

AN ANALYSIS OF CONTENT AND LISTENING MATERIAL: HOW WELL DOES “ENGLISH FOR NUSANTARA” ALIGN WITH PHASE D LEARNING OUTCOMES?

Choirul Yakfi ¹, Siswoyo ², Kurniati ³

Muhammadiyah University of Pringsewu Lampung^{1,2,3}

Email: [choirul.2020406404005@student.umpri.ac.id](mailto:choirul.2020406404005@student umpri.ac.id)¹, Siswoyo@umpri.ac.id²,
Kurniati@umpri.ac.id³

Abstract

This research analyzes the eighth-grade English textbook, "English for Nusantara," for its alignment with the Merdeka Curriculum. The objective is to analyze the textbook's content, instructional support, language, and presentation, as well as its relevancy with Phase D Learning Outcomes. Using criteria from the National Education Standards Agency, adapted to a 1-5 scale, the methodology involves content analysis and checklist evaluations. Results indicate high appropriateness scores in content (87%), instructional support (85%), language (83%), and presentation (80%), with an overall score of 84%, classified as "Good." The textbook covers Listening (30%), Reading (32%), Speaking (11%), Viewing (11%), Writing (11%), and Representing (6%), promoting comprehensive language skill development. The research confirms the textbook's alignment with the curriculum and suggests areas for improvement.

Article History

Submitted: 14 Juli 2024

Accepted: 19 Juli 2024

Published: 20 Juli 2024

Key Words

English for Nusantara, Listening Material, Merdeka Curriculum, Phase D Learning Outcome, Textbook Analysis.

Abstrak

Penelitian ini menganalisis buku teks bahasa Inggris kelas delapan, "English for Nusantara," untuk kesesuaiannya dengan Kurikulum Merdeka. Tujuannya adalah untuk menganalisis konten, dukungan instruksional, bahasa, dan penyajiannya, serta relevansinya dengan Capaian Pembelajaran Fase D. Menggunakan kriteria dari Badan Standar Nasional Pendidikan, yang diadaptasi ke skala 1-5, metodologi penelitian ini melibatkan analisis konten dan checklist. Hasil penelitian menunjukkan skor kesesuaian yang tinggi pada konten (87%), dukungan instruksional (85%), bahasa (83%), dan penyajian (80%), dengan skor keseluruhan 84%, yang diklasifikasikan sebagai "Baik." Buku teks ini mencakup Mendengarkan (30%), Membaca (32%), Berbicara (11%), Menonton (11%), Menulis (11%), dan Mewakili (6%), yang mendorong pengembangan keterampilan bahasa yang komprehensif. Penelitian ini mengkonfirmasi kesesuaian buku teks dengan kurikulum dan mengidentifikasi area yang perlu ditingkatkan.

Sejarah Artikel

Submitted: 14 Juli 2024

Accepted: 19 Juli 2024

Published: 20 Juli 2024

Kata Kunci

English for Nusantara, Materi Mendengarkan, Kurikulum Merdeka, Capaian Pembelajaran Fase D, Analisis Buku Teks.

Introduction

English has emerged as a global lingua franca, bridging diverse linguistic, cultural, and traditional backgrounds (Rao, 2019). In educational contexts worldwide, English serves as a key tool for communication and knowledge exchange, emphasizing its role in fostering global connections and academic advancement (Rao, 2019). In Indonesia, English education is mandatory at various educational levels, reflecting its significance in both national and international contexts (Putri & Ambarwati, 2023). Textbooks are essential educational resources for delivering structured English language instruction that supports curriculum goals and student learning outcomes (Putri & Ambarwati, 2023).

Despite English's global importance, there is a notable gap in the implementation of the current English textbook. The Merdeka Curriculum, introduced to offer a more flexible, student-centered approach to education, has revealed challenges in creating effective learning materials (Rahayu et al., 2022). Specifically, there is the current textbook that is not fully

implemented, especially in addressing essential language skills like listening comprehension (Angga et al., 2022). This gap necessitates a thorough examination of existing resources to ensure they meet curriculum standards and students' needs.

To address these issues, this study conducts a comprehensive content analysis of the "English for Nusantara" textbook. The analysis evaluates the textbook's content, instructional support, language, and presentation against National Education Standards Agency (BSNP) criteria and assesses its alignment with the Phase D Learning Outcomes of the Merdeka Curriculum (BSKAP, 2022). Additionally, the study explores the effectiveness of the textbook's listening materials for developing students' listening skills, crucial for academic and practical communication success (Afriyuninda & Oktaviani, 2021; Nushi & Orouji, 2020).

The primary objective is to analyse the "English for Nusantara" textbook's content and listening materials to determine their alignment with Phase D Learning Outcomes of the Merdeka Curriculum. This study aims to evaluate the textbook's appropriateness in terms of content, instructional support, language, and presentation. The research seeks to offer recommendations for improving English textbooks to better meet curriculum standards and improve student outcomes.

Previous research has examined various aspects of English textbooks and their alignment with curriculum standards. Hidayah (2021) analyzed the "When English Rings A Bell" textbook for junior high school students, focusing on content, language, and presentation against 2017 textbook revised edition. Similarly, Sari (2023) investigated illocutionary acts in the "English for Nusantara" textbook. Bulqiyah & Ambarwati (2023) assessed the "My Next Words" textbook for elementary students based on BSNP criteria, while Febraningrum & Suroso (2023) evaluated the "English for Nusantara" textbook for seventh graders. Romania (2022) provided a foundation for analysing listening materials in high school textbooks under the 2013 Curriculum. These studies emphasize the importance of evaluating textbooks for curriculum alignment and effectiveness.

In light of these considerations, this study aims to analyse the "English for Nusantara" textbook's content and listening materials in relation to the Phase D Learning Outcomes of the Merdeka Curriculum. The findings will contribute to the broader discussion on textbook evaluation and offer practical recommendations for improving English language resources for junior high school students in Indonesia. Thus, this study is titled: **"An Analysis of Content and Listening Material: How Well Does 'English for Nusantara' Align with Phase D Learning Outcomes?"**

Research Method

This study adopts a qualitative research design with a content analysis approach. Qualitative research aims to explore and understand phenomena through non-numerical data such as text analysis, interviews, and observations (Murdiyanto, 2020). Content analysis, a key qualitative method, examines and interprets textual data to identify patterns and evaluate specific characteristics (Ary et al., 2014). This research evaluates the content and listening materials of the English textbook "English for Nusantara" against the Merdeka Curriculum to assess their alignment with learning outcomes and educational standards.

The primary instrument for this study is the researcher, responsible for data collection, analysis, and interpretation (Sugiyono, 2015). Secondary instruments include evaluation criteria derived from the National Education Standards Agency and the Merdeka Curriculum. These criteria are used to create checklists for assessing the textbook's content and listening materials. The checklists provide structured tools for evaluating the textbook's appropriateness based on established educational frameworks.

Data analysis utilizes content analysis with a Scoring Likert Scale to assess textbook content against predefined criteria (Juniati & Abadi, 2017). Credibility is ensured through source triangulation, involving collaboration with English teachers for validation (Sugiyono, 2015). Dependability is maintained using audit trails for review and verification of research findings (Ary et al., 2014). The final analysis calculates the percentage of criteria met to evaluate the textbook's alignment with the Merdeka Curriculum.

Result Findings

This analysis was conducted by two individuals: R1, the researcher, and R2, the English teacher at UPT SMPN 4 Pringsewu, Mr. Dedi Kusnadi, S.Pd.. This process was part of source triangulation, and by involving the expertise and experience of the teacher, the English teacher's perspectives complemented the researcher's analysis. There are four aspects of the criteria: the appropriateness of the content, the appropriateness of instructional support, the appropriateness of language, and the appropriateness of presentation. The results of the analysis are as follows:

Table 1. The Analysis of the Appropriateness of the Content

ASPECT	CRITERIA	SCORE	
		R1	R2
The Appropriateness of the Content	The content presented is contextually relevant to the current curriculum and aids in accomplishing the objectives of national education.	5	4
	The explanations and information contained in the book are reliable, precise, and sourced from credible theoretical and empirical references.	3	4
	It highlights the importance of maintaining a balance between the depth and breadth of content that aligns with the student's level of development.	5	4
	The book presents information in a clear, concise, and unbiased manner.	4	5
	Emphasizing the value of <i>kebhinnekaan</i> .	5	5
	The book contains diverse examples of questions and exercises that are contextualized, catering to the needs of learners both in the present and the future.	4	4
	The questions and exercises are varied in terms of format and difficulty level, ensuring- comprehensive coverage of each topic in the book.		
	The book includes descriptions that cultivate character values and national awareness, emphasizing the importance of unity and harmony among the nation while embracing diversity and the spirit of cooperation.	5	4
Total		31	30
Percentage		89	86
Total Average ((R1+R2)/2) (%)		87%	
Criteria Fulfilment (Good/Fair/Sufficient/Poor)		Good	

The eighth-grade textbook English for Nusantara has been evaluated and deemed "Good" for content appropriateness. It is contextually relevant, supports national education goals, and offers reliable, precise information from credible sources. The content is well-balanced for students' developmental levels and is presented clearly and impartially, emphasizing *kebhinnekaan* (diversity). The textbook includes diverse and varied questions and exercises, promoting character values and national awareness. It effectively meets all criteria for content appropriateness.

Table 2. The Analysis of the Appropriateness of Instructional Support

ASPECT	CRITERIA	SCORE	
		R1	R2
The Appropriateness of Instructional Support	The book contains a wide range of sequential and easily understandable activities that motivate and inspire students to actively participate.	5	4
	The explanations and information contained in the book are reliable, precise, and sourced from credible theoretical and empirical references.	4	4
Total		9	8
Percentage		90	80
Total Average ((R1+R2)/2) (%)		87%	
Criteria Fulfilment (Good/Fair/Sufficient/Poor)		Good	

The eighth-grade textbook *English for Nusantara* has been evaluated and rated "Good" for the appropriateness of its instructional support. It features a variety of sequential and engaging activities that motivate students to participate actively. The textbook includes contextual case examples that foster 21st-century skills, such as creativity, critical thinking, collaboration, and communication. Overall, it provides effective instructional support for achieving educational outcomes.

Table 3. The Analysis of the Appropriateness of Language

ASPECT	CRITERIA	SCORE	
		R1	R2
The Appropriateness of Language	The book utilizes effective, clear, communicative, and informative sentences that are interconnected and appropriate for the learners' developmental level.	4	4
	The book contains accurate and discipline-specific words and terms that are suitable for the learners' developmental stage and align with the corresponding academic disciplines.	4	4
	The explanations adhere to the prevailing rules and norms and are free from any discriminatory content based on ethnicity, religion, race, or social groups.	5	4
	Employing appropriate and accurate grammar	4	4
Total		17	16
Percentage		85	80

ASPECT	CRITERIA	SCORE	
		R1	R2
Total Average ((R1+R2)/2) (%)		83%	
Criteria Fulfilment (Good/Fair/Sufficient/Poor)		Good	

The analysis of the eighth-grade textbook *English for Nusantara* reveals that it meets all criteria for the Appropriateness of Language, earning a "Good" classification. The textbook uses clear, communicative sentences suitable for the learners' developmental level and incorporates accurate, discipline-specific vocabulary. Its explanations follow rules and norms, ensuring inclusivity and avoiding discriminatory content. Additionally, the book demonstrates strong grammar usage, enhancing its effectiveness as a language learning resource.

Table 4. The Analysis of the Appropriateness of Presentation

ASPECT	CRITERIA	SCORE	
		R1	R2
The Appropriatenes of Presentation	The content is presented interestingly and cohesively, ensuring the preservation of its intended meaning.	4	4
	Images and visual illustrations are presented attractively and suitably to enhance the understanding of the content and align with the developmental needs of children.	5	4
	It excludes any sentences, images, and other illustrations that contain elements of pornography, extremism, radicalism, violence, discrimination based on race, religion, or ethnicity, gender bias, and other forms of deviation.	5	5
	In terms of physical aspects, it utilizes high-quality paper with good printing and binding standards.	2	3
Total		16	16
Percentage		80	80
Total Average ((R1+R2)/2) (%)		83%	
Criteria Fulfilment (Good/Fair/Sufficient/Poor)		Good	

The analysis of the eighth-grade textbook *English for Nusantara* shows that criteria 1 to 3 for the Appropriateness of Presentation are met and classified as "Good." The content is presented interestingly and cohesively, with effective visuals that enhance understanding and meet students' developmental needs. However, criterion 4, concerning the physical quality of the textbook, does not fully meet the "Good" standard due to issues with paper quality, printing, and binding. Despite this, the overall evaluation remains positive due to the engaging presentation and effective use of visuals.

Following the comprehensive content analysis, the next topic addresses the analysis of the listening materials, including a detailed examination of their themes and the alignment of Phase D Learning Outcomes. The listening materials explore various themes designed to enhance students' understanding and values. One theme center on Indonesia's Independence Day, celebrating its significance and cultural traditions while promoting national unity and patriotism. Another theme, based on "The Ugly Duckling," focuses on respecting differences

among individuals. Additionally, there are materials dedicated to environmental care, covering topics like reducing plastic use, sorting waste, and practicing good hygiene to support sustainable living. The dangers of littering are also addressed, highlighting its negative effects on rivers and potential for causing floods to instill environmental responsibility. Finally, a theme on self-acceptance encourages students to embrace their unique qualities and resist societal beauty standards, fostering personal growth and confidence.

Table 5. The Analysis of Listening Material

ASPECTS	CRITERIA	SCORE (%)	CRITERIA FULFILMENT
Language Complexity	The listening materials use simple English appropriate for students' proficiency level.	96%	Good
Relevance to Social and Classroom Settings	The material presents scenarios commonly encountered in social and classroom contexts, reflecting students' learning objectives.	97%	Good
Inclusion of Basic Vocabulary	Fundamental vocabulary necessary for expressing feelings, needs, and engaging in routine classroom activities is incorporated.	97%	Good
Representation of Everyday Situations	Scenarios reflective of everyday interactions are presented, offering practical language application opportunities.	95%	Good
Incorporation of Key Interaction Phrases	Key phrases essential for interaction, such as requests for repetition, clarification, and permission, are included to facilitate effective communication practice.	48%	Poor
Opportunities for Response Strategies	Students are provided with chances to practice response strategies like asking questions or seeking assistance, enhancing their communicative skills.	43%	Poor
Clarity of Instructions	Instructions within the material are clear and easily comprehensible, enabling students to follow them accurately.	71%	Fair
Identification of Important Information	Students are prompted to identify and understand key information conveyed in spoken content, fostering attentive listening skills.	89%	Good
Comprehension of Main Ideas	Students are required to comprehend the main ideas conveyed in both spoken and written formats, enhancing overall understanding.	95%	Good
Utilization of Audio-Visual Media	Audio-visual media is effectively utilized to aid students in comprehending and utilizing simple vocabulary with visual aids.	93%	Good
Average (%)		82%	

ASPECTS	CRITERIA	SCORE (%)	CRITERIA FULFILMENT
Criteria Fulfilment (Good/Fair/Sufficient/Poor)			Good

The listening materials are well-designed and effective for students' language development. It uses simple English appropriate for the students' levels, present relevant social and classroom scenarios, and incorporate essential vocabulary for practical use. While the materials effectively support language skills through relatable contexts and audio-visual media, they lack key interaction phrases and response strategies. Enhancing these aspects could further improve the materials' effectiveness in fostering communicative competence.

The next topic will cover the textbook overview and see how it aligns the learning outcomes for Phase D in the Merdeka Curriculum.

Table 6. Overview Sections of the Textbook

SECTION	TOTAL	%
Say What You Know	15	9,43%
Listening	14	8,81%
Speaking	5	3,14%
Reading	15	9,43%
Viewing	5	3,14%
Writing	5	3,14%
Representing	3	1,89%
Did You Know?	11	6,92%
Your Turn	15	9,43%
Fun Time	12	7,55%
Enrichment	15	9,43%
Reflection	5	3,14%
Progress Check	2	1,26%
Word Box	22	13,84%
Language Focus	15	9,43%
TOTAL	159	100,0%

The textbook offers a balanced and comprehensive approach to English language learning with a strategic content distribution. Core sections like "Say What You Know," "Reading," "Your Turn," "Enrichment," and "Language Focus" each make up 9.43% of the content, while "Listening" and "Fun Time" cover 8.81% and 7.55%, respectively. "Did You Know?" provides 6.92% of supplementary material. Smaller sections, such as "Speaking," "Viewing," "Writing," and "Reflection," account for 3.14% each, and "Representing" and "Progress Check" make up 1.89% and 1.26%. The largest section, "Word Box," at 13.84%, emphasizes vocabulary acquisition. This distribution ensures a well-rounded and engaging learning experience.

Table 7. Elements of Phase D in the Textbook

ELEMENTS	TOTAL IN THE BOOK	%
Listening	14	30%
Speaking	5	11%
Reading	15	32%
Viewing	5	11%
Writing	5	11%
Representing	3	6%
TOTAL	47	100%

The textbook "English for Nusantara" aligns well with the Phase D Learning Outcomes of the Merdeka Curriculum by effectively covering all six key elements: Listening, Speaking, Reading, Viewing, Writing, and Representing. Listening activities make up 30% of the content, while Reading dominates with 32%, emphasizing literacy and comprehension. Speaking, Viewing, and Writing each represent 11%, balancing oral, visual, and written communication skills. Representing constitutes 6%, supporting learners in presenting ideas through various media. This distribution ensures a comprehensive approach to developing essential English language skills for diverse contexts

Discussions

The textbook "English for Nusantara" demonstrates high standards in content appropriateness, with an average rating of 87%. It aligns well with the current curriculum and national educational goals, effectively emphasizing *kebhinnekaan*—celebrating diversity and national unity. The content is generally clear and relevant, though improvements could be made in ensuring the reliability of information and expanding the variety of examples and exercises to better meet diverse learner needs.

In terms of instructional support, the textbook scores 85%, reflecting effective and engaging activities that motivate students. However, there is potential for improvement in the reliability of explanations and expanding the range of activities to better support students' diverse learning needs. The language used in the textbook is appropriate for eighth graders, with an average score of 83%. While it is clear and communicative, there is room for enhancing grammatical accuracy and inclusivity to improve explanations and support a more inclusive learning environment.

The presentation of the textbook scores 80%, indicating that while the content is generally engaging and visually supportive, there are areas for improvement in the physical quality of the textbook, such as paper and binding, to enhance durability and usability. The analysis of the listening materials reveals that they are largely effective, aligning well with Phase D Learning Outcomes through relevant scenarios and audio-visual aids. However, there are gaps in including essential interaction phrases and response strategies, and instructions could be clearer to better support listening and communication skills.

Overall, the textbook aligns well with Phase D Learning Outcomes of the Merdeka Curriculum, covering essential elements like listening, reading, speaking, viewing, writing, and representing. While it excels in listening and reading, there is a need for more balance in speaking and writing activities to fully meet the curriculum's objectives and provide a comprehensive language education experience.

Conclusion

In conclusion, the research evaluates the eighth-grade English textbook "English for Nusantara" for its appropriateness and alignment with the Merdeka Curriculum's Phase D Learning Outcomes. The analysis confirms that the textbook is highly effective in supporting eighth-grade English education, demonstrating strong performance in content, instructional support, language, and presentation. The listening materials are generally well-designed but could benefit from more focus on key interaction phrases and response strategies. Overall, the textbook achieves a balanced approach by covering essential language skills and aligning well with the curriculum's educational goals, though there are opportunities for further enhancement to optimize language development.

References

- Afriyuninda, E., & Oktaviani, L. (2021). The Use of English Songs to Improve English Students' Listening Skills. In *Journal of English Language Teaching and Learning (JELTL)* (Vol. 2). Retrieved from <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. *Jurnal Basicedu*, 6(4), 5877–5889. <https://doi.org/10.31004/basicedu.v6i4.3149>
- Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2014). *Introduction to Research in Education 9th Edition* (9th ed.; L. Ganster, M. Kerr, L. Mafri, & G. Allen, Eds.). Wadsworth: Cengage Learning.
- Bulqiyah, D. A. A., & Ambarwati, E. K. (2023). A Content Analysis Of "My Next Words" English Textbook for Elementary Students. *JPBII*, 11(1), 2615–4404. <https://doi.org/10.23887/jpbi.v11i1.1776>
- Febraningrum, M. I. N., & Suroso, B. (2023). A Content Analysis of English Textbook "English for Nusantara" for 7 Grade Junior High School in Kurikulum Merdeka. *Proceedings Series on Social Sciences & Humanities*, 13, 145–152. <https://doi.org/10.30595/pssh.v13i.897>
- Hidayah, I. (2021). *A Content Analysis of English Textbook "When English Rings A Bell" for Second Grade of Junior High School*. The State Islamic Institute of Surakarta, Surakarta.
- Juniati, J., & Abadi, K. (2017). Content analysis method: a proposed scoring for quantitative and qualitative disclosures. In *Handbook of Research Methods in Corporate Social Responsibility*. Edward Elgar Publishing. <https://doi.org/10.4337/9781784710927.00028>
- (Kepala Badan Standar, K. D. A. P. K. P. K. R. D. T. (2022). *Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/Kr/2022 Tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka*. Jakarta.
- Murdiyanto, E. (2020). *Penelitian Kualitatif: Teori dan Aplikasi Disertai Contoh Proposal* (1st ed.). Yogyakarta: LPPM UPN Veteran Yogyakarta.
- Nushi, M., & Orouji, F. (2020). Investigating EFL Teachers' Views on Listening Difficulties Among Their Learners: The Case of Iranian Context. *SAGE Open*, 10(2). <https://doi.org/10.1177/2158244020917393>
- Putri, I. Y., & Ambarwati, E. K. (2023). An Analysis Digital Textbook for 2nd Grade Students "My Next Words." *JEELL (Journal of English Education, Linguistics and*

- Literature*) English Departement of STKIP PGRI Jombang, 9(2), 49.
<https://doi.org/10.32682/jeell.v9i2.2849>
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313–6319. <https://doi.org/10.31004/basicedu.v6i4.3237>
- Rao, P. S. (2019). The Role of English as A Global Language. *Research Journal of English (RJOE)*, 4(1), 65–79. Retrieved from [https://www.rjoe.org.in/Files/vol4issue1/new/OK%20RJOE-Srinu%20sir\(65-79\)%20rv.pdf](https://www.rjoe.org.in/Files/vol4issue1/new/OK%20RJOE-Srinu%20sir(65-79)%20rv.pdf)
- Romania, Y. O. (2022). *A Content Analysis on Listening Materials in English Textbook Based On 2013 Curriculum for The Tenth Grade Students At Senior High School 04 Bengkulu City*. Uin Fatmawati Sukarno Bengkulu, Bengkulu.
- Sari, E. R. (2023). *An Analysis of Illocutionary Acts in Student's Textbook "English for Nusantara" Based On Merdeka Curriculum Published By The Ministry Of Education And Culture*. State Institute of Islamic Studies Ponorogo, Ponorogo.
- Sugiyono. (2015). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (22nd ed.). Bandung: CV. Alfabeta.
- Ulumudin, I., Mahdiansyah, & Joko, B. S. (2017). *Buku Teks dan Pengayaan: Kelengkapan dan Kelayakan Buku Teks Kurikulum 2013 serta Kebijakan Penumbuhan Minat Baca Siswa* (L. H. Winingsih & Y. Wirda, Eds.). Jakarta: Pusat Standar dan Kebijakan Pendidikan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan.