

CEFR ALIGNMENT IN ENGLISH FOR NUSANTARA: EVALUATING A JUNIOR HIGH SCHOOL TEXTBOOK

Ahmad Rijali, Hidayah Nor*

Universitas Islam Negeri Antasari Banjarmasin, Banjarmasin, Indonesia

*Corresponding author's email: hidayahnor@uin-antasari.ac.id

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Abstract

This qualitative descriptive study evaluates the alignment of 'English for Nusantara' Grade IX textbook with the Common European Framework of Reference (CEFR) A2 level, addressing a critical need in Indonesia's English Language Teaching (ELT) landscape, especially with the ongoing Merdeka Curriculum. Data were systematically collected through detailed document analysis of Chapters 1 to 5, focusing comprehensively on listening, speaking, reading, and writing. A meticulously developed rubric checklist, derived from CEFR A2 descriptors, assessed the textbook's support for A2-level learning outcomes. Findings reveal a high degree of alignment with CEFR A2 across all four skills, indicating the textbook's strong potential to foster foundational communicative competence. Specifically, listening activities feature short, clear audio on familiar topics, promoting high-frequency vocabulary comprehension. Speaking tasks offer ample opportunities for basic, structured communication. Reading texts are concise, authentic, and visually supported, aiding basic reading strategies. Writing tasks effectively guide students in composing simple, connected sentences for practical purposes. These results underscore that 'English for Nusantara' textbook is highly suitable for the Merdeka Curriculum, serving as an effective and reliable pedagogical tool that empowers junior high school students to achieve targeted A2-level English proficiency, thereby contributing to their communicative abilities and readiness for further language learning.

Keywords: CEFR, English for Nusantara, Junior High School, Textbook

INTRODUCTION

In the globalized era, English proficiency is paramount for international communication, influencing education, business, and technology (Dutta, 2019). Strong English skills are essential for

individual competitiveness in the global job market and for accessing information effectively. Consequently, early English language instruction in schools is crucial for preparing students for the increasingly complex global challenges they will face. In this context, appropriate textbooks are essential for effective teaching and learning. In education, this principle extends to textbooks, which should act as dependable references aligned with clear educational objectives. Just as the Quran offers guidance without doubt, textbooks should be developed with clarity, integrity, and a commitment to truth to support the learning process effectively.

Textbooks are central to English language teaching, serving as primary sources of information and guidance for both teachers and students. Chen (2023) highlights that textbooks not only deliver the curriculum but also provide crucial support for less experienced educators. They aid students in grasping key concepts and practicing language skills through various exercises. Therefore, selecting the right textbook is critical for achieving desired learning outcomes, particularly in the competitive landscape of English language learning. According to Kodliuk et al. (2021), textbooks are educational books containing systematically organized teaching materials based on the applicable curriculum, tailored to student characteristics and needs. Huda et al. (2024) define textbooks as systematically arranged written sources used in academic activities to convey concepts, theories, and essential information.

Ubaidillah and Rizal (2023) state that textbooks play an important role in the learning interaction process by providing structures and content that support students' language development. Torkar et al. (2022) add that textbooks offer a framework that assists teachers and students in the learning process, ensuring material aligns with curriculum and educational goals, and also helps standardize teaching across various classes and schools. A study by Li and Wang (2024) found that the 2019 edition of chemistry textbooks in China was positively correlated with students' interest and attitudes toward chemistry lessons, even though it did not directly improve academic achievement, suggesting an influence on the affective domain of learning. Kong and Zhao (2025) note that textbooks help build positive values, develop scientific concepts, and serve as tools for evaluating learning achievement. Sievert et al. (2021) view textbooks as a bridge between curriculum and classroom implementation, offering systematic guidance for daily learning. Vasilenko and Vasilenko (2021) state that textbooks aid teachers in planning and ensure students receive materials aligned with nationally determined competencies. Huang et al. (2022) suggest that textbooks provide a pedagogical framework that supports independent learning, enabling teachers to adjust their teaching strategies in accordance with the content.

Despite their benefits, textbooks face certain limitations. Ye (2021) points out that printed textbooks tend to be more affordable and do not require electronic devices, unlike interactive digital resources or online learning programs. However, Huang et al. (2022) argue that textbooks not regularly updated can lead students to learn irrelevant or inaccurate information, particularly in rapidly evolving fields such as science or technology. Ye (2021) also suggests that reliance on printed textbooks can limit students' ability to explore material more deeply and dynamically. Vitta (2021) highlights that textbook content can reflect dominant values and inadvertently ignore minority groups, potentially reinforcing social stereotypes and posing ethical and pedagogical challenges in multicultural education. Vitta (2021) explains that through textbook analysis, educators can identify the extent to which textbooks support learning competencies and represent diverse perspectives and various viewpoints.

In practice, textbook analysis typically refers to a specific framework. One comprehensive framework, proposed by Bourdillon (2021), includes dimensions such as content structure and organization, content relevance to the curriculum, pedagogical quality, use of illustrations, and depiction of cultural and social values. Savitri et al. (2021) emphasize that a deep understanding of textbook content is essential for teaching to be not only technical but also reflective of the learner's socio-cultural context.

The Common European Framework of Reference for Languages (CEFR) is an international standard for assessing textbook quality, categorizing language skills into six levels from A1 (beginner) to C2 (proficient). Mohamed (2023) and Subekti et al. (2023) state that applying CEFR in English language learning helps students clearly track their progress. This framework enables textbook evaluation to ensure materials are relevant and align with expected competency standards (Nurhaliza, 2020). Jeon (2022) highlights that the CEFR's action-oriented approach emphasizes the active role of learners as social agents, fostering holistic language competencies across linguistic, sociolinguistic, and pragmatic aspects. Figueras et al. (2022) underscore that CEFR descriptors offer clear guidance for curriculum, material, and assessment development, covering various aspects of language competence. North (2021) confirms the global use of CEFR descriptors in preparing syllabi, developing teaching materials, and designing internationally compliant language tests.

The Council of Europe (2020) specifies that A2 level learners can understand frequently used expressions related to immediate relevance. North (2021) also notes that the CEFR Companion Volume introduces new concepts like mediation, action-oriented approaches, and plurilingualism, encouraging communicative, learner-centered teaching and adaptable assessments. Figueras et al. (2022) emphasize aligning teaching, learning, and evaluation with CEFR for transparency and consistency. Nikolovska et al. (2023) demonstrated that CEFR-based formative assessment can enhance the language competence of EFL teacher candidates. Duruk (2021) stresses that local adaptation and educator training are essential for successful CEFR implementation. Jeon (2024) suggests using the mediation scale in the CEFR Companion Volume to evaluate tasks in EFL textbooks, especially for elementary users. Banaruee et al. (2023) highlight the importance of reflecting cultural and plurilingual aspects in teaching materials, noting that CEFR encourages intercultural awareness. Yuksel et al. (2023) assessed the alignment between the English File textbook series and CEFR descriptors, particularly in productive skills.

English for Nusantara (Damayanti, et al., 2022) is a junior high school textbook in Indonesia that integrates local contexts with English learning materials to enhance relevance for students. This approach aims to boost learning motivation and help students apply English in daily life, fostering a more effective learning process through contextual understanding and active language use. Damayanti and Mukarto (2024) explain that the curriculum guiding this book emphasizes flexible, student-centered learning oriented towards developing competencies and character, with a focus on strengthening profil pelajar Pancasila (the Pancasila Student Profile). Nooralam and Sakhiyya (2022) state that this book is designed to integrate English teaching with Indonesian culture, enabling students to learn the language while appreciating Nusantara culture. The material covers various language skills and includes project-based activities that encourage active student participation. Anisah and Qamariah (2023) confirm that English for Nusantara was developed as an integral part of the Merdeka Curriculum, supporting a student-centered approach, local cultural exploration, and the values of the Pancasila Student Profile.

To ensure English for Nusantara effectively meets learning objectives, evaluating it against CEFR standards is crucial. Such an evaluation will identify the textbook's strengths and weaknesses, helping teachers select appropriate materials for student needs. Therefore, textbook evaluation impacts both the quality of teaching materials and the overall effectiveness of English language learning in secondary schools. Previous studies on textbook analysis and CEFR include Sulistiani (2024) conducted an Analysis of the English Textbook English for Nusantara Eighth Grade Based on CEFR Level B1, specifically investigating how the textbook's content for eighth graders aligns with the proficiency descriptors of the CEFR at the B1 level. Sulistiani (2024) analyzed the alignment of the "English for Nusantara" eighth-grade textbook with CEFR B1 proficiency descriptors. Concurrently, Hanifa (2024) focused on an Analysis of the Speaking Material in the English for Nusantara Textbook Based on the Merdeka curriculum, examining the effectiveness and suitability of the speaking materials within the English for Nusantara textbook in relation to the principles and objectives of Indonesia's independent curriculum. Beyond English for Nusantara, Tanto (2023) provided an Analysis of the English Textbook Bahasa Inggris Work in Progress Based on Curriculum Merdeka, offering insights into another prominent English textbook used in Indonesia and its adherence to the independent curriculum's guidelines. Finally, Ramadhani (2024) contributed with an Analysis of English Skills Assessment in English Book for Junior High School Based on Merdeka Curriculum, scrutinizing how English language skills are assessed within junior high school textbooks designed for the independent curriculum. These studies collectively lay the necessary groundwork by evaluating various aspects of English language textbooks in Indonesia against contemporary educational standards and curricula.

This study will focus on analyzing the suitability of the English for Nusantara textbook for grade IX (Damayanti, et al., 2022) against CEFR standards. The findings are expected to provide valuable insights for curriculum developers, teachers, and other educational stakeholders, contributing to improved English language education in Indonesia. Additionally, this research may offer recommendations for developing more effective and relevant English textbooks that meet student needs and global demands. Ultimately, this research aims to enhance the quality of English education in Indonesia, helping students achieve international language proficiency standards, enabling them to compete and actively participate in the era of globalization.

METHODS

Research Design

This study employed a qualitative descriptive research design to analyze the content of the English for Nusantara textbook for Grade IX. Creswell and Creswell (2018) assert that qualitative research aims to understand the meaning individuals or groups ascribe to a particular issue or experience. While their definition often implies human participants, this study adapts the qualitative descriptive approach to focus on textual analysis, enabling a detailed description and interpretation of the book's linguistic, structural, and thematic elements. This design is appropriate as it allows for in-depth examination of the textbook's content without manipulating variables, aligning with the core nature of qualitative inquiry.

To analyze the alignment of the English for Nusantara textbook with the CEFR, the researchers utilized its comprehensive descriptors, which detail key performances at each proficiency level

as seen in Table 1. The focus was specifically on the A2 level, as described in the following table.

Table 1. The CEFR Descriptors

CEFR A2	
LISTENING	<ol style="list-style-type: none"> 1. Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). 2. Can catch the main point in short, clear, simple messages and announcements.
SPEAKING	<ol style="list-style-type: none"> 3. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. 4. Can handle very short social exchanges, even though they can't usually keep the conversation going of their own accord. 5. Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
READING	<ol style="list-style-type: none"> 6. Can read very short, simple texts. 7. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables. 8. Can understand short simple personal letters.
WRITING	<ol style="list-style-type: none"> 9. Can write short, simple notes and messages relating to matters in areas of immediate need. 10. Can write a very simple personal letter, for example thanking someone for something. 11. Can fill in forms with personal details, for example entering a name, nationality and address on a hotel registration form.

Object of the Research

The object of this research is the English for Nusantara textbook for Grade IX of Junior High School (Damayanti, et al., 2022), which was published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia.

Data Collection Techniques

Data collection in this study utilized a combination of document analysis and a rubric checklist. According to Creswell and Creswell (2018), qualitative research often involves collecting non-numerical data such as texts, documents, and artefacts for a deeper understanding.

Document analysis served as the primary method of data collection. Bowen (2009) defines document analysis as a structured approach for examining and interpreting various written or printed materials. In qualitative research, this method is employed to extract meaning and insights through a systematic analysis of the content. It was particularly suitable for this study, as it allowed for a critical, in-depth evaluation of the English for Nusantara textbook alignment with the CEFR, without requiring direct observation or experimentation.

In addition to document analysis, a rubric checklist functioned as a supporting instrument, as shown in Table 2. This checklist comprised predetermined criteria derived from theoretical frameworks and educational standards, guiding the researcher in systematically evaluating and scoring specific aspects of the textbook. This ensured that data collection remained focused, objective, and aligned with the research objectives. The combined use of these two instruments facilitated the collection of comprehensive and structured data from the English for Nusantara textbook, supporting the subsequent qualitative analysis.

Table 2. Rubric Checklist Instrument

NO	ELEMENT	HIGH	LOW	NULL
1	Listening	The textbook covers all the material recommended by the Merdeka Curriculum which refers to CEFR level A2	The textbook contains less than half materials recommended by the Merdeka curriculum that refers in CEFR level A2	The textbook does not contain any material suggested by the Merdeka curriculum that refers in CEFR level A2
2	Speaking	The textbook covers all the material recommended by the Merdeka Curriculum which refers to CEFR level A2	The textbook contains less than half materials recommended by the Merdeka curriculum that refers in CEFR level A2	The textbook does not contain any material suggested by the Merdeka curriculum that refers in CEFR level A2
3	Reading	The textbook covers all the material recommended by the Merdeka Curriculum which refers to CEFR level A2	The textbook contains less than half materials recommended by the Merdeka curriculum that refers in CEFR level A2	The textbook does not contain any material suggested by the Merdeka curriculum that refers in CEFR level A2
4	Writing	The textbook covers all the material recommended by the Merdeka Curriculum which refers to CEFR level A2	The textbook contains less than half materials recommended by the Merdeka curriculum that refers in CEFR level A2	The textbook does not contain any material suggested by the Merdeka curriculum that refers in CEFR level A2

Adapted from: Tanto, Fahala Rahma (2023). *An Analysis of The English Textbook*

Data Analysis

The data analysis technique employed in this study followed the interactive model proposed by Miles et al. (2014), which encompasses three main components: data condensation, data display, and drawing and verifying conclusions. This widely used model ensures a systematic and

rigorous analysis of textual data in qualitative research.

Data condensation involved selecting, simplifying, and focusing the collected data from the textbook. The researcher meticulously examined the English for Nusantara textbook, identifying and selecting relevant sections, including reading texts, dialogues, vocabulary exercises, grammar explanations, and practice activities. These sections were chosen based on their relevance to the CEFR A2 descriptors. The selected data were then coded using categories pertinent to A2-level competencies, including language functions, lexical range, grammatical structures, and various task types.

Following condensation, the data were organized and presented in a structured format to facilitate analysis. This was achieved through the creation of tables and checklists based on a rubric derived from CEFR A2 descriptors. Each relevant section of the textbook was displayed about its corresponding CEFR indicators, such as the “Can-do statements” for listening, speaking, reading, and writing skills. This step enabled a systematic visual comparison between the textbook content and the established A2-level criteria.

The final stage involved interpreting the displayed data and formulating conclusions regarding the extent to which the English for Nusantara textbook aligns with CEFR Level A2. The researcher specifically sought patterns of full alignment, partial alignment, or misalignment with the CEFR descriptors. To ensure the validity of the findings, conclusions were verified by rechecking the consistency of observations across different units and tasks within the textbook.

FINDINGS AND DISCUSSION

Findings

The English for Nusantara Grade IX textbook, published by the Ministry of Education, Culture, Research, and Technology of Indonesia in 2022, has been analyzed for its alignment with the CEFR A2 level. This textbook supports the Merdeka Curriculum and includes six chapters, with a preparatory unit (Chapter 0) and five main content chapters (Chapters 1-5). The textbook incorporates diverse language activities across listening, speaking, reading, writing, and visual literacy, organized thematically and through task-based instruction. The study utilized a CEFR-based rubric checklist, focusing on A2 proficiency indicators such as understanding and producing simple texts, using basic grammatical structures, interacting in familiar situations, and comprehending routine information.

Chapter 0 provides foundational language support but was not a primary focus for the A2 alignment. The analysis of the main chapters is detailed below.

Chapter 1: Exploring Fauna of Indonesia

This chapter introduces descriptive texts focusing on Indonesian animals. Learning objectives include identifying descriptive text structures, describing animal features and behaviors, and writing short descriptive paragraphs. These objectives align with CEFR A2 descriptors.

Listening activities are found on pages 24, 27, 30, 32, 33, 39, 60, and 62. Students engage

with short dialogues and descriptive audio about animals like the bekantan and the orangutan. Tasks include completing comic-based activities by selecting correct phrases (page 30) and noting key information from audio reports (page 39). These tasks are supported by visuals and clear, slow speech, aligning with A2 expectations for understanding factual content and familiar contexts. The listening skill in this chapter is rated as “high”. Figure 1 illustrates examples of listening activities.

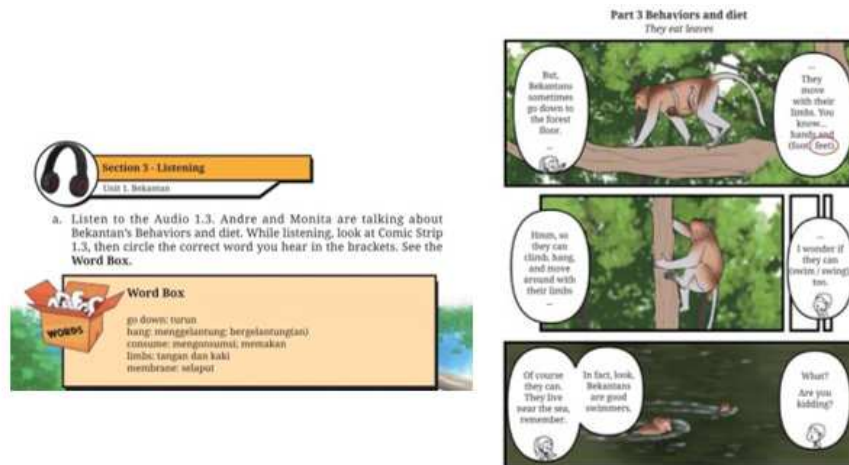


Figure 1. Listening Activity on Chapter 1

Speaking activities are found on pages 40, 41, and 72. Students participate in games like “What Animal Am I?” (page 40), describing mystery animals with clues. Another task involves recording voice notes of monolog scripts (page 41), promoting fluency and confidence through rehearsed spoken texts. These tasks align with A2 expectations for basic information exchange and describing familiar topics. The speaking skill is rated as “high”. Figure 1 illustrates examples of speaking activities.

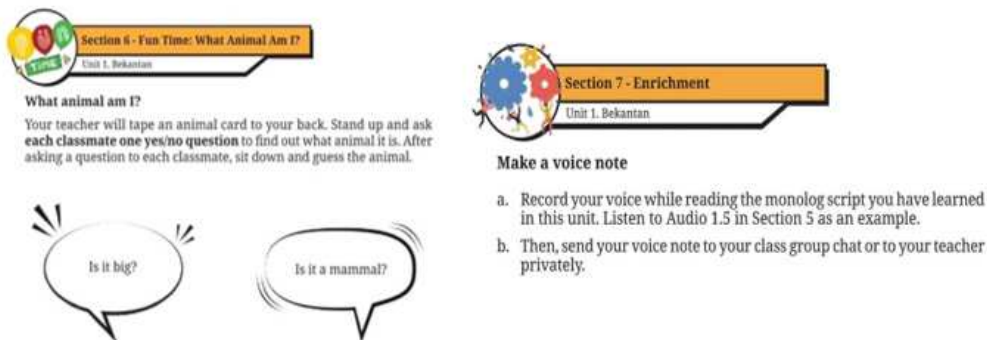


Figure 2. Speaking Activity on Chapter 1

Reading activities are found on pages 25, 28, 31, 34, 44-47, 52, 54-56, and 63-64. Students read descriptive texts about animals, such as orangutans (page 45) and Cendrawasih birds (page 64), and answer comprehension questions. As shown in Figure 3, the texts use clear structures and common vocabulary, supporting A2 learners in identifying factual details from short informative texts. The reading skill is rated as “high”.

b. Read the text and answer the questions that follow.

Orangutan

Orangutans are great apes from Indonesia. Orangutan means man of the forest. They live in Sumatra and Borneo. The scientific name of Orangutan from Northern Sumatra is Pongo Abellii and the scientific name of Orangutan from Borneo is Pongo Pygmaeus.

Orangutans have big bodies. A male orangutan can be more than 100 kilograms and can be quite tall. His height can be up to 150 centimeters tall. Female orangutans are smaller and shorter than the males. A mature female orangutan's weight is about 40 kilograms. Her height is about 120 centimeters tall.

Orangutans have reddish brown hair. Unlike monkeys, they do not have tails. They have strong arms. They use their arms to swing between branches.

Orangutans live with their small family groups. They usually live in the tree branches where they build their nests. Orangutans' favorite food is fruits. They also eat insects, honey, bird eggs, bark, and plants. They sometimes eat meat too. When they are thirsty, they sometimes drink the water from holes in the tree branches.

Orangutans are an endangered species because their habitat is threatened by people doing deforestation. The number of Bornean orangutans around 2017 was estimated at about 104,000 and the Sumatran orangutans about 7,500.

(Adapted from: <https://www.worldwildlife.org/species/orangutan>)

Questions:

- Orangutans are ...
 - Monkeys
 - Apes
 - Birds
 - Reptiles
- A male orangutan can be ... meters tall.
 - 150
 - 1.5
 - 120
 - 1.2
- Orangutans have strong ...
 - Arms
 - Hair
 - Fur
 - Tails
- Orangutans can be categorized as ...
 - Herbivores
 - Carnivores
 - Insectivore
 - Omnivores
- There are about ... orangutans in Sumatra and Borneo.
 - 104,000
 - 7,500
 - 113,500
 - 200

Figure 3. Reading Activity on Chapter 1

Writing activities are found on pages 67-68, 69-70, 70-71, and 72. Tasks include writing sentences based on a fact sheet about the Bali Starling (page 69), encouraging the use of passive voice. Students also engage in a multi-step writing process for a report text about a bird, from brainstorming to peer feedback (page 70). As shown in Figure 4, these activities are well-scaffolded, use familiar vocabulary, and promote connected writing on familiar subjects, aligning with A2 descriptors. Writing is rated as “high”.

Section 7 - Your Turn
Unit 3. Indonesian Birds

Write a report text about a bird by following the steps below.

a. Planning and brainstorming

- Observe birds around your neighborhood area.
- Choose and observe one type of bird.
- Make a general note about the bird.

Worksheet 1.26

b. Outlining and drafting
Complete the fact file about your selected bird.

Name of bird: _____	
What is it?	
To what other species is it related?	
What does it look like?	
Where does it live?	
How does it move?	
What does it eat?	
Is it endangered?	
What are its predators?	

Worksheet 1.27

c. Writing and editing
Write your draft of the report text based on the notes in 7a. Then, edit your draft.

d. Proofreading
When you finish writing your report, show your work to a classmate. Let your classmate read your work and give you feedback on the language and content.

Figure 4. Writing Activity on Chapter 1

Chapter 2: Taking Trips

This chapter focuses on developing communicative skills for discussing past experiences. Objectives include talking about personal experiences, sequencing past events, and writing personal recounts using past-tense verbs and connectors.

Listening activities are found on pages 80, 89, 91, 94, and 117. Examples include completing missing verbs in a dialogue about a trip (page 80) and determining true/false statements based on audio (page 89). These tasks support A2 learners in recognizing verb forms and extracting factual information from clearly spoken exchanges on familiar subjects. Listening is rated as “high”. Figure 5 illustrates examples of listening activities.

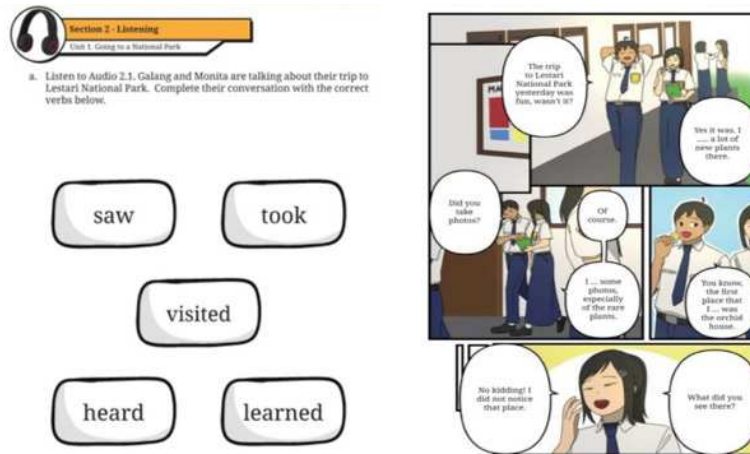


Figure 5. Listening Activity on Chapter 2

Speaking activities are found on pages 84-85, 95, 98, and 100. Students present their personal experiences using pictures (page 100) and respond to questions from classmates. A whisper game (page 95) reinforces pronunciation and sentence structure recall. These activities promote participation in straightforward conversations and describing personal experiences, aligning with A2 levels. Speaking is rated as “high”. Figure 6 illustrates an example of speaking activity.

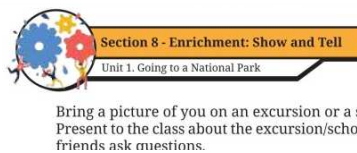


Figure 6. Speaking Activity on Chapter 2

Reading materials are found on pages 103-105, 106-107, 112-114, 115, 118, 121, and 123-126. Students read personal recounts (page 123) and stories about holidays (page 107), answering comprehension and true/false questions. As shown in Figure 7, texts are simple and clear, allowing A2 learners to identify specific information and understand familiar narratives. Reading is rated as “high”.

- a. Read Galang's story about his holiday to Karimunjawa. Then, mark T if the statement is True according to the passage, and F if the statement is False. Number one has been done for you.

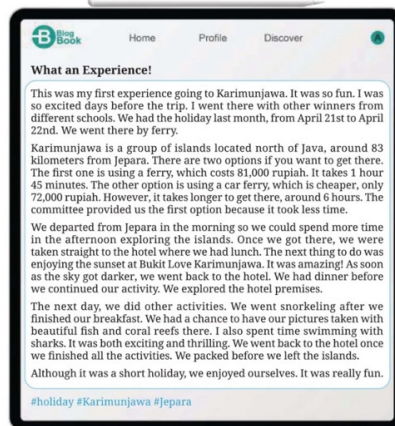
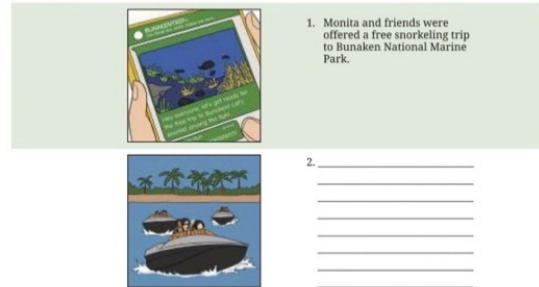


Figure 7. Reading Activity on Chapter 2

Writing tasks are assigned on pages 96, 99, 118, 122, 130, 132, 135, 140, and 141. Activities include making predictions about experiences based on pictures (page 122), practicing past tense sentences with visual prompts. Students also write short haiku poems about nature (page 140), encouraging personal reflection within a structured format. As shown in Figure 8, these tasks balance structured sentence building with creative freedom, aligning with A2 descriptors for connected writing on familiar themes. Writing is rated as “high”.

b. Make predictions about Monita's personal experience according to the pictures. Then, write down a sentence under each picture. Number one has been done for you.



1. Monita and friends were offered a free snorkeling trip to Bunaken National Marine Park.


2. _____

Figure 8. Writing Activity on Chapter 2

Chapter 3: Journeys to the Fantasy Worlds

This chapter explores fantasy narratives, focusing on characters, settings, and sequences of imaginary events. Objectives include sequencing events, analyzing problem-solution structures, and rewriting fantasy stories.

Listening activities are found on pages 154, 155, 160, 162, and 163. Students listen to parts of a story (e.g., Andre and Princess Suripit) and order comic strip panels or fill in speech bubbles based on the audio. Visual support helps comprehension, aligning with A2 expectations for following short stories and identifying main ideas. Listening is rated as “high”. Figure 9 illustrates an example of a listening activity.



Then, they went on a journey through the Mangrovian forest to go to the dark forest.

- "You can use the sword to help you get the black orchid in the dark forest."
- "But what can I do? I'm just a student,"
- "See, you are a sword master."
- "Take the sword."
- "I want to go home."

Worksheet 3.5

Figure 9. Listening Activity on Chapter 3

Speaking activities are found on pages 164, 165, 166, 179, 184, and 203. Students play a “Giant Tic-Tac-Toe” game (page 179), converting direct speech to indirect speech. Another task involves retelling an adventure story after reading or watching it and sketching a scene (page 184). These activities offer structured interaction and personal expression, supporting A2 communication goals. Speaking is rated as “high”. Figure 10 illustrates an example of a speaking

activity.

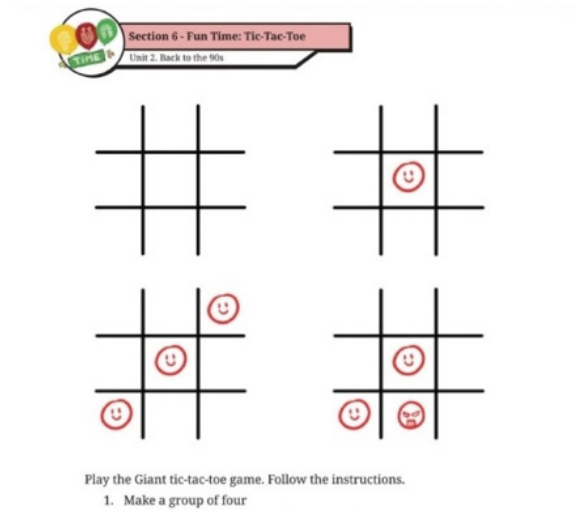


Figure 10. Speaking Activity on Chapter 3

Reading activities are found on pages 169-171, 172, 177-178, 180, 184, 187, 191, and 196. Students read narrative texts (e.g., “Time Travel Car” on page 172) and answer true/false or comprehension questions. The texts have clear structures and familiar vocabulary, supporting A2 learners in understanding short narratives and extracting factual details. Reading is rated as “high”. Figure 11 illustrates an example of reading activity.

Pemuda street. It is a tall building. You will find it easily”

After Monita walked for about 2 kilometers, she arrived at Science State University. She asked the security officer how to meet Prof. Mahmud. It was hard to convince the security officer that she came from the year 2022.

“Do you want to meet the professor?”

“Yes. Let me see him please.”

“Say it again. You are from the future, and you want to meet the professor?”

“Yes. Let me see him, please.”

“I’m sorry, but you cannot see him now. Go home.”

Monita shouted, “I REALLY NEED TO SEE HIM. LET ME SEE HIM!”

Word Box

warehouse: gudang
lecturer: dosen
electrical engineering: teknik elektro
convince: meyakinkan
future: masa depan

b. Circle T if the statement is true or F if the statement is false.

1. Monita was in SMP Merdeka when she opened her eyes. T F
2. Monita met Prof. Mahmud in front of the warehouse. T F
3. Prof. Mahmud invented the time travel machine. T F
4. Prof. Mahmud was an expert in electrical engineering. T F
5. The security officer believed that Monita was from the future. T F


Worksheet 3.12

Figure 11. Reading Activity on Chapter 3

Writing tasks are found on pages 164, 183, 197, and 199. Students write short stories based on pictures (page 164), continuing a given sentence. They also write predictions about story continuations using visual clues (page 183). As seen in Figure 12, these tasks encourage chronological order, sentence construction, and creative expression within A2 writing limits. Writing is rated as “high”.

Section 6. Your Turn: Presenting
 Unit 1. Andre and Princess Sargit

a. Look at the following picture. Identify the actions and write the words. Then, write a story of several sentences in length based on the picture. Continue your story after the first sentence.



Picture 3.4 Andre When He Got Back Home

Write your story here:
 Andre was shocked when he got back home.

Worksheet 3.8

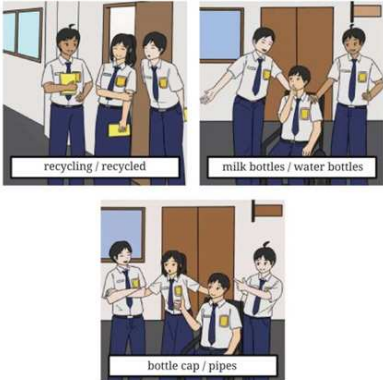
Figure 12. Writing Activity on Chapter 3

Chapter 4: Upcycling Used Materials

This chapter focuses on sustainability and descriptive language. Objectives include describing materials and functions, categorizing goods and prices, and writing descriptive texts about up-cycled products and charity shops.

Listening tasks are found on pages 212, 216, 217, 223, and 225. Students listen to conversations about a bazaar (page 212), circling correct words or answering multiple-choice questions. Visuals and clear articulation support A2 learners in distinguishing words and identifying key information. Listening is rated as “high”. Figure 13 illustrates an example of listening activity.

b. Listen to Audio 4.1 while looking at the following pictures. Galang and his friends are discussing the bazaar they are going to have next month. Then, circle the words in the brackets that you hear.



recycling / recycled milk bottles / water bottles

bottle cap / pipes

Figure 13. Listening Activity on Chapter 4

Speaking tasks are found on pages 227, 229, and 243. Students play a vocabulary-based describing game (page 227), generating descriptive sentences. Group discussions and presentations about pictures (page 229) promote interaction and descriptive language use. These activities align with A2 expectations for describing objects and participating in routine tasks. Speaking is rated as “high”. Figure 14 illustrates an example of a speaking activity.

Section 8 - Enrichment: Chat Station
Unit 1. Look at my creation

This is a speaking group practice. You will work in groups of four to go around the classroom and describe some pictures. Follow the instructions below.

1. On the classroom wall, your teacher will put some pictures.
2. Your group will move around from one station to another to discuss the description of the pictures.
3. You will be given 15 minutes to discuss in each station. Take notes of some important points from your discussion.
4. After you finish discussing the pictures in all stations, you have to send one person for a class discussion.
5. Lastly, your teacher will ask the representative of the groups to describe the pictures.

Figure 14. Speaking Activity on Chapter 4

Reading activities are located on pages 232, 235, 240, 241, and 246. Students analyze promotional posters (page 241), answering comprehension questions. Matching words to pictures related to a bazaar (page 246) reinforces vocabulary and visual recognition. As seen in Figure 15, these tasks involve real-world text formats and align with A2 descriptors for understanding short, simple texts and extracting key information. Reading is rated as “high”.

Section 2 - Reading
Unit 3. Let's Donate

a. Draw a line to match the words and the pictures. Number one has been done for you.

Worksheet 4.13

Figure 15. Reading Activity on Chapter 4

Writing tasks are included on pages 228, 243, 253, 255, 257, 262, and 263. Students associate words (page 255) to activate vocabulary for later tasks. They also create flyers for a charity shop (page 263), integrating visual creativity with written communication. As seen in Figure 16, these tasks support A2 learners in producing short, functional texts and organizing basic written content. Writing is rated as “high”.

Section 8 - Enrichment
Unit 3. Let's Donate

Create a flyer for your dream charity shop. See examples in Unit 2 Section 5 and Section 6 or Section 5 of this unit. Then, post the flyer to your online class collaborative platform.

Figure 16. Writing Activity on Chapter 4

Chapter 5: Digital Life

This chapter explores digital literacy, focusing on safe and responsible online navigation. Objectives include asking/giving information about search engines, identifying online safety information, and writing procedural texts.

Listening activities are found on pages 270, 273, 276, 282, and 285. Students listen to audio and answer comprehension questions (page 282) or complete paragraphs with correct words (page 285). As seen in Figure 17, these tasks align with A2 expectations for understanding main points in short messages, instructions, and basic explanations. Listening is rated as “high”.



Figure 17. Listening Activity on Chapter 5

Speaking tasks are presented on page 280. Students complete and practice dialogues based on practical contexts, such as discussing plans or explaining processes. As seen in Figure 18, this supports A2 learners in participating in simple, rehearsed dialogues and building confidence in oral English. Although it is a single explicit task, its relevance and collaborative nature contribute to a high rating for speaking alignment.



Figure 18. Speaking Activity on Chapter 5

Reading components are integrated throughout pages 302, 308, 312, 322, 326, 329, and 333. Students determine if personal information should be public or private online (page 302). They also examine infographics on protecting personal information (page 308), answering questions about tips and instructions. As seen in Figure 19, these activities engage with authentic materials and align with A2 descriptors for understanding factual texts and extracting information from notices. Reading is rated as “high”.

Section 2 - Reading
Unit 2. Staying safe in the digital world

a. When using the Internet, determine whether you make the following information public or private.

Your information	Public or Private?
Your real name	private
Your mobile number	
Your favorite food	
Your school	
Your real address	
Your nickname	
Your birthday	
Your photo	

Worksheet 5.12

Figure 19. Reading Activity on Chapter 5

Writing activities are found on pages 291, 296, 318, 323, 330, 331, 332, 334-337, and 338. Students write responses to suspicious messages (page 318) and steps to check news accuracy (page 331). As seen in Figure 20, these tasks encourage critical thinking and expression of decisions or logical steps in simple language, aligning with A2 expectations for writing short messages or explanations on familiar issues. Writing is rated as “high”.

Section 5 - Writing
Unit 3. Turn back hoax!

Look at the internet news. Then, follow the steps in Section 2 and write how you can check whether the news is fake or not.

This news shows a picture of a group of elephants in China. It says that they got drunk on corn wine and passed out on the farm.

Social media posts claimed that, in the absence of humans, elephants came into a village in China, got drunk on corn wine, and passed out. The story has since been debunked.

Meh Follow

While humans carry out social distancing, a group of 14 elephants broke into a village in Yunan province, looking for corn and other food. They ended up drinking 30kg of corn wine and got so drunk that they fell asleep in a nearby tea garden.

4:21 AM · Mar 19, 2020

Source: <https://www.nationalgeographic.com/animals/article/coronavirus-pandemic-fake-animal-viral-social-media-posts>

The steps of checking whether the news is fake or not:

- _____
- _____
- _____
- _____

Worksheet 5.26

Figure 20. Writing Activity on Chapter 5

Discussion

This study aimed to assess the congruence of the “English for Nusantara Grade IX” textbook with the CEFR A2 proficiency level. The CEFR, widely recognized as an international benchmark for language proficiency, has been integrated into Indonesia’s Merdeka Curriculum. As noted by Figueras et al. (2022), the CEFR provides explicit descriptors that facilitate the alignment of curricula, educational materials, and assessment with learners’ capabilities. Consequently, this research investigated the extent to which this specific textbook fulfills the CEFR A2 descriptors across the four primary English language skills: listening, speaking, reading, and writing.

The Council of Europe (2020) stipulates that A2-level learners should be proficient in understanding and producing simple language within familiar contexts, employing basic sentence structures and high-frequency vocabulary. Based on the research findings, the “English for Nusantara” textbook effectively meets these A2 expectations across all four fundamental language skills.

In terms of listening comprehension, the textbook incorporates a diverse array of tasks designed to develop students’ ability to understand short, clearly articulated texts in familiar settings. For instance, Chapter 1 (page 30) features an activity where learners listen to a conversation about a Bekantan’s behavior and complete a comic strip using auditory cues, thereby integrating listening with visual information to enhance comprehension of simple dialogues. Similarly, Chapter 3 (page 154) includes a task where students listen to a story about Princess Suripit and sequence comic panels based on the audio narrative. These task types are well-aligned with CEFR A2 listening descriptors, which necessitate learners’ capacity to identify key details in brief spoken texts, particularly when supported by clear structure and familiar subject matter.

Regarding speaking proficiency, the textbook provides both structured and interactive opportunities for oral practice. Chapter 1 (page 40) engages students in a guessing game titled “What Animal Am I?”, requiring them to describe animals using basic clues. In Chapter 4 (page 227), a team-based vocabulary game prompts students to describe a word without directly naming it, fostering the use of descriptive language and collaborative communication. Even though Chapter 5 presents only one explicit speaking task (page 280), it still offers valuable practice in completing and performing a dialogue with a partner. These activities collectively reflect CEFR A2 speaking descriptors by encouraging learners to participate in short, rehearsed conversations and to describe familiar entities using simple phrases.

For reading comprehension, students are consistently exposed to concise descriptive texts, infographics, and dialogues. Chapter 1 (page 45) requires students to read a factual text about orangutans and answer comprehension questions. In Chapter 5 (page 308), learners analyze an infographic titled “5 Ways to Protect Personal Information” and identify its core messages. These tasks align with the CEFR A2 expectation that learners should be capable of understanding short texts with predictable information and extracting relevant details, especially when visual support is provided. As highlighted by the Council of Europe (2020), A2 readers are expected to comprehend simple texts with clear structure and purpose.

The development of writing skills is robustly supported through structured and scaffolded tasks

integrated throughout the chapters. For example, in Chapter 1, students are introduced to a fact sheet about the Bali Starling on page 69 and are instructed to compose descriptive sentences utilizing the passive voice. Subsequently, on page 70, they engage in a comprehensive writing process that encompasses observing a local bird, organizing notes via a worksheet, drafting a report, and participating in peer feedback for revision. These activities align with CEFR A2 descriptors, which anticipate learners' ability to produce short, connected texts on familiar topics using fundamental structures and vocabulary. In Chapter 5, students undertake real-world writing tasks related to digital literacy themes; on page 318, they formulate responses to suspicious messages, while on page 331, they outline steps to verify the authenticity of online news items. These writing tasks demand the expression of decisions, opinions, and logical sequences using clear and concise language. Furthermore, creative assignments, such as composing haiku poems in Chapter 2 (page 140) and designing charity shop flyers in Chapter 4 (page 263), offer avenues for personal expression within a structured framework. Collectively, the writing component in this textbook demonstrates strong alignment with CEFR A2, encompassing both functional and creative writing.

A comparative analysis with previous studies indicates an enhanced consistency in CEFR-based skill development within this textbook. Sulistiani (2024) observed limitations in speaking development in the Grade VIII textbook, whereas this study reveals that the Grade IX version incorporates more varied and interactive speaking tasks. Hanifa (2024) identified that the Grade VII edition supported CEFR A1 oral skills, and the current findings confirm a natural progression to A2. In contrast, Tanto (2023) noted that “Bahasa Inggris Work in Progress” only partially met CEFR B1 descriptors. The present findings suggest that “English for Nusantara” provides a stronger alignment at the A2 level across multiple skill areas. Anisah and Qamariah (2023) emphasized that CEFR-aligned materials should not only cultivate language skills but also embody learner-centered and context-relevant values promoted by the Merdeka Curriculum. The findings of this study corroborate that the “English for Nusantara” textbook achieves this by integrating local themes, group work, multimodal texts, and practical communication tasks.

In conclusion, the “English for Nusantara Grade IX” textbook consistently demonstrates strong alignment with CEFR level A2. All five chapters incorporate structured, contextualized, and engaging activities that effectively address listening, speaking, reading, and writing. The materials are not only consistent with international standards but also pertinent to the specific needs of Indonesian students, thereby establishing the textbook as an effective instrument for A2-level language development within the framework of the Merdeka Curriculum.

CONCLUSION

This study aimed to evaluate the alignment of the English for Nusantara Grade IX textbook with the CEFR level A2. The analysis specifically focused on the four core language skills: listening, speaking, reading, and writing. Using a rubric checklist derived from CEFR A2 descriptors, the researcher systematically analyzed the content and activities presented across Chapters 1 to 5 of the textbook. The findings consistently demonstrate that the English for Nusantara textbook is well-aligned with CEFR level A2. Listening activities primarily involve short, clear audio tasks centered on everyday topics, enabling students to comprehend basic information. Speaking tasks effectively encourage interaction and expression through simple exchanges and structured dialogues, fostering foundational communicative abilities. Reading materials consist

of concise descriptive and informational texts, often supported by visuals, which are appropriate for A2-level comprehension. Lastly, writing tasks are scaffolded, guiding learners through the composition of short, coherent sentences related to familiar themes, thus building their basic writing proficiency. This strong alignment confirms that the textbook effectively supports the learning objectives of the Merdeka Curriculum, which prioritizes functional communication and learner-centered approaches. The integration of CEFR descriptors into the textbook's design facilitates the gradual development of students' English skills within an internationally recognized framework. Overall, the English for Nusantara textbook can be considered a reliable and pedagogically sound resource for teaching English to Grade IX students in Indonesia.

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