

An Analysis of Formative Assessment in English Textbook “English for Nusantara” Second Grade Junior High School Based on Content Standard of learning outcome elements in Emancipated Curriculum

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ABSTRACT

The objective of this study is to examine the alignment between the questions provided in the student textbook *English for Nusantara* for Grade VII Junior High School and the learning outcomes stated in the Emancipated Curriculum. This study employed a descriptive qualitative content analysis approach. The source of the data was the *English for Nusantara* student textbook for eighth graders, which was authored by the writing team of the Indonesian Ministry of Education and Culture. In this study, the assessments contained in the textbook were categorized based on the three main elements of the learning outcomes. The collected data were organized into a checklist table to facilitate comparison between the textbook assessments and the competencies required for eighth-grade students at the junior high school level. Subsequently, each assessment instruction was analyzed and evaluated in terms of its relevance to the learning outcomes of the Emancipated Curriculum, particularly those specified for Phase D

Keywords: *analysis textbook, formative assessment, learning outcomes, emancipated curriculum*

INTRODUCTION

Background of the Study

The introduction of the Emancipated Curriculum in 2022 by Kementrian kebudayaan, riset dan teknologi represents a fundamental shift in the country's educational direction. This curriculum aims to provide a more holistic and inclusive approach to education that emphasizes the development of character, creativity, and critical thinking skills, alongside academic knowledge. The Curriculum Merdeka is designed to be more flexible and adaptable to the needs of individual students, with a greater emphasis on student-centered learning (Rafi & Qamariah., 2023). The shift also demands that all instructional components, including assessment practices, align with the philosophy of meaningful and responsive learning. Consequently, the instructional process becomes more student-centered, promoting critical thinking, creativity, collaboration, and learner autonomy, hallmarks of 21st-century education.

Within the pedagogical framework of the Emancipated Curriculum, formative assessment is expected to be embedded into instructional materials, particularly student textbooks, to facilitate competency development. Rather than treating assessment as a separate component, the curriculum integrates it into learning activities that are intended to promote active engagement with subject matter and continuous skill improvement. Formative assessment in textbooks may include structured exercises, reflective prompts, and skill-based tasks that align with specific learning outcomes. According to McPhail (2020), the inclusion of such assessment components within materials enhances the relevance and coherence of instruction. Likewise, Ibrahim et al. (2025) emphasize that when textbooks incorporate diagnostic tasks and clearly defined learning goals, they contribute to a more systematic and learner-focused instructional design

Furthermore, recent studies emphasize that English textbooks developed under the Emancipated Curriculum should be examined not only for their content coverage, but also for how the assessment tasks align with learning outcomes and support gradual skill development. For instance, Wei et al. (2021) conducted an analysis of English textbooks and

highlighted that many included exercises lack a systematic connection to specific competencies outlined in the curriculum. They argue that textbooks need to incorporate structured and purposeful activities that clearly reflect the intended learning outcomes. Likewise, Zhao et al. (2022) emphasized that alignment between textbook tasks and curriculum targets is essential to ensure that assessments serve their pedagogical purpose and promote student learning within the intended competency framework.

In the context of English language teaching (ELT), formative assessment embedded in textbooks plays a crucial role in supporting language development, which requires consistent practice and scaffolded learning. As English is a skill-based subject, instructional materials must provide opportunities for gradual skill progression aligned with curriculum goals. Hanifa (2018) found that English textbooks used in junior high schools many do not sufficiently reflect the principles of formative assessment, especially in terms of linking tasks to specific learning outcomes and often include activities that lack a clear formative function, resulting in limited support for students' ongoing language development as envisioned by the Emancipated Curriculum.

In light of these considerations, this study investigates the extent to which formative assessment is embedded in the *English for Nusantara* textbook for eighth-grade junior high school students. It focuses on the alignment between textbook-based assessment activities and the learning outcomes specified in the Emancipated Curriculum. By analyzing the types of tasks provided, their relevance to language skill development, and their adherence to formative assessment principles, this research aims to deepen the understanding of how textbooks can facilitate meaningful learning. The findings are expected to provide practical implications for textbook developers, educators, and curriculum designers seeking to enhance the quality of instructional materials within the competency-based framework of the Emancipated Curriculum.

