crucial in ensuring effective language learning, particularly under Indonesia's Merdeka Curriculum. This study aimed to evaluate the conformity of reading texts in the Grade 11 English textbook *Bahasa Inggris: English for Change* to the Common European Framework of Reference for Languages (CEFR), an internationally recognized framework for language proficiency ranging from A1 to C2. Fifteen reading texts, which were specifically selected from the textbook's reading comprehension sections, were analyzed using a quantitative approach. Key textual features examined included word count, average sentence length, average word length, and lexical complexity to determine each text's CEFR level. The analysis revealed a wide range of levels, from B1 to C2, with several texts exceeding the B1–B2 target level set by the Merdeka Curriculum. This inconsistency suggested a misalignment between textbook materials and curriculum expectations, which might have affected student learning outcomes. The study underscored the importance of systematic textbook evaluation to ensure all reading materials supported the intended language proficiency goals.

Keywords: *CEFR, English Textbook, Reading Text, Merdeka Curriculum*

Article History:
Received 07th August 2025
Accepted 18th August 2025
Published 24th August 2025

INTRODUCTION

Textbooks were books that provided comprehensive teaching materials for certain subjects. Textbooks also functioned as the main learning resource for students and teachers, and textbooks were designed with a student-focused, contextual, and skill-building learning concept. According to Prastowo (2015), textbooks were defined as media that contained knowledge, the development of which was based on basic competencies in the curriculum, and were intended for students as a learning resource. Tomal and Yılar (2019) found that before being used in class, textbooks needed to be reviewed and analyzed to assess the extent to which they were appropriate to the curriculum. Textbooks were also important in directing classroom activities and preparing learning plans, because textbooks also had materials that were carried out using actions or activities outside the classroom (Pijarnsarid & Kongkaew, 2017; Ayu, 2020). In short, textbooks were a very important comprehensive learning resource in education. And in the context of the Curriculum, textbooks were the main learning resource for students and teachers.

Recently, the Indonesian government through the Ministry of Education, Culture, Research, and Technology introduced the Independent Curriculum. This curriculum aims to provide teachers with the flexibility to create quality learning experiences that are tailored to the needs and environment of students (Pratycia et al., 2023). This curriculum emphasizes the development of soft skills and character, focuses on essential materials, and encourages more flexible learning (Nugroho & Narawaty, 2022).

As with the characteristics of the independent curriculum, where there are three main elements that characterize the independent curriculum, the three characteristics include; 1) Based on Pancasila, in its implementation in the form of project-based learning to develop

OPEN ACCESS
© 2021 The Author.This article is licensed CC BY SA 4.0.
visit Creative Commons Attribution-ShareAlike 4.0 International License.

Copyright (c) 2025 Rindi Yani & Musdizal.

soft skills and character according to the profile of Pancasila students 2) Competency-based, namely focusing on essential materials so that there is enough time for in-depth learning on basic competencies such as literacy and numeracy. 3) Flexible Learning, meaning that teachers are given the freedom to carry out differentiated learning according to the abilities of students and make adjustments to the local context and content (Nafi'ah et al., 2023). In addition to these three main characteristics, there are also other characteristics, namely the independent curriculum provides adequate learning tools where teachers are also free to use these learning tools, starting from textbooks, literacy and numeracy assessments, teaching modules, and others.

In addition, the Ministry of Education and Culture has published an android application and website, namely the Merdeka Mengajar platform, which can be used by teachers according to their needs (Hulu et al., 2025). There are also training modules that can be followed by teachers and principals (blog.kerjacita.id). From all these characteristics, it can be concluded that the Independent Curriculum aims at learning that can develop students holistically to become Pancasila Students and be ready to face a better future.

In line with changes in the world of global education, where global education has now given birth to many reforms in the English curriculum around the world (Marshal, 2024). One significant thing is the integration of the Common European Framework of Reference (CEFR) into the English curriculum. Like in Indonesia, the independent curriculum specifically in English subjects has also used CEFR as the main reference framework in formulating English Learning Outcomes (CP) (Rifiyanti, 2023). This policy is explicitly stated in the official document of the Independent Curriculum published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia.

In general, CEFR (Common European Framework of Reference for Languages) is a reference framework developed by the Council of Europe and first published in 2001 after years of research. CEFR is used to describe the language skills of someone who is learning a foreign language, both in terms of what the language user can do and how well and efficiently they do it. CEFR also aims to improve English language skills among non-native speakers for global competitiveness (Curriculum Development Division, 2016). Abidin and Hashim (2021) emphasized that CEFR integration can produce professional and efficient English language proficiency. CEFR-aligned curriculum can quickly help students master English effectively and meet industry demands in a rapidly changing world (Al Hadi and Hashim 2020). To improve English standards, many countries have adopted CEFR-aligned English textbooks with global content (Curriculum Development Division, 2016).

Several researchers have also conducted CEFR level analysis on textbooks such as determining the CEFR reading level in English textbooks for junior high and senior high school levels. Fahala Rahma Tanto (2023) in her research on the book "Work in Progress" for grade X of senior high school found that only a few reading elements were in accordance with the CEFR B1 level expected by the Merdeka Curriculum, while most of the other elements were still below standard. Eryana Putri Ulimaz's (2023) research on the book "Contextual English" for grade XII of senior high school showed that reading assignments were spread across levels A1 to C1 CEFR, but were dominated by level B1, with details of 2 assignments at level A1, 6 at level A2, 9 at level B1, 3 at level B2, and 2 at level C1.

Meanwhile, Kamil (2023) research analyzed 16 readings in English textbooks for grade X of senior high school which were compiled based on the Merdeka Curriculum. The results of the study showed that out of 16 reading texts, only 2 were at the B1 CEFR level as targeted in the curriculum, while the rest were at levels B2 to C2. This shows that in general the level of difficulty of the reading texts in the book is higher than expected by the curriculum. In addition, Sulistiani (2024) who studied the book "Bahasa Inggris Nusantara" for junior high school grade VIII and found that in general the reading elements in the book were quite relevant to the CEFR B1 standard, although some chapters were still below that standard.

OPEN ACCESS
© 2021 The Author.This article is licensed CC BY SA 4.0.
visit Creative Commons Attribution-ShareAlike 4.0 International License.

Copyright (c) 2025 Rindi Yani & Musdizal.

After reviewing several studies found by researchers, to date, no study has specifically analyzed the CEFR levels in English textbook reading texts for 11th-grade high school students. This indicates a gap in understanding whether the reading materials provided for 11th-grade students align with the CEFR proficiency levels targeted by the Independent Curriculum. Therefore, this study aims to fill this gap by analyzing the CEFR levels in English textbook reading texts for 11th-grade students, thereby contributing to the development of teaching materials that are appropriate to student needs and meet international standards. Therefore, the clear research question addressed in this study is: (1) To what extent are the reading texts in 11th-grade English textbooks aligned with the CEFR levels set by the Independent Curriculum?

This research question can guide the research and provide insight into the appropriateness of the reading texts in 11th-grade English textbooks.

Literature Review

This section presents an overview of the concepts and research referred to in this study. This section covers the objectives of teaching and learning English in the Merdeka Curriculum and also the CEFR for language.

The objectives of English teaching and learning in Kurikulum Merdeka

The implementation of English language teaching in the Merdeka Curriculum requires a deep understanding of teaching and learning objectives. This curriculum aims to develop students' basic and specific competencies while integrating technology and digital literacy (Kemendikbudristek, 2022). These objectives align with communicative language teaching principles (Brown, 2001) and critical thinking development (Ellis, 2008).

The Merdeka Curriculum divides elementary and secondary education into six interconnected phases. Phase A (Grades 1-2) introduces English and develops basic speaking skills. Phase B (Grades 3-4) enhances speaking skills and introduces writing. Phase C (Grades 5-6) continues developing speaking and writing skills. Phase D (Grades 7-9) focuses on speaking, writing, and reading. Phase E (Grade 10) emphasizes reading comprehension and responding to various texts. Phase F (Grades 11-12) advances speaking, writing, and reading skills.

English language teaching objectives in the Merdeka Curriculum include developing communication skills, critical thinking, and cultural awareness (Byram, 1997). These objectives also encompass reading, writing, listening, and speaking skills aligned with the Common European Framework of Reference for Languages (CEFR, 2001). Teaching English in the Merdeka Curriculum must consider analytical and evaluative skills (Anderson & Krathwohl, 2001) and effective collaboration and communication (Johnson & Johnson, 2009).

The Merdeka Curriculum emphasizes integrating technology and digital literacy (UNESCO, 2020) and developing creative and innovative thinking (Wiggins & McTighe, 2005). Therefore, English language teaching in the Merdeka Curriculum requires a comprehensive and integrative approach.

The Common European Framework of Reference for Languages (CEFR)

History of CEFR, The CEFR is an international standard for describing language proficiency. Its development was the result of a long evolution in approaches to language teaching and assessment in Europe, which began in the 1960s (North, 2007). Initially, language learning initiatives focused on improving communication among European citizens, in line with the Convention on European Culture (Council of Europe, 1954). This early emphasis on intercultural communication reflected the growing need for mutual understanding in a rapidly integrating Europe. Language projects of the time emphasized learner-centered approaches and real-world communication tasks (Van Ek & Trim, 1998), marking a shift from traditional grammar-translation methods to more practical language use. In the 1970s and 1980s, the development of "Threshold Level" specifications for various languages marked a significant step forward (Van Ek, 1975). The Threshold Levels aim to

OPEN ACCESS
© 2021 The Author.This article is licensed CC BY SA 4.0.
visit Creative Commons Attribution-ShareAlike 4.0 International License.

Copyright (c) 2025 Rindi Yani & Musdizal.

define what learners need to achieve in order to function effectively in everyday situations, thus providing a clear objective for language teaching. This approach recognises that language proficiency involves more than linguistic knowledge, encompassing sociolinguistic, discourse, sociocultural and social dimensions (Council of Europe, 2001). For example, learners are expected to understand the cultural norms and social conventions that influence communication, which is essential for effective interaction in a foreign language.

In the 1990s, the idea of developing a comprehensive framework, which would become the CEFR, began to take shape (Little, 2006). This initiative was driven by the need for a common reference system that could be used across countries and languages to facilitate transparency and comparability in language education. The CEFR aims to provide a scalable description of language proficiency that is applicable to all languages. Since its publication in 2001, the CEFR has been widely adopted across Europe and globally. Its influence on curriculum design, language teaching and assessment has been enormous (Council of Europe, 2001). Many educational institutions and language testing organizations have aligned their standards and exams to the CEFR levels, ensuring consistency and fairness in language assessment.

In 2020, a "Companion Volume" was published to update and expand the CEFR, reflecting advances in language education theory and practice (Council of Europe, 2020). This new volume introduces additional descriptors and clarifies existing ones to better capture the complexity of language use in diverse contexts, including communication skills and digital mediation. The CEFR has played a significant role in promoting a more standardized and learner-centered approach to language teaching and assessment. The CEFR continues to evolve to meet the needs of language education in a globalizing world (Council of Europe, 2020), where multilingualism and intercultural competence are increasingly valued.

Overall, the CEFR is a European scale specifically designed to be applied to any European language. It can be used to determine a person's level of proficiency in speaking and understanding a foreign language (Kamil, 2023). Its adaptability has also made it popular outside Europe, influencing language education policies worldwide. The CEFR is a systematic framework for assessing and describing language proficiency. It is widely used to test and assess language proficiency in a variety of languages in Europe and many other parts of the world (North, 2007). By providing clear and descriptive levels, it helps learners set realistic goals and track their progress over time. The CEFR assesses specific language skills and communication abilities, such as the ability to understand spoken and written language, to write and speak, and to interact in a variety of situations, which are characteristic of each level. There are six levels of competence that make up the CEFR, ranging from A1 (basic level) to C2 (proficiency level) (Council of Europe, 2001). Each level is carefully defined with actionable statements that describe what learners can typically do in real-world communication scenarios, making the framework practical and easy to use for educators and learners. Here is a brief explanation of the six levels of proficiency in the CEFR:

OPEN ACCESS

© 2021 The Author.This article is licensed CC BY SA 4.0.
visit Creative Commons Attribution-ShareAlike 4.0 International License.

Copyright (c) 2025 Rindi Yani & Musdizal.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table I. CEFR Global Scale

Source: https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale

METHOD

The following paragraphs outlines the study's design, data source, data gathering method, and analysis. For clarity purposes, specific examples are also given on the technique of data analysis.

Design

Based on the research, data used are numerical in nature which includes the number of words, average sentence length, average word length, and word complexity measures (Daroczy et al., 2015). Therefore, the current study adopts a quantitative design to investigate the level of English textbook reading texts for grade eleven in senior high schools in Indonesia and the extent to which the texts are in accordance with the intended B1 Proficiency Level of the CEFR as stipulated by the Ministry of Education and Culture of the Republic of Indonesia. Based on Creswell (2017), quantitative research is a systematic and objective approach that uses numerical data to test theories and generalize findings to broader populations. It emphasizes the importance of a clear research design and the use of statistics to analyze data.

Sources of data

The data used in this study came from ***a purposive sampling of 15 reading texts*** taken from the English textbook for grade eleven of Senior High School published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2022. The textbook entitled "English: English for Change" is based on the latest curriculum of the Indonesian education system called "Kurikulum Merdeka" which was launched in February 2022. These 15 texts were specifically selected from the textbook's reading comprehension sections across five thematic units—Digital security (unit 1), Environmental awareness (units 2 and 4), Nutrition and Health (unit 3), and financial literacy (unit 5). The selected texts also possess characteristics such as descriptive texts and repositories, among many other types of reading texts. this selection aims to encompass a representative sample of texts encountered by students during their 11th-grade english lessons, focusing on reading skills.

This textbook was compiled by a team of authors and divided into five units with different themes, each consisting of six lessons that follow the six language skills mandated by the merdeka curriculum: listening, speaking, reading, observing, writing, and presenting. each lesson has its own learning objectives; all are interconnected to achieve the targeted competencies. overall, english learning in grade xi is aimed at helping students achieve level b1 of the common european framework of reference for languages (cefr).

Data Collection and Analysis

OPEN ACCESS

© 2021 The Author.This article is licensed CC BY SA 4.0.
visit Creative Commons Attribution-ShareAlike 4.0 International License.

Copyright (c) 2025 Rindi Yani & Musdizal.

The textbook reading section was the only source of data used in this study. The first step in this approach is to identify reading texts that are specifically designed for reading comprehension practice. Lopera Medina (2015) stated that once the text is found, it is copied and pasted into a web-based text analysis application (http://www.roadtogrammar.com/textanalysis/). The Road to Grammar Text Analyzer web was chosen to determine the CEFR level of a text because this website was chosen because it has a special approach in analyzing the level of difficulty of English, namely: 1) Focus on CEFR: This tool is specifically designed to measure the level of difficulty of texts based on the CEFR standard, which is the international benchmark for measuring English language proficiency. 2) Word Frequency Analysis: Each word in the text is compared to a list of the 10,000 most common words in English. The position of the word in this list is used to measure the complexity of the language, making the results more relevant to language learners. 3) Special Algorithm: The algorithm used not only considers the length of words and sentences, but also the complexity of the vocabulary, making the results more accurate in assessing the level of difficulty of the text for English learners. 4) Easy to Use: Just copy and paste the text, then click submit. The analysis results appear instantly without any complicated process. The program then provides results by determining the CEFR and Skill level of the text, the estimated corresponding IELTS Band, as well as suggested vocabulary, word count statistics, average sentence length, average word length, and a measure of the complexity of words in the text. For example, first enter the following text into the white box in figure 1 and click "submit", After clicssking Submit, the result will appear as in Figure 2.

Text: "Inspiring social media by Greysia "

> *If someone asks what is the beneit of becoming Chair of Athlete Commission? Honestly, I don't really have the answer. One thing for sure, I am here to learn and to serve. Learning does not mean that it is for myself but it is for the beneit of many people. It is to learn technical things that I have never done before. It is learning to negotiate, giving opinion, giving aspiration, and serving with all my heart. During my journey, there will be pros and cons. It really doesn't matter. I will keep doing this noble task with my best attitude. We all hope that badminton will be loved and favored more by everyone in the world.*

(Source:https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-XI-efc.pdf) one of the reading texts in the book analyzed**.**

Figure 1

OPEN ACCESS
© 2021 The Author.This article is licensed CC BY SA 4.0.
visit Creative Commons Attribution-ShareAlike 4.0 International License.

Copyright (c) 2025 Rindi Yani & Musdizal.

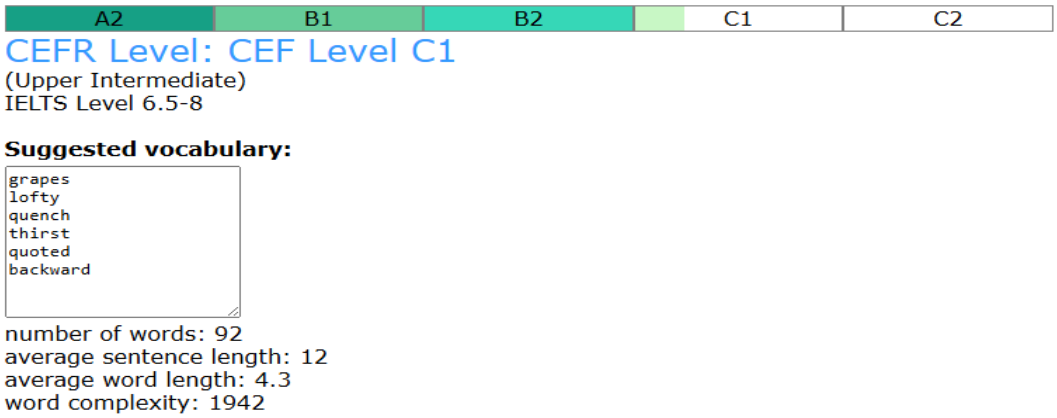


Figure 2. Results

FINDING ND DISCUSSION

This section discusses the research results and evaluates the research results from the research question, namely the extent to which the reading level in the Grade 11 English textbook corresponds to the CEFR level in the target textbook by including data and percentages.

To What Extent Does the Reading Level in the Class 11 English Textbook Correspond to the CEFR Level in the Intended Textbook ?

CEFR (Common European Framework of Reference for Languages) has 6 levels, namely A1 (basic), A2 (basic), B1 (intermediate), B2 (upper intermediate), C1 (advanced), and C2 (proficient). High school students in grade XI must meet the B1 (intermediate) level for reading proficiency. In general, the curriculum and textbooks for grade XI high schools refer to the CEFR B1 level as the standard for reading proficiency that students must achieve. At level B1, students are expected to be able to understand the main ideas in various texts and be able to capture important information from fairly complex readings, while level B1 is generally to strengthen spoken and written language. This level also requires students not only to be able to understand simple texts but also to be able to interpret and integrate information from the text and maintain communication even though there are gaps in understanding.

In the book "English: English For Change" there are 5 units where each unit has a special section for reading lessons, there are 15 reading texts that can be analyzed for this study. See the data in table 2:

Table 2. Summary of the Statistics and CEFR Level of the Passages

No	Title of Reading text	Page	Number of Words	Avarage Sentence Length	Avarage Word Length	Word Complexity	CEFR Level
1.	The blogging algoritm works	19	128	11	4.1	1862	C1
2.	Inspiring social media by Greysia polli	20	111	6	4.5	1424	B2
3.	Descriptive text	66	226	6	5.7	2278	C1
4.	Jigsaw reading text 2	70	225	7	5.5	2943	C2
5.	Jigsaw reading text 3	71	218	8	4.6	1597	B2
6.	The easiest way to stay healthy	112	241	6	4.8	2057	C1
7.	The importance of sleep for health	116	263	7	4.8	1546	B2
8.	The problem of being too fat	119	140	6	5.1	1159	B1
9.	The benefit of vegetables	120	141	6	6	4186	C1
10.	Laetania belai djandam	153	348	6	5.3	1336	B2
11.	Salsabila khairunnisa	157	226	5	6.5	3192	C2
12.	Aeshnina azzahra aqilani	158	237	6	5.1	1830	C1
13.	Tasya kamila	159	198	6	6.1	1980	C2

OPEN ACCESS
© 2021 The Author.This article is licensed CC BY SA 4.0.
visit Creative Commons Attribution-ShareAlike 4.0 International License.

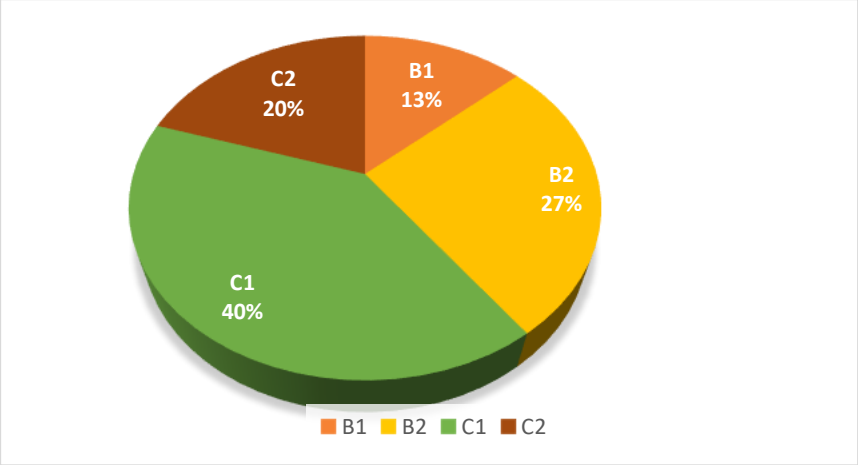
Copyright (c) 2025 Rindi Yani & Musdizal.

14.	How to wire money online	201	156	6	4.9	1021	B1
15.	Procedur text	202	306	4	5.8	1987	C1

In the textbook review, a special section was found that focused on reading comprehension activities (see Table 1). The Number of Words (NoW) in the analyzed texts varied, ranging from 111 words in Text 2 to 348 words in Text 10. The Average Word Length (AWL) in this section also varied, with the lowest value of 4.1 characters in Text 1 and the highest 6.1 characters in Text 13. The longest section is in Text 10 entitled "Little Laetania belai djandam" on page 153, while the shortest section is in Text 2 entitled "Inspiring social media" by Greysia Polli on page 20.

When viewed from the Word Complexity (WC) level, the scores obtained ranged from 1021 in Text 14 to 4186 in Text 9. In terms of difficulty level according to the CEFR (Common European Framework of Reference for Languages) standards, the parts of the text analyzed ranged from level B1 to C2. However, out of fifteen sections, only two sections, namely Text 7 and Text 13, are at the B1 difficulty level, which is the target difficulty level of this textbook. The rest are spread across levels B2 (four sections), C1 (six sections), and even C2 (three sections). The level of difficulty can be seen in chart 1 which summarizes the data that has been analyzed:

Chart 1. Distribution of The CEFR Levels of the Passages



Overall, the analysis of the results shows that only two texts met the B1 target, and most of the reading passages in this textbook (13 out of 15 texts) had a difficulty level higher than the B1 target. as can be seen in figure 1, B1 had the lowest percentage, at 13% out of 100%, compared to other levels with higher percentages: B2 (27%), C 1 (40%), and C2 (20%). the following is the difference between texts that match and those that do not match the specified level:

Example of texts that do not meet the target level:

Text 1, ***"The blogging algorithm works"***, is classified at level C1, indicating a higher complexity than the intended B1 levels. This text includes advanced comprehension and complex sentence structure, as illustrated in the opening paragraph:

> *"First and foremost, with blogging the algorithm works. any of you who use instagram will know it takes a lot of trial and error to inally have a post 'blow up'. with blogging, as long as you are equipped with the right tools, your blog post can easily blow up. if it is good content it will be pushed to the top of search results, be over everyone's pinterest feed, and get good response. my yoga post, that i made at the start of the year, astonished me by getting over a 100 likes (when i usually get 20). it took off because i added the right tags, quality photos and conveyed a positive message. unlike with instagram, where a post can have all the correct criteria, yet still flop."*

The use of platform-specific terms (e.g., "Pinterest feed"), phrasal verbs ("blow up," "pushed to the top"), and abstract concepts like "algorithm" contribute to the higher complexity, making the text challenging for students still targeting the B1 level.

OPEN ACCESS
© 2021 The Author.This article is licensed CC BY SA 4.0.
visit Creative Commons Attribution-ShareAlike 4.0 International License.

Copyright (c) 2025 Rindi Yani & Musdizal.

Example of text appropriate to target level:

In contrast, text 8, ***"The problem of being too fat"***, is rated at level B1, which aligns with the curriculum target. This text uses simple and clear language to explain obesity and its impact on health, for example:

> *"Obesity is a situation where humans are too fat. this condition is deined because there is too much fat in the body. being overweight has the potential to cause a high risk of health problems. being too fat is one of the main factors for heart disease. because of being overweight, the heart will work harder than usual. this can cause a heart attack. in addition, obesity can raise blood cholesterol and blood pressure. and being too fat can increase the amount of sugar in the blood. this will lead to diabetes and other serious diseases. in addition, being too fat is often avoided by many men and women. this is because being too fat will interfere with their appearance. further studies are needed to look at other effects of obesity. from those statements, we could clearly understand that being overweight is dangerous for our life both appearance and serious disease."*

The sentences are straightforward with limited use of complex structures or advanced comprehension, making the text easily comprehensible for learners at the B1 level.

This comparison highlights inconsistencies in the text selection in the textbook, with some sections having a difficulty level appropriate for grade 11 students, while others exceed the expected level of difficulty, potentially hindering comprehension and learning effectiveness. This finding suggests the need for careful review and adjustment of the reading materials to better align with CEFR standards and curriculum objectives. Therefore, it can be concluded that the reading materials in the textbook have not been aligned to the expected cefr difficulty level, which is B1. This indicates a mismatch between the reading difficulty level and the standards targeted in the textbook, potentially impacting the learning effectiveness of students at the B1 level.

Evaluation of Reading Difficulty Levels in Grade 11 English Textbooks Based on the CEFR: Study Findings and Their Impact on Learning

The results of this study indicate that most of the reading texts in the 11th grade English textbook entitled "English: English For Change" have a higher level of difficulty than the target level B1 according to CEFR. This finding is different from several previous studies that examined the level of suitability of CEFR reading in English textbooks in Indonesia. For example, research by Efendi and Sejati (2024). Which examined the measurement of reading ability of junior high school students in Surabaya using the KET (Key English Test) and analyzed the results based on CEFR. And the results are in accordance where most students are at level A1 for reading. Another study by Putri (2023) Also analyzed reading assignments in the 12th grade high school "Contextual English" textbook based on CEFR criteria. It was found that most of the assignments were at level B1 lower than the specified target. And there are several previous research findings that examine the level of reading comfort in English textbooks in Indonesia in general and do not use CEFR levels. Such as research by Agus Rofi'i and S.V. (2022) who identified difficulties in reading English texts in elementary school students, found that students experienced various difficulties in terms of comprehension, pronunciation, and understanding of English language structures that affected their ability to read effectively. Another study by Putri Laili Wijiastuti (2023) also reported that most fifth grade MI students had difficulty understanding the contents of English texts, which were caused by internal factors such as lack of understanding and comprehension of grammar, as well as external factors such as less supportive learning media.

The difference in the results of this CEFR level study is most likely due to the higher difficulty standards applied in the Independent Curriculum-based textbooks that are the focus of this study. However, this study has not revealed the reasons why there is a mismatch between the reading difficulty level and the B1 level target. This is important considering that language learning theories, such as Krashen's (1982) concept of

OPEN ACCESS
© 2021 The Author.This article is licensed CC BY SA 4.0.
visit Creative Commons Attribution-ShareAlike 4.0 International License.

Copyright (c) 2025 Rindi Yani & Musdizal.

comprehensible input, emphasize that learning materials must be appropriate or slightly above students' abilities for the learning process to be effective. Research related to graded readers also shows that students who are exposed to reading materials that are adjusted to the level of difficulty show better reading comprehension improvements than those who are not (Kara, 2019; Chou, 2022). This emphasizes the need to adjust the reading materials in textbooks to suit students' abilities, especially at the B1 level target. This mismatch has the potential to hinder the learning process and students' learning motivation. Therefore, textbook developers and educators need to evaluate and revise teaching materials so that the reading difficulty level can be adjusted appropriately, thereby supporting the success of English learning at the high school level.

CONCLUSION

This study evaluated the alignment of the reading texts in the Grade 11 English textbook, English for Change, with the Common European Framework of Reference for Languages (CEFR) standards as outlined in the Independent Curriculum. The analysis included 15 reading texts selected from five text units in the textbook, focusing on their CEFR levels. The main findings revealed that only two of the 15 texts met the target B1 level, which is appropriate for Grade 11 students. Most texts were found to be higher than the target, with four texts at the B2 level, six at the C1 level, and three at the C2 level. This discrepancy indicates that many of the reading materials in the textbook exceed the difficulty level set by the curriculum, potentially challenging students beyond the expected proficiency level. These results highlight a significant misalignment between the textbook and the language proficiency goals in the curriculum. Therefore, it is important for textbook developers and educators to carefully evaluate and select reading materials that are more aligned with the CEFR standards to support effective student learning. Future textbook development should strive for a balanced selection of texts that meet accessibility and appropriate challenges in language acquisition. Furthermore, further research is needed to analyze the integration of the CEFR with other language skills and utilize digital learning resources to enrich reading materials that meet today's students' needs. This study also has several limitations that should be considered. First, the analysis focused on only one textbook. Furthermore, the CEFR level assessment was conducted based on textual features such as word count, sentence length, and word complexity, using only a web-based application. Based on these limitations, it is recommended that further research expand the scope by analyzing more learning resources and incorporating applications.

REFERENCES

Abidin, Z. N., & Hashim, H. (2021). Common European Framework of Reference (CEFR): A review on teachers' perception & plurilingualism. *Scientific Research Publishing, 12*, 727–736.

Agus Rofi'i, S. V. (2022). Analisis kesulitan membaca teks bahasa Inggris pada siswa kelas III di SD Islam At-Thahirin Kota Tangerang. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang, 9*(04), 2373–2383. https://doi.org/10.36989/didaktik.v9i04.1888

Al-Hadi, M. L., & Shah, M. P. (2020). Malaysian ESL teachers' perception towards CEFR-aligned textbooks. *International Journal of New Technology and Research, 6*(10), 73–79.

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.

Chou, M. H. (2022). Using literature circles to teach graded readers in English: An investigation into reading performance and strategy use. *Innovation in Language*

OPEN ACCESS

© 2021 The Author.This article is licensed CC BY SA 4.0.
visit Creative Commons Attribution-ShareAlike 4.0 International License.

Copyright (c) 2025 Rindi Yani & Musdizal.

Learning and Teaching, 16(2), 144–163. https://doi.org/10.1080/17501229.2021.1885412

Council of Europe. (1954). *European Cultural Convention*. Strasbourg: Council of Europe.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume with new descriptors*. Council of Europe Publishing.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Daroczy, G., Wolska, M., Meurers, W. D., & Nuerk, H. C. (2015). Word problems: A review of linguistic and numerical factors contributing to their difficulty. *Frontiers in Psychology, 6*, 348. https://doi.org/10.3389/fpsyg.2015.00348

Efendi, T. A., & Sejati, D. B. P. (2024). Scrutinizing English proficiency of junior high school students based on CEFR. *KOULUTUS: Jurnal Ilmiah Pendidikan, 7*(1), 1–12. https://ejournal.kahuripan.ac.id/index.php/koulutus/article/download/1109/737/46383

Eka Risna Sulistiani. (2024). Analisis isi buku ajar "Bahasa Inggris untuk Nusantara" kelas delapan berbasis CEFR level B1 (Skripsi). Universitas Islam Negeri Sultan Syarif Kasim Riau. http://repository.uin-suska.ac.id/81908/

Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.

Hulu, J. P. S., Telaumbanua, Y. A., Zega, R., & Waruwu, Y. (2025). Teachers' perspective towards Platform Merdeka Mengajar in implementing Kurikulum Merdeka. *Edunesia: Jurnal Ilmiah Pendidikan, 6*(1), 415–430.

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher, 38*(5), 365–379. https://doi.org/10.3102/0013189X09339057

Kamil, D. (2023). Are they finely tuned? Mapping the CEFR level of the reading texts of the English textbook for grade 10 of Indonesian senior high school. *EDUVELOP: Journal of English Education and Development, 6*(2), 93–102. https://doi.org/10.31605/eduvelop.v6i2.2333

Kara, B. (2019). The effect of graded readers on reading comprehension skill of EFL students. *Language Teaching and Educational Research, 2*(2), 160–172. http://dx.doi.org/10.35207/later.554716

Kemendikbudristek. (2022). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 5 Tahun 2022 tentang Standar Kompetensi Lulusan Pendidikan Anak Usia Dini hingga Sekolah Menengah.* https://kurikulum.kemdikbud.go.id/wp-content/unduhan/CP_2022.pdf

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

Little, D. (2006). The Common European Framework of Reference for Languages: Content, purpose, origin, reception and impact. *Language Teaching, 39*(3), 167–190. https://doi.org/10.1017/S0261444806003954

Lopera Medina, S. (2015). The design process of a reading comprehension manual. *Colombian Applied Linguistics Journal, 17*(1), 130–141.

Marshall, J. (2024). *Introduction to comparative and international education*. SAGE Publications Limited.

Nafi'ah, J., Faruq, D. J., & Mutmainah, S. (2023). Karakteristik pembelajaran pada kurikulum merdeka belajar di madrasah ibtidaiyah. *Auladuna: Jurnal Prodi Pendidikan Islam Anak Usia Dini, 9*(1), 13–22. http://ejournal.unikama.ac.id/index.php/JBPD/article/download/11718/4696

North, B. (2007). The CEFR levels and the European Language Portfolio. *Language Teaching, 40*(2), 123–128.

OPEN ACCESS

© 2021 The Author.This article is licensed CC BY SA 4.0.
visit Creative Commons Attribution-ShareAlike 4.0 International License.

Copyright (c) 2025 Rindi Yani & Musdizal.

Nugroho, T., & Narawaty, D. (2022). Kurikulum 2013, kurikulum darurat, dan kurikulum prototipe (2020-2021) atau kurikulum merdeka (2022) mata pelajaran bahasa Inggris: Suatu kajian bandingan. *SINASTRA: Prosiding Seminar Nasional Bahasa, Seni, dan Sastra, 1*, 373–382.

Pijarnsarid, S., & Kongkaew, P. (2017). An analysis of the content words used in a school textbook, Team Up English 3, used for grade 9 students. *International Journal of Research - GRANTHAALAYAH, 5*(3), 140–153. https://doi.org/10.29121/granthaalayah.v5.i3.2017.1761

Prastowo, A. (2015). *Pengembangan bahan ajar tematik terpadu*. Pustaka Pelajar.

Pratycia, A., Dharma Putra, A., Salsabila, A. G. M., Adha, F. I., & Fuadin, A. (2023). Analisis perbedaan kurikulum 2013 dengan kurikulum merdeka. *Jurnal Pendidikan Sains dan Komputer, 3*(01), 58–64. https://doi.org/10.47709/jpsk.v3i01.1974

Putri Laili Wijiastuti. (2023). Analisis kesulitan membaca teks bahasa Inggris pada siswa kelas V MI Nurul Islam Penawangan Tahun Ajaran 2022/2023 (Skripsi). Universitas Islam Raden Mas Said Surakarta. https://eprints.iainsurakarta.ac.id/7652/1/SKRIPSI%20PUTRI%20LAILI%20193141004.pdf

Putri, E. P. (2023). Analisis kualitas tugas membaca pada buku teks bahasa Inggris kontekstual terbitan Tiga Serangkai Pustaka Mandiri merujuk pada kriteria CEFR (Tesis). Program Studi Bahasa Inggris, Fakultas Bahasa dan Budaya, IAIN Surakarta.

Putri, E. U. (2023). An analysis of reading tasks quality in contextual English textbook published by Tiga Serangkai Pustaka Mandiri refers to CEFR criteria (Skripsi). IAIN Surakarta. https://eprints.iain-surakarta.ac.id/8678/1/28%2012%2023FIXXXX%20%20kirim%20gmail%20mis%20ika%20revisi%20skripsi.pdf

Rifiyanti, H. (2023). Implementing framework of CEFR for teaching English language in non-English study program. *Jurnal Pendidikan Bahasa Inggris Proficiency, 5*(2), 76–88.

Tanto, F. R. (2023). Analisis tingkat CEFR terhadap elemen membaca dalam buku teks "Work in Progress" untuk Sekolah Menengah Atas kelas X.

Tomal, N., & Yılar, M. B. (2019). An evaluation of social studies textbooks in Turkey: A content analysis for curriculum and content design. *Review of International Geographical Education Online, 9*(2), 447–457.

UNESCO. (2020). *Digital literacy in education*. https://unesdoc.unesco.org/ark:/48223/pf0000373276

Van Ek, J. A. (1975). *Threshold level English*. Council of Europe.

Van Ek, J. A., & Trim, J. L. M. (1998). *Threshold level 1990*. Cambridge University Press.

Wiggins, G., & McTighe, J. (2005). *Understanding by design*. ASCD.

OPEN ACCESS

© 2021 The Author.This article is licensed CC BY SA 4.0.
visit Creative Commons Attribution-ShareAlike 4.0 International License.