

Revealing the potential of *Netzwerk neu A1*: A comparative study using Funk's criteria and Mukundan et al.'s framework

Menguak kekuatan Netzwerk neu A1: Analisis komparatif berdasarkan kriteria funk dan kerangka Mukundan et al.

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Abstract

This study aims to describe the alignment of *Netzwerk Neu A1* with the criteria developed by Funk and Mukundan et al. as well as to examine the extent to which the textbook fulfills essential elements in German language teaching. This research employs a qualitative content analysis method. The data, consisting of the content in the *Netzwerk Neu A1* textbook, were collected through documentation techniques and analyzed using Krippendorff's content analysis model, which includes six main stages: (1) unitizing, (2) sampling, (3) recording or coding, (4) reducing, (5) inferring, and (6) narrating. The analysis process was carried out using an evaluation table based on the textbook criteria established by Funk and Mukundan et al. To ensure data validity, the analysis results were validated by expert reviewers. The findings indicate that *Netzwerk Neu A1* meets all 14 criteria, which include aspects of media completeness, curriculum alignment, institutional compatibility, the four language skills, grammar, vocabulary, cultural content, evaluation, methodology, and physical appeal. Based on these findings, the textbook is considered appropriate and relevant for use in elementary-level German language instruction.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kesesuaian buku *Netzwerk Neu A1* dengan kriteria Funk dan Mukundan et al., serta menganalisis sejauh mana buku ini memenuhi elemen-elemen penting dalam pengajaran bahasa Jerman. Penelitian ini menggunakan metode konten analisis dengan pendekatan kualitatif. Data berupa materi dalam buku ajar *Netzwerk Neu A1* dikumpulkan melalui teknik dokumentasi, kemudian dianalisis menggunakan model konten analisis dari Krippendorff, yang dibagi ke dalam enam tahap utama yakni (1) *unitizing*, (2) *sampling*, (3) *recording or coding*, (4) *reducing*, (5) *inferring*, dan (6) *narrating*. Proses analisis dilakukan dengan mengacu pada tabel kriteria evaluasi buku ajar menurut Funk dan Mukundan et al. Untuk menjamin keabsahan data, hasil analisis divalidasi oleh validator ahli. Hasil penelitian menunjukkan bahwa buku *Netzwerk Neu A1* memenuhi 14 kriteria yang mencakup aspek kelengkapan media, kurikulum, institusi, empat keterampilan berbahasa, tata bahasa, kosakata, budaya, evaluasi, metodologi, dan kemenarikan fisik. Berdasarkan temuan tersebut, buku ajar ini dinilai layak dan relevan untuk digunakan dalam pembelajaran bahasa Jerman tingkat dasar.

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A. Introduction

Teaching and learning activities require various supporting components to ensure that learning objectives are achieved effectively. One of the key components is the textbook, which plays a crucial role in presenting material systematically and helping overcome limitations of time, space, and the sensory capabilities of learners (Nuzula et al., 2021; Sadiman, 2014). The appropriate use of textbooks has been shown to enhance the effectiveness of the learning process in schools and other educational institutions (Ruhjana, 2021). Mukundan et al. (2011) emphasized that the quality of textbooks is a determining factor in the success of the learning process.

In facing the challenges of modern education, instructional materials need to be designed with authentic and interactive elements that encourage student collaboration in creating solutions to overcome various learning obstacles (Wijaya et al., 2016; Warschauer, 2020). Particularly in the context of German language learning, the availability of textbooks that align with learners' needs becomes crucial (Hidayat et al., 2021). Over time, German language textbooks have become increasingly diverse, providing both teachers and students a more varied selection of instructional materials to match the learning requirements (Primavita, 2022; Müller & Schmidt, 2023).

However, the increasing diversity of German language textbooks available in the market also presents challenges in selecting which instructional material is most appropriate. Selection without a systematic analysis can lead to a mismatch between the material and the learning needs and characteristics of the learners. Therefore, textbook evaluation becomes a crucial step in assisting teachers and program developers in choosing the right textbooks, as well as understanding the strengths and weaknesses of each book (Nimehchisalem et al., 2015). The lack of structured and adequate instructional materials has also been identified as a barrier to effective learning processes. This is supported by the findings of Widhiyanto et al. (2024), who stated that the limitations of teaching materials can hinder the achievement of learning objectives and reduce students' opportunities for independent learning.

Various experts have formulated criteria for textbook evaluation, including Fräßdorf (2014), Funk (2005), and Mukundan et al. (2011). In general, the criteria according to these three experts focus on aspects such as grammar, exercises and tasks, authenticity of material, vocabulary, curriculum alignment, and the development of the four language skills: listening, speaking, reading, and writing. However, there are significant differences among these sets of criteria. For example, Fräßdorf's criteria do not address the integration of textbooks with learning technologies. In contrast, Funk's criteria are broader, incorporating aspects such as cultural learning, media completeness, institutional suitability, and evaluation/self-assessment. Mukundan et al. (2011) also enriched textbook analysis by adding criteria on teaching methodology and the physical appeal of the textbook. The criteria for teaching materials developed by Funk (2005) and Mukundan (2011) are more comprehensive compared to the components used by Zahro & Aprilia, (2024). In developing their teaching modules, Zahro & Aprilia (2024) adhered to the components outlined in the Learning and Assessment Handbook published by the Standards, Curriculum, and Education Assessment Agency of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. The specified components for designing teaching modules are more straightforward, consisting of the cover, preface, table of contents, module usage instructions, glossary, bibliography, and back cover. Additionally, the learning modules are structured based on two problem-based learning models: Problem-Based Learning (PBL) and Project-Based Learning (PjBL). Based on this comparison, this study opted to combine the criteria from Funk and Mukundan et al. (2011) to achieve a more comprehensive and detailed analysis.

German language textbook analysis has been conducted in several previous studies. Restiawan, (2017) described the alignment of the textbook *Deutsch ist einfach* based on the Mannheimer Gutachten criteria, with results indicating that the textbook meets 12 out of the 14 established criteria. Subsequently, Bingesti (2019) analyzed the textbook *Netzwerk A1*, focusing on the relevance of the types of exercises to Bloom's Taxonomy and Neuner's Übungstypologie. The study found that the representation of Bloom's Taxonomy appears in exercise types covering the

cognitive, psychomotor, and affective domains, while the representation of Übungstypologie is mostly found in the exercise types in *Netzwerk A1*, although some exercise types are not present due to their lack of relevance to current conditions. However, no research assessing the alignment of the textbook *Netzwerk Neu*, the latest version and a revised edition of *Netzwerk*, with the criteria proposed by Funk (2005) and Mukundan et al. (2011) has been conducted. In addition, the analysis conducted by Harsaid et al. (2024) on the Phase F Indonesian language textbook revealed that the learning materials presented tend to be neutral and lack the capacity to stimulate students' critical thinking. This indicates that many textbooks have yet to fully implement a critical pedagogy approach, thus failing to foster students' reflective awareness and active engagement with relevant social issues.

The issue that arises is that, although *Netzwerk Neu* (Dengler et al., 2019) has undergone improvements and updates, there has been no specific research analyzing its alignment with comprehensive textbook evaluation criteria, such as those developed by Funk (2005) and Mukundan et al. (2011). This creates a need to evaluate the textbook to ensure that it not only meets curricular needs but also optimally supports students' language skills and aligns with technological advancements and the demands of modern learning.

To address this issue, this study aimed to describe the alignment of the textbook *Netzwerk Neu* with the evaluation criteria developed by Funk (2005) and Mukundan et al. (2011), as well as to analyze the extent to which this textbook meets essential elements in German language teaching. Given that education is constantly evolving with time (Bingesti, 2019), a textbook must always be updated and remain relevant to current issues. Therefore, this study is expected to contribute to improving the selection and use of textbooks in German language teaching in educational institutions.

B. Method

This study employed a content analysis method with a qualitative approach to describe the alignment of the textbook *Netzwerk Neu A1* with the criteria proposed by Funk (2005) and Mukundan et al. (2011). Content analysis was selected as it was deemed able to facilitate the researcher in examining data in the form of text, images, and expressions presented in the textbook in depth—not merely as representations of physical events, but also as objects that could be read, interpreted, and meaningfully analyzed (Krippendorff, 2013). The qualitative approach was chosen in accordance with the nature of the study, which focused on investigating a natural object, where the researcher served as the primary instrument for data collection and analysis, and triangulation was employed to enhance the validity of the findings (Sugiyono, 2016).

The primary data source in this study was the textbook *Netzwerk Neu A1*, which was analyzed in terms of its content, vocabulary, supplementary tools, exercises, instructions, media, and visual design. In addition, supporting data was obtained from the teacher's guidebook as well as supplementary learning media, including the mobile application, videos, and audio materials associated with the textbook. The data collection technique employed was documentation, which involved gathering various written and visual sources relevant to the phenomenon under study, thereby providing a comprehensive contextual understanding (Creswell, 2017).

During the analysis process, the researcher utilized an instrument in the form of an analysis table, structured according to the textbook evaluation categories proposed by Funk (2005) and Mukundan et al. (2011). Data analysis followed the six-step model of Krippendorff (2013), which includes: (1) unitizing—identifying and collecting data units such as vocabulary, exercises, instructions, media, and visuals; (2) sampling—selecting data relevant to the evaluation criteria; (3) recording or coding—documenting and categorizing the data within the analysis table based on predetermined categories; (4) reducing—simplifying the data by eliminating elements that do not meet the criteria; (5) inferring—drawing conclusions based on the analyzed data to answer the research questions; and (6) narrating—presenting the analysis results descriptively, supported by tables and compliance assessments.

To ensure the validity and credibility of the analysis results, data triangulation was conducted by involving an external validator with expertise and experience in textbook analysis. The validator provided evaluations and feedback through a validation sheet and open discussions, which were subsequently used by the researcher to strengthen and refine the research conclusions.

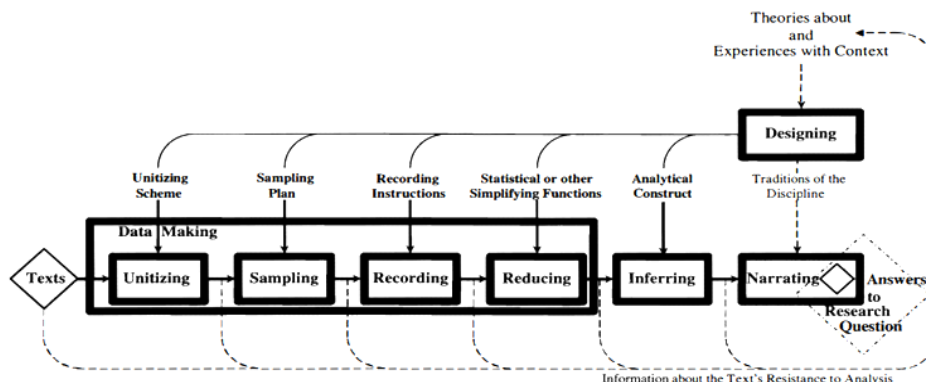


Figure 1. Flowchart of Data Analysis Technique by Krippendorff

The analytical stages adapted for the implementation of this study were as follows. In the first stage, the researcher collected and identified the data to be analyzed, including vocabulary, exercises, instructions, media, and visuals found in *Netzwerk Neu A1*, the teacher’s guidebook, and supporting tools, such as the mobile application, videos, and audio materials associated with *Netzwerk Neu A1*. In the sampling stage, the scope of the study was narrowed by selecting data relevant to the established evaluation criteria. During the recording or coding stage, the researcher documented the collected data and categorized it according to the textbook evaluation criteria proposed by Funk (2005) and Mukundan et al. (2011), organizing the information into an analysis table. In the reducing stage, the data was summarized and simplified, with irrelevant or non-compliant elements excluded from further analysis. The inferring stage involved drawing conclusions regarding the alignment of *Netzwerk Neu A1* with the specified criteria. The final stage, narrating, entailed describing the research process and findings in a descriptive manner, supported by an analysis table and an assessment of the textbook’s compliance. To ensure the validity of the analysis results, a triangulation process was conducted. The completed analysis table was reviewed by an external validator, i.e., a lecturer in German Language Education at Universitas Negeri Malang. Her selection was based on her expertise and extensive experience in textbook analysis, as well as her role as the instructor of the *Lehrwerkanalyse* (Textbook Analysis) course, which is closely aligned with the focus of this study. The validator evaluated the correspondence between the data and the analytical criteria, providing feedback and suggestions through a validation sheet and open discussions. These inputs were then utilized by the researcher as a basis for refining the conclusions of the analysis.

C. Results and Discussion

This study examined the feasibility of *Netzwerk Neu A1* based on 14 criteria, combining the frameworks proposed by Funk (2005) and Mukundan et al. (2011). The criteria include (1) completeness of media and concept, (2) curriculum alignment, (3) institutional suitability, (4) listening skills, (5) reading skills, (6) speaking skills, (7) writing skills, (8) task and exercise design, (9) grammar and phonetics, (10) vocabulary, (11) content/culture, (12) assessment/self-assessment, (13) methodology, and (14) physical appeal. The analysis of this textbook based on these criteria is presented as follows.

1. Media and Concept Completeness

The textbook *Netzwerk Neu A1* is complemented by a mobile application called Klett Augmented, which is integral to the textbook and available for download from app stores. There is also an online site containing Lösungen and Transcriptte at www.klett-sprachen.de/netzwerk-neu. Audio and video are available for downloading at www.klett-sprachen.de/netzwerk-new/medienA1.

The *Lehrerhandbuch* (LHB) describes the didactic concept of the media. It includes (1) audio that can be downloaded using the code in the Klett Augmented application, (2) “Die Netzwerk-WG” video for practicing listening skills and visual comprehension related to daily life in German, which is integrated with *Kursbuch Netzwerk Neu A1*, (3) Klett augmented application, used by scanning pages in *Kursbuch Netzwerk Neu A1* (KNA) and *Übungsbuch Netzwerk Neu A1* (ÜNA) and then automatically loading all media files containing audio, video, additional exercises, and vocabulary games, (4) Moodle platform, which provides online exercises, assignments, and tests adapted from KNA, (5) Instagram account (<https://www.instagram.com/netzwerk.wg>) providing students with updates on the daily life of the main characters in the movie and communicate in German authentically, (6) Facebook account (<https://www.facebook.com/beakretschmar>) providing students with a means to communicate directly with the characters and learn German culture, (7) Learning Management System (LMS), which is a learning platform that teachers can use to access all content, communicate via message boards, post homework, manage and evaluate student learning progress, and provide personalized exercises, (8) Digitales Unterrichtspaket, which provides downloadable media and helps teachers prepare flexible and organized lessons, (9) Interactive Tafelbilder, which offers pronunciation hints of fun topics in KNA for varied and communicative learning, and (10) Testheft Mit Audio, which provides tests examining vocabulary, grammar, and the four language skills to assess students' learning progress. It also includes preparation for the Goethe-Institut, telc, and ÖSD standardized exams. The online site integrated with the book cannot be accessed for free, so learners need the code printed in the book. Based on the explanation above, this book is considered to meet the criterion of concept and media completeness according to Funk (2005).

2. Curriculum Calibration

Netzwerk Neu A1 is oriented to the Gemeinsamer Europäischer Referenzrahmen (GER) standards as the language guidelines applicable in the European Union in the selection of themes and materials at the A1 level. The materials and themes to be studied are written in the table of contents of *Netzwerk Neu A1*. *Netzwerk Neu A1* is used as a textbook in the German Language Education Study Program at the State University of Malang for 1st semester students in the *Sprachkompetenz Deutsch 1* course. According to the German Language Study Program curriculum in 2023, the learning objectives in the course are: (a) students have the knowledge and ability to speak and write in German at the A1 level, (b) students understand and use very simple sentences related to daily life for slow-paced conversation, as well as (c) students are able to introduce themselves and others and have simple and light conversations on certain topics receptively and productively. These learning objectives are relevant to *Netzwerk Neu A1*, which is intended for basic level learners, so that the textbook meets the criterion for curriculum alignment according to Funk (2005).

3. Institutional Relevance

The *Deutsche Sprachkompetenz 1* course has a weight of eight credits. Based on the learning system of Universitas Negeri Malang, one credit is equal to 170 minutes per week. One semester consists of 16 weeks, meaning that the total learning time for each semester is 362 hours 40 minutes.

The LHB states that *Netzwerk Neu A1* can be completed in 80–100 hours. Based on the GER standards, it takes between 80 and 200 hours to learn German at the A1 level, meaning that the time provided for one semester exceeds the time required.

The LHB also describes that this book is for intensive practice, with a total of 12 chapters set to be completed in a shorter time by skipping some exercises in the classroom and assigning the exercises for homework. There is no information on teachers' qualifications to teach using *Netzwerk Neu A1*. According to the Common European Framework of Reference for Languages (CEFR), to teach German at the A1 level teachers must have at least B2 level language competence. Therefore, it is concluded that this textbook meets the criterion for institutional relevance as outlined by Funk (2005).

4. Listening Skill

KNA features 88 listening exercises, while ÜNA features 84. The exercises refer to the GER standards with dialog variations in the form of telephone conversations, interviews, *Radiosendung*, and daily conversations. For example, on page 116 of KNA a conversation between a radio announcer and a radio listener is presented. There are also monolog variations in the form of *Fernsehprogramm*, *Sprachnachrichten*, and radio. For example, on page 71, a radio audio related to the advertisement of an event is played. The audio is presented authentically with background sounds showing the atmosphere of certain places in the conversation, such as in *Bahnhof*, *Taxi*, *Markt*, *Restaurant*, and other places. Listening exercises to practice pronunciation are also found in KNA, with 20 exercises, and in ÜNA, with 22 exercises.

There are listening to exercises to prepare for comprehension, controlled exercises, and exercises to test comprehension, for example, exercises a–c on page 13 of KNA. First, a monolog introducing the numbers 0–20 with pictures is presented, and students are asked to listen and recite (comprehension preparation). Next, students are asked to listen to a dialog and record phone numbers (controlled practice). Finally, students are asked to pair up to have a simple conversation related to asking for phone numbers with the help of *redemittel* (comprehension testing).

In listening practices, the right listening strategy is needed, so that students can make plans when listening, understand the audio played, and can use the information that has been obtained when listening (Purwanti, 2014). According to Bolton (1996), listening strategies are threefold, namely, (1) global listening by listening to the whole to understand the content of a text, (2) selective listening to find information that is being sought, and (3) listening in detail by listening in detail to each part of the audio. The results of the analysis showed that in KNA there are 42 selective listening exercises. For example, in exercise 15b on page 71 of KNA, a radio broadcast is presented, and students are asked to fill in some missing information. The exercise is accompanied by a selective listening strategy. In addition, there are 21 global listening exercises in KNA, but these are not accompanied by a global listening strategy. For example, in exercise 3a on page 83 of KNA, a conversation is presented, then students are asked to determine what theme is being discussed. Audio texts are also used for expressing emotional attitudes to hone language sensitivity, marked with a grey box titled *gut gesagt!*. Therefore, it is concluded that this textbook meets the criterion for listening skills according to Funk (2005).

5. Reading Skill

In KNA there are 82 reading exercises, and in ÜNA there are 46. The texts presented refer to the GER standards with several variations, such as *Einladung*, *E-mail*, *Anzeigen*, *Nachrichten*, *Narrative Texte*, *Klappentext*, *Formular*, *Landkarte*, *Homepage*, and so on. Reading exercises are also presented for comprehension preparation, controlled practice, and comprehension testing. For example, in exercise 8a–c on page 15, students are first asked to read a text accompanied by pictures related to language and country, then they are asked to fill in a table according to the information in the text (comprehension preparation). Next, students are asked to match the name of a country

and the appropriate language (controlled practice). Finally, students are asked to create a dialog with their peers related to language and country with the help of *redemittel* (comprehension testing).

In learning a foreign language, reading skills are an important aspect to master. According to Bolton (1996), reading strategies are divided into three, namely, (1) global reading by reading the whole to understand the content of a text, (2) selective reading by skimming to find the information being sought, and (3) reading in detail by reading in detail each part in the text. In *Netzwerk Neu A1*, there are 78 selective reading exercises accompanied by strategies that are presented explicitly. For example, on page 70 of KNA, a text is presented, and students are asked to fill in a table with information contained in the text. In addition, *Netzwerk Neu A1* contains 50 global reading exercises. For example, on page 132 of KNA, students are presented with several texts and asked to determine what title corresponds to the texts. Therefore, it is concluded that this textbook meets the criterion for reading skills as outlined by Funk (2005).

6. Speaking Skill

Speaking skills are one of the most important components in language learning. By speaking, students can practice German language skills to communicate directly and convey ideas (Pasu et al., 2022). In *Netzwerk Neu A1*, there are also speaking exercises. The dialogs presented are in accordance with the GER standards with a description of the learner's ability (*Kannbeschreibung*) listed in the table of contents. The speaking exercises presented are varied, including exercises on answering a phone call, explaining about hobbies, presenting project tasks, and making requests. In speaking exercises, students have the opportunity to speak as themselves. For example, on page 20 of KNA, students are asked to tell about their hobbies.

Speaking exercises are also given continuously in the same pattern, with three types of exercises: (1) dialogs—in 61 exercises, including daily conversations, role-playing, and conducting interviews, e.g., on page 12 of KNA; (2) monologs—in 23 exercises, including telling about interesting events according to students, e.g., on page 70 of KNA; and (3) presentations—in five exercises, including presenting examples of interesting jobs and what students like about their hometown, e.g., on page 71 of KNA. Based on the results of the analysis, this textbook meets the criterion for speaking skills according to Funk (2005).

7. Writing Skill





Writing is a language skill for indirect communication and is a productive and expressive activity (Tarigan, 2008). To have good writing skills it requires a learning process and practice that is not easy (Brown, 2001). Therefore, KNA presents 16 writing exercises and ÜNA presents 19 writing exercises to help improve students' writing skills. There are several variations of writing exercises, such as writing letters, *Postkarte*, short texts, answers to invitations, and e-mails. Students have the opportunity to write about themselves with some help in the form of examples and strategies. For example, on page 107 of KNA, students are asked to write about their place of residence which has previously been presented as an example. In doing project tasks, students are given help in the form of text examples. In presenting project tasks, certain symbols are given as markers. Based on the analysis, this textbook meets the criterion for writing skills according to Funk (2005).

8. Exercise and Task Concept

In *Netzwerk Neu A1*, the presentation of tasks always starts with exercises first. The type of exercise is considered good if it is in line with the learning objectives. For example, if the goal is for students to be able to speak fluently, then the exercises needed are those that allow students to practice speaking skills directly (Funk et al., 2014). Not all skill exercises in this book are presented separately; there are some exercises that cover some of the four language skills simultaneously. The

teaching materials present linguistic tasks and exercises related to *Sitz im Leben* with a balanced ratio between tasks and exercises. In this book, the types of tasks and exercises are highly varied, with no dominance by one particular type. For example, there are exercises in which students are asked to fill in the blanks in incomplete sentences, match pictures, vary dialogs, fill in tables, and others. The variety of exercise types is necessary to help students understand theory and apply it in practice (Funk et al., 2014). To make it easier for students to distinguish each type of exercise, this book applies certain symbols with the following details:

Table 1. Example Symbols of Exercises and Tasks

Symbols	Meaning
	Listening exercise
	Listening practice and pronunciation training
	Writing exercise
	Doing research or project work

9. Grammar and Phonetics

Grammar learning is always presented together with other linguistic elements according to the context and communication. The LHB states, “*die Grammatik wird in Netzwerk neu kontextgebunden und kommunikationsrelevant eingeführt*”, which means each chapter has its own grammar learning material to prevent the delivery of materials from being mixed up. For example, the grammar learning material *Verben und Personalpronomen* is used for the context of introducing oneself and others.

Grammar learning in *Netzwerk Neu A1* is presented gradually, starting from the easiest level in small steps in the form of inductive and deductive exercises. For example, on page 12 of KNA, *W-Frage (Wie, Woher, Wo)* grammar learning material is presented. The inductive exercise starts with a small step by presenting audio, and students are asked to match between questions and answers. After that, students are trained to use *W-Frage* to conduct interviews. In addition, the LHB also writes, “*beginnt das Grammatiklernen mit leichter Anwendung und Erfolgserlebnissen. Im Übungsbuch wird die Grammatik kleinschrittig sowohl über inductive als auch deductive Aufgaben vertieft*”, which means grammar learning starts with easy application and successful experience in learning. In the workbook, students are guided deeper into grammar in small steps using inductive and deductive tasks.

In KNA, students are provided with a summary of grammar material in an orange box to help them develop their understanding of grammar rules. Grammar exercises are also provided repeatedly, and at the end of each chapter there is a “*Kurs und Klar*” section that summarizes the grammar learned. This makes it easy for students to recall and reinforce their understanding of the grammar material.

The purpose of learning pronunciation is so that students can pronounce words in German, allowing them to be easily understood by the interlocutor and avoid mistakes in speaking and reading (Setyowati et al., 2017). To practice pronunciation, 20 pronunciation exercises are presented in KNA and 22 in ÜNA, which are connected with other tasks according to the context. These pronunciation exercises begin with an example through audio (listening), which students need to imitate.

To help practice pronunciation, there is also an *Alphabetische Wortliste* on pages 162-167. For each word in this book, special symbols are used to show how the letter is pronounced. An

underline on the letter indicates that the letter is pronounced long, while a dot symbol under the letter indicates that the letter is pronounced short.

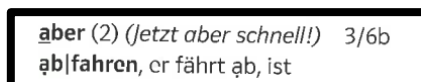


Figure 2. Examples of Vocabulary in the *Alphabetische Wortliste*

Communicative expressions are also presented explicitly in context and are summarized at the end of each chapter in the “*Kurs und Klar*” section. Therefore, it is concluded that this textbook meets the criterion for grammar and phonetics as outlined by Funk (2005).

10. Vocabulary

Comprehension vocabulary is presented in the *Alphabetische Wortliste* on pages 162–167 of KNA. There are 1,481 words, 1,185 of which are typed in bold to indicate that they are at the A1 level. There is no exact information in the GER standards on how many words are in each level. According to Milton et al. (2009), the approximate number of words in each level is detailed as follows:

Table 2. Number of Vocabulary at Each Language Level

Level	Number of vocabularies
A1	<1500
A2	1500 – 2500
B1	2750 – 3250
B2	3250 – 3750
C1	3750 – 4500
C2	4500 – 5000

Based on the results of the analysis above, the number of words that appear in *Netzwerk Neu A1* is appropriate for Level A1. Each word in the *Alphabetische Wortliste* is equipped with the article, pronunciation guide, and example sentences in the book. An example is provided below.

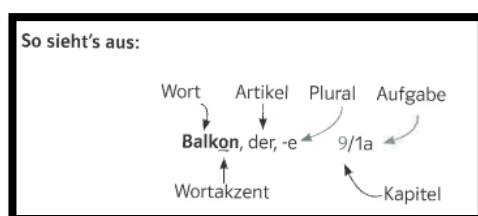


Figure 3. Example of Vocabulary in the *Alphabetische Wortliste*

Productive vocabulary is displayed in each chapter in ÜNA. The vocabulary in this book is oriented to *Profile Deutsch*, including vocabulary related to *Personalien, Information zur Person, Wohnen, Umwelt, Reise und Verkehr, Verpflegung*, and others. Vocabulary learning is also accompanied by pictures, and students are involved in vocabulary selection.

The vocabulary list to be learned is included in the table of contents. KNA also contains internationalism vocabulary. In KNA, there is *Kurs Und Klar* in each chapter covering the vocabulary that has been learned to make it easier for students to recall. In ÜNA, there is a

Lernwortschatz at the end of each chapter for students to practice vocabulary comprehension. There are strategies for memorizing vocabulary in ÜNA, marked with grey boxes, e.g., on page 25. The vocabulary that has been learned is practiced directly both in KNA and ÜNA. Therefore, it is concluded that this textbook meets the criterion for vocabulary as outlined by Funk (2005).

11. Content/Culture

In *Netzwerk Neu A1*, cultural learning is delivered explicitly and listed in the table of contents. Cultural learning is conveyed implicitly, marked with a grey background in each chapter, e.g., on page 123. There is cultural learning related to events on holidays held in Germany, such as *Oktoberfest*, *Weihnachtsmarkt*, and *Bregenzer Festspiele*.

Cultural learning also aims to build students' perceptions of both foreign cultures and cultures of their own. Students are required to know the contrast between German culture and Indonesian culture through the delivery of information regarding German culture and observing their own culture, hence enhancing cross-cultural understanding (Nastiti, 2022). Cross-cultural learning is characterized by exercises that introduce foreign cultures first, followed by questions related to students' own culture. For example, page 107 of KNA first introduces various types of residences in Germany and then asks students to research and write about residences in their country.

Cultural learning in this book also considers learning for professional purposes. For example, on page 97 of KNA, an exercise introduces the culture of having short conversations in the professional domain, i.e., in the office. The LHB presents additional information related to culture that teachers can convey in learning (see Figure 4 for example).



Figure 4. Example of Cultural Information on LHB

Therefore, this textbook is considered meeting the criterion for content/culture as outlined by Funk (2005).

12. Assessment/Self-Assessment

Assessment is necessary to determine students' learning outcomes in the learning process. Learning outcomes inform on the level of learning success that students achieve in developing their abilities (Rahmah et al., 2019). In *Netzwerk Neu A1*, learning assessment is integrated with the delivery of learning material. KNA contains four *Plattformen*, while ÜNA contains four *Prüfungstraining*, allowing students to practice as preparation for an exam and learn strategies and tips for the exam. Assessment is also supported by several learning media, such as (1) *Testheft mit Audio*, which provides tests on vocabulary, grammar, and the four language skills to assess students' learning progress, and (2) Moodle, which provides online exercises, assignments, and tests integrated with the textbook. In each chapter of ÜNA, there is a section entitled "*das kann ich nach*" which students can use to assess their self-understanding of what they have learned. Thus, it is concluded that *Netzwerk Neu A1* meets the criterion for assessment/self-assessment according to Funk (2005).

13. Methodology

The learning activities in *Netzwerk Neu A1* can be flexibly used in class or online self-study. Some learning media support online learning, such as (1) Instagram, (2) Facebook, (3) Moodle, (4) Klett Augmented App, and (5) LMS. There are also learning activities that can be explored offline, such as the *Wiederholungsspiel* game using dice page 38 of KNA.

One of the factors determining the success of learning is students' enthusiasm about learning, which can be increased using fun and varied learning methods (RimahDani, 2023). The learning activities in this textbook use blended learning methods that are suitable for all situations, including explanations in the LHB related to supporting tools and learning alternatives that teachers can use to explore learning activities, such as group tasks, working in pairs, role-playing, learning using flash cards, reading magazines, listening to songs, and so on.

The LHB states, "*Bestimmte Teile aus dem Kursbuch können nur kurz im Unterricht oder von den Lernenden zu Hause bearbeitet werden - sei es als Hausaufgabe im Buch oder Heft oder aber online über das Blended-Learning-Programm - und manches kann ganz wegfallen*", which means certain parts of KNA can be done briefly in class or done by students at home as homework or done online through a blended-learning program. Some parts of KNA can also be omitted altogether. Thus, it is concluded that *Netzwerk Neu A1* meets the methodological criterion according to Mukundan et al. (2011).

14. Physical Attractiveness

To find out whether the price of *Netzwerk Neu A1* is appropriate, comparison with the prices of other books is necessary. Based on the official website of the Katalis publisher, *Netzwerk Neu A1* is priced at IDR 325,000 for a package containing *Kursbuch* and *Übungsbuch*. For comparison, *Beste Freunde* is sold for IDR 120,000, *Kontakte Deutsch* is sold for Rp. 50,000, and *Super Deutsch* is sold for IDR 198,000. Compared to these other German language textbooks, *Netzwerk Neu A1* is expensive.

The four standards of textbook eligibility concern content, language, presentation, and graphics. In assessing the physical attractiveness, there are three indicators to consider, namely, book dimensions, book cover appearance, and book content appearance (Azhari, 2018). The book cover page looks attractive with the dominance of red color. In addition, some colors are used as material markers. For example, orange indicates grammar, and a grey background is used for culture. Text and visuals are used effectively according to learning needs. The images displayed are also authentic and uniform. The design concept and illustrations are created by a collaboration of several artists, including Florence Dailleux, Barbara Jung, Petra Zimmerer, and others.

It is not explained what font is used in this book. The researcher surmised that the font used is a sans-serif type that is commonly used for education and official documents. Some of the closest sans-serif font types are Arial and Helvetica. The fonts are neat and easy to read. In conclusion, based on the analysis, this book meets the criterion for physical attractiveness according to Mukundan et al. (2011).

The analysis revealed that the textbook *Netzwerk Neu A1* fulfils all the criteria proposed by Funk (2005) and Mukundan et al. (2011). These findings indicate that *Netzwerk Neu A1* is a comprehensive and relevant textbook for beginner-level German language instruction. However, certain criteria warrant reconsideration, particularly in the area of instructional media—such as the inclusion of CD-ROMs, which have largely been replaced by app-based digital media. This highlights the necessity of updating Funk's criteria to remain responsive to current developments in educational technology. Thus, this study not only provides a descriptive evaluation of the textbook's content alignment but also serves as a critical reflection on the relevance of the applied evaluation framework, offering insights for the future development of textbook analysis instruments.

D. Conclusion

In conclusion, the textbook *Netzwerk Neu A1* meets all the textbook evaluation criteria established by Funk (2005) and Mukundan et al. (2011), encompassing aspects such as media completeness, curriculum alignment, institutional relevance, the four language skills, exercise and task design, grammar and phonetics, vocabulary, cultural content, assessment/self-assessment, methodology, and physical attractiveness. The findings of this study indicate that *Netzwerk Neu A1* is a suitable and effective textbook for use in basic-level German language instruction. Furthermore, this research underscores the importance of regularly updating textbook evaluation criteria to ensure their alignment with current educational and technological developments, thereby enhancing the quality of German language teaching in the future.

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