Literature Review

Textbook analysis has long been a crucial area of study in language education, particularly in the Indonesian context

where curriculum reforms frequently influence the development of teaching materials. Hence, Textbook analysis is critical research that views textbooks not merely as teaching tools, but also as representations of culture, ideology, and power in language education as well (Weninger, 2018).

Subsequent studies have placed emphasis on both the content and the technical qualities of textbooks. Indriyani and Nurhasanah (2017) analyzed *English in Context* for Grade VIII SMP/MTs and found that while the content generally aligned with curriculum objectives, issues related to design, readability, and layout were still prevalent. Their research stressed that the effectiveness of a textbook is not only determined by the accuracy of its linguistic and pedagogical content but also by its ability to engage students through clear instructions and attractive presentation. This reflects the broader understanding that textbook evaluation must consider not only curriculum alignment but also practical usability in the classroom setting (Indriyani & Nurhasanah, 2017).

Sari (2023) evaluated the elementary school textbook *BIG SHOW* and found that although the book generally adhered to the spirit of Merdeka Belajar, several activities lacked depth in promoting communicative competence and higher-order thinking skills, which are essential components of the curriculum reform. Other studies have investigated specific skill components in English textbooks. Khasanah, Ro'ifah, and Wijaya (2022) conducted a speaking content analysis in an Indonesian vocational high school textbook and identified that while speaking tasks were present, they often lacked authentic and interactive elements, reducing opportunities for students to develop real-life communication skills. This problem resonates with the broader challenge of ensuring that textbooks foster communicative competence rather than focusing merely on rote memorization. Likewise, Darmayenti (2021) analyzed speaking materials in the *Bahasa Inggris* textbook for twelfth-grade senior high school students and found that although the book provided structured speaking activities, the level of authenticity and creativity was still limited, thereby restricting students' ability to use language spontaneously (Khasanah et al., 2022; Darmayenti, 2021).

Furthermore, studies focusing specifically on *English for Nusantara* highlight its role in the current curriculum transition. Hidayah (2025) conducted a content analysis of the seventh-grade edition and concluded that the textbook was generally relevant to the learning outcomes of the Emancipated Curriculum. However, the analysis also pointed out that certain tasks needed to be more varied and contextually grounded to cater to different student learning needs. These findings are consistent with broader concerns in textbook analysis, namely the need to balance curriculum alignment with pedagogical effectiveness and contextual authenticity (Hidayah, 2025).

Overall, the literature suggests that while textbooks in Indonesia often attempt to follow curriculum reforms, there remain significant gaps between theoretical curriculum expectations and practical implementation through textbook design. Evaluations ranging from earlier curriculum-based textbooks to those developed under the Emancipated Curriculum reveal recurring issues, such as the lack of authentic communicative activities, insufficient technical quality, and limited support for higher-order skills. These studies collectively underscore the importance of continuous evaluation and revision of English textbooks to ensure that they not only comply with curriculum requirements but also genuinely support student learning and engagement in real communicative contexts.

METHODS

This study utilized a descriptive qualitative research design with the focus on content analysis. The purpose of this method is to provide a detailed description of how the questions and assessments in the textbook *English for Nusantara* are aligned with the learning outcomes of the Emancipated Curriculum. Qualitative content analysis was chosen because it allows researchers to interpret and evaluate instructional materials systematically in relation to curriculum standards (Indriyani & Nurhasanah, 2017). The data source of this study was the textbook *English for Nusantara* for eight-grade junior high school as a primary reference material for English learning under the Emancipated Curriculum. This

textbook was selected due to its official status and wide implementation in schools across Indonesia (Hanifa, 2022; Hidayah, 2025)

Data collection technique involved a documentation method in which the researchers identified, categorized, and recorded all questions, tasks, and assessment items found in the textbook. These data were then transferred into a checklist table adapted from previous content analysis studies on English textbooks (Khasanah, Ro'ifah, & Wijaya, 2022; Darmayenti, 2021). The checklist table was constructed to classify the assessment items based on three main elements of learning outcomes in the Emancipated Curriculum, namely knowledge, skills, and attitudes (Nooralam & Sakhiyya, 2022). Data analysis procedure followed several stages. First, all identified assessment tasks were categorized according to the curriculum's targeted competencies for Phase D of junior high school English learning. Second, the relevance of each task was compared against the expected learning outcomes of the Emancipated Curriculum using descriptive comparison. Third, the data were interpreted to evaluate whether the textbook questions adequately supported the achievement of curriculum objectives.

Table 1. Research Instrument

No	Lear ning Outc ome	Indicat or / CP Sub- eleme nt	Examp le of Activit y (from Textbo ok)	Com plian ce (Yes/ No)	Brief Analysis Notes
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1	Reading	Identifying main ideas and details (reading)	Read the text about 'My School' and answer the questions below.	Yes	The task supports reading comprehension skills and matches learning outcomes sub-element of identifying information.
2	Writing	Producing written texts with familiar vocabulary (writing)	Write 5 sentences describing your best friend.	Partial	the task meets writing learning outcomes, but lacks guidance on structure and vocabulary variety.
3	Speaking	Demonstrating positive attitude toward local culture	Discuss in groups about traditional food in your area.	No	Activity promotes cultural awareness but is not explicitly linked to learning outcomes values.

RESULTS AND DISCUSSION

Listening skills play an important role in building students' understanding of spoken language used in daily contexts. In the English for Nusantara Grade VIII textbook. The findings related to listening activities are presented on table 2:

Table 2. Formative Assessment Findings in Listening Activities

No	Learning outcome	Indicator/Sub-element	Example of Activity	Compliance (Yes/No)	Brief Analysis Notes
1	Listening	Understanding main idea and detail in dialogue of <i>Independence Day Celebration</i>	Listening to conversation about <i>Panjat Pinang</i> (Chapter 1, Unit 1, p.28-29)	Yes	The assessment (p.30) is arranged strategy to win and give a checklist for the correct statement. Train students to focus on details
2	Listening	Recognize the right verb based from the audio <i>Ugly Duckling</i>	Listening to a story about <i>Ugly Duckling</i> (Chapter 2, unit 1, p.76)	Yes	The listening assessment (p.77) is recognizing the right verb that is heard from the audio

3	Listening	Identify detail information based from the audio titled <i>Washing Hand</i>	Listening to procedure for cleaning up trash to save school environment (Chapter 3, unit 1, p.136)	Yes	The assessment (p.139) train student to identify the wrong steps to wash our hand and give a cross sign to it
4	Listening	Identify words from the audio <i>Galang and his family walking home</i>	Listening to Galang Family's conversation (Chapter 4, Unit 1, p.191)	Yes	The assessment (p.194) train students to complete the sentences based from the audio 4.2

5	Listening	Understanding meaning and implicit information of the audio conversation about make up	Listening to a story of two girls about putting make up (Chapter 5, unit 1, p.242)	Yes	The assessment (p.243) train students to identify explicit and implicit information from spoken text, expand their vocabulary understanding in context, and connect the listening material with their personal experience
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Speaking skills in *English for Nusantara* Grade VIII are presented in a structured way to help students gradually build their oral communication competence. The findings regarding speaking activities as formative assessment are shown in the table 3:

Table 3. Formative Assessment Findings in Speaking Activities

No	Learning outcome	Indicator /Sub-element	Example of Activity	Compliance (Yes/No)	Brief Analysis Notes
1	Speaking	Interact and exchange ideas with peer	Practice asking question and respond to the question about competition of independence day (Chapter 1, Unit 1, p.35)	Yes	Activity (p.35) encourages fluency in basic conversation about personal experience
2	Speaking	Retelling narrative text	Retell the story <i>Ugly Duckling</i> in a group (Chapter 2, Unit 1, p.84)	Partial	This task (p.84) develops students' speaking ability. should be supplemented with instructions for using appropriate intonation and expression

3	Speaking	Convey ideas or opinions with simple vocabulary through a presentation	Create a presentation plan and convey messages and ideas on how to save water in the form of a presentation (Chapter 3, Unit 1, p.146)	Yes	The assessment (p.146) students learn how to make a presentation by fill the presentation table plan
4	Speaking	Asking and answering simple questions for interpersonal interaction	Making a yes/no question to do peer interview, then delivering short presentations (Chapter 4, Unit 1, p.200)	Yes	The assessment (P.200) trains students to communicate verbally both in interactive forms (question and answer) and monologues (short presentations)

5	Speaking	Analyzing how to project feeling through a story about make up then retelling the story	Retell with right intonation and expression (Chapter 5, unit 1, p.251)	Yes	The assessment (p.251) supports the achievement of fluency, accuracy, and expressive speaking according to the learning outcome
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Reading activities in the *English for Nusantara* Grade VIII textbook are designed to foster students' comprehension of various types of written text. The formative assessment elements observed in reading activities are summarized in the table 4:

Table 4. Formative Assessment Findings in Reading Activities

No	Learning outcome	Indicator /Sub-element	Example of Activity	Compliance (Yes /No)	Brief Analysis Notes
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1	Reading	Identifying important information	Reading a recount text titled <i>A Parade in My Town</i> (Chapter 1, Unit 2, p.42)	Yes	The assessment (p.43) train students practice finding information about people activities and develops students' ability to comprehend explicit information in texts by answering 5h 1h question.
2	Reading	Locate specific information and main ideas from the text, as well as make inference	Read a story of an elephant and his friends (Chapter 2, Unit 3, p.109-110)	Yes	The assessment (p.112) is to answer questions (events, characters, details) and interpretive questions (analyze the elephant'

						s feelings at the end)
3	Reading	Understanding message imply from a post and the comments	Read a text about someone asking people on the internet about what should we do to old books (Chapter 3, Unit 2, p.159)	Yes		The assessment (p.160) aligns with reading element, as it requires students to comprehend written text and retrieve information accurately
4	Reading	Identifying explicit information	Read a text about scientist team rescuing sea turtles (Chapter 4, Unit 2, p.210)			The assessment (p.210) train students to identify details, distinguish between correct and incorrect information

5	Reading	Identify information, make predictions, and interpret emotional development	Read a story about Getting into a band(Chapter 5, Unit 3, p.257-261)	Yes	on The assessments are (p.258-260) answering questions from a three-part story about Mirza (Part 1: identifying information & predicting events, Part 2: analyzing why Mirza hoped his father would accompany him, Part 3: analyzing Mirza's feelings across all parts)
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Viewing activities in the English for Nusantara Grade VIII textbook are designed to develop students' ability to interpret and respond to visual texts, such as pictures, posters, comics,

and videos. The formative assessment elements observed in viewing activities are summarized in Table 4:

Table 4. Formative Assessment Findings in Viewing Activities

No	Learning outcome	Indicator /Sub-element	Example of Activity	Compliance (Yes/No)	Brief Analysis Notes
1	Viewing		Matching visual information with text paragraph (Chapter 1, Unit 2, p.44)	Yes	The assessment (p.44) requires students to link the parade photo to the previous paragraph of text, so the teacher can quickly check visual-text comprehension
2	Viewing	Indicator of understanding feelings/emotions through a visual-text context	Identifying the emotions or feelings of characters in visual dialogue (Chapter 2, Unit 2, p.72)	Partial	The "viewing" aspect in the assessment (p.72) is actually based on the text of the dialogue, not the images

3	Viewing	Identify the goals and steps of the poster	Viewing poster <i>Help Your School Save Water</i> and <i>Let's Donate Books</i> (Chapter 3, Unit 3, p.169)	Partial	The assessment (p.169) students have to recognize the goal (an invitation to save water) and the steps (actions to be taken). However, the focus is still on the poster text and does not improve their skills in interpreting non-verbal visual elements (images and symbols)
4	Viewing	Identifying, interpreting, and selecting information from images and	Matching pictures of marine animals with their names,	Partial	The assessment (p.205-210) still limited to factual and explicit understanding, not

		audiovis uals	explaini ng what happene d and how it happene d, identifi ng types of plastic waste, and choosin g pictures that match videos about turtles (Chapter 4, Unit 2, p.205- 210)		yet honing critical visual literacy skills such as reading symbols or implicit meanings
5	View ing	Take informat ion from text and then put it into multimo dal form (Comic)	Viewing blank comic panel (Chapter 5, Unit 1, p.243)	Yes	The activity support students' ability to change a text conversati on into comic or multimoda l format

Writing tasks in this textbook do not only focus on

mechanical aspects such as spelling and sentence structure but also on the ability to organize ideas logically, convey messages clearly, and combine text with visual elements such as images and posters.

Table 5. Formative Assessment Findings in Writing and Representing Activities

No	Learn ing outco me	Indicato r/Sub- element	Exam ple of Activit y	Comp lianc e (Yes/ No)	Brief Analysis Notes
1	Writi ng	Produci ng simple written texts in the form of recounts with logical organiti on and appropri ate vocabul ary	Write a simple recoun t text about the experi ence of celebr ating Indepe ndenc e Day. (Chapt er 1, Unit 3, p.62)	Yes	The activity (p.62) allows students to develop their writing skills in complete texts. As a formative assessment , teachers can assess grammar, vocabulary, content, and organizatio n.

2	Writing	Identifying and organizing narrative elements	Identify narrative elements (Orientation, Complication, Resolution) (Chapter 2, Unit 3, p.119)	Partial	The assessment (p.119) not fulfilled because students do not practice vocabulary /grammar production, only identify structural analysis
3	Writing	Creating simple functional texts (e.g., posters) with consideration of purpose, content, and audience	Create a Poster with requirement table plan (goal, step, illustration, colors) (Chapter 3, Unit 3, p.175)	Yes	The assessment (p.175) train student to create poster and learn how to make it interesting to the audience by using attractive color and illustration
4	Writing	Producing simple factual recounts based on	Make a recount text based from inform	Yes	The assessment (p.229) train student to make

		informat ion from various sources with clear organiza tion	ation about plastic trash campa ign (Chapt er 4, Unit 3, p.231)		factual recount based from the informatio n
5	Writi ng	Analyze and organize the element s of a narrativ e text, and present them in a simple written form using appropri ate languag e features	Produc ing simple writte n analysi s of narrati ve accord ing to the generi c struct ure (Chapt er 5, Unit 3, p.276)	Yes	The assessment (p.276) it develops students' ability to analyze story structure and organize ideas in writing

Representing activities in the *English for Nusantara* Grade VIII textbook are designed to encourage students to express ideas, information, and messages through multimodal forms such as posters, dialogues, and presentations. The formative assessment elements observed in representing activities are summarized in Table 6.

Table 6. Formative Assessment Findings in Representing Activities

No	Learning outcome	Indicator /Sub-element	Example of Activity	Compliance (Yes/No)	Brief Analysis Notes
1	Representing	Creating multimodal texts by combining written words, images, colors, and digital media to convey messages to an audience	Make a poster with the theme <i>"Saving The Earth"</i> and post it on social media (Chapter 3, Unit 3, p.175)	Yes	The assessment (p.175) trains students to design a creative multimodal product (poster) and share it digitally, which supports their ability to represent ideas visually and textually for a broader audience

The "English for Nusantara" textbook integrates formative assessment by providing a variety of exercises, assignments, and classroom activities that allow teachers to observe students' learning progress continuously. These assessments not only help identify students' strengths and weaknesses but also guide teachers in modifying instructional strategies to better suit individual learning needs. By embedding assessment tasks within the learning activities, students are encouraged to engage actively and reflect on their language development. This approach aligns with the

curriculum's goal of promoting student-centered learning, where evaluation is an ongoing process rather than a one-time measurement (Nooralam & Sakhiyya, 2022).

In the English for Nusantara textbook, listening activities are designed with a variety of instructions focused on listening comprehension, such as "Listen to the conversation" or "Listen and choose the correct answer." These instructions appear in almost every learning unit, allowing students to practice listening in various situations related to everyday life. These activities not only introduce students to different types of spoken texts but also help them understand the social and cultural contexts within the conversations, announcements, or stories they listen to. The range of spoken texts includes daily conversations between friends or family, public announcements, and short stories that can be connected to the students' personal experiences, providing an authentic and contextual learning experience.

The primary goal of these listening activities is to train students to understand both the general and specific meaning of the information they hear. This aligns with the learning outcomes required in Phase D of the Emancipated Curriculum, which emphasizes the students' ability to comprehend spoken texts with varying levels of difficulty. Therefore, this textbook not only relies on mechanical listening skills but also integrates learning strategies that support deeper understanding of the content and context of spoken texts. Such activities allow students to develop critical thinking skills needed to face more complex texts and improve their ability to identify important information from the conversations they listen to.

Formative assessment in the listening aspect is manifested through various tasks that encourage students to respond to the information they have heard, both orally and in writing. For example, after listening to a dialogue, students are asked to answer open-ended questions that test their comprehension of the conversation. Other tasks include identifying specific expressions or words used in the dialogue or rearranging the information they have heard in chronological order. Through these activities, teachers have the opportunity to observe common errors that students may make, such as misinterpretations of information or

pronunciation mistakes. This allows teachers to provide immediate feedback aimed at correcting these errors and improving students' understanding of the material being taught.

This formative assessment approach aligns with the view of Black and Wiliam (2009), who state that formative assessment is most effective when there is a two-way interaction between the teacher and students in the learning process. This means that the assessment process not only serves as a measure of how well students understand the material but also as a tool to provide constructive feedback and encourage students to correct their mistakes. By involving students in reflecting on their errors, teachers also encourage them to become more aware of their own learning process and make more independent improvements.

In the speaking skill aspect, the English for Nusantara textbook provides a variety of tasks designed to train students in effectively communicating their ideas. Tasks such as "Practice the dialogue with your partner," "Interview your friend and present the result," and "Describe your favorite place" give students the opportunity to practice speaking in contexts that are realistic and relevant to daily life. These tasks do not only focus on mastering linguistic aspects such as vocabulary and grammar but also emphasize the development of a more holistic speaking skill, including confidence, fluency, and clarity in conveying ideas. However, in speaking task retelling a narrative text (e.g., the story of *The Ugly Duckling*), the instructions do not include guidance on appropriate intonation, stress, or expression. This limits the development of expressive and communicative skills. Consequently, the task addresses content delivery but falls short of fostering fluency, naturalness, and communicative effectiveness, which are crucial aspects of speaking competence.

Furthermore, the reading and viewing skills in the English for Nusantara book for Phase D of the Emancipated Curriculum are designed to develop literacy understanding that goes beyond basic cognitive aspects, also encompassing higher-order thinking skills. This book presents a variety of authentic and semi-authentic texts, such as place descriptions, folk tales from various regions in Indonesia, procedural texts,

public service advertisements, and functional dialogues. Each text is contextually selected to be relevant to the students' daily lives, helping them build connections between the content of the reading material and their personal experiences or socio-cultural environment.

The reading activities in this book not only focus on literal comprehension but also include inferential, interpretative, evaluative, and reflective skills. For example, instructions such as "Read the text and answer the questions," "Find the main idea," or "Match the paragraphs with the pictures" serve as explicit indicators that the learning approach is formative and supports the continuous development of students. In this context, each reading activity becomes not only a tool for testing comprehension but also a diagnostic process for understanding students' grasp of the material, providing a foundation for constructive feedback from the teacher.

The teacher plays a central role in facilitating reading skills. Teachers do not merely present texts but actively provide scaffolding questions, guide group discussions, and teach reading strategies such as skimming (for capturing the general idea) and scanning (for finding specific information). These strategies enable students to gradually build confidence in handling more complex texts. According to research by Gustanti and Ayu (2021), the explicit application of reading strategies is highly effective in enhancing literacy skills because it teaches students how to learn, not just what to learn. In formative assessment, the teacher uses the results of reading activities as diagnostic data to understand students' strengths and weaknesses. For instance, when students are unable to identify the main idea or have difficulty organizing the logical sequence of paragraphs in a text, the teacher can provide additional guidance such as concept mapping, analysis of the main sentences, or close reading exercises.

The element of viewing is also deeply integrated into multimodal literacy learning, which meets the needs of the digital generation. The English for Nusantara book often includes images, illustrations, infographics, and diagrams relevant to the texts being read. These visual elements are not just decorative but functional, reinforcing meaning and expanding the understanding of context. Through viewing

activities, students are trained to develop interpretative skills for visual information and link it integratively with the text. For example, in one learning unit, students are asked to match images of natural landscapes with place descriptions. In this process, the teacher can conduct formative assessment by asking students to explain why they matched specific images and descriptions. Activities like this foster critical thinking skills and a deeper understanding of the relationship between text and visuals. Research by Wei and Jan (2023) states that the use of visual elements in English language learning encourages students to become more cognitively engaged as they process information multimodally, involving text, images, and context, in alignment with 21st-century learning approaches.

The analysis indicates that several viewing activities demonstrate only partial alignment with the expected learning outcomes. In the task of identifying emotions through visual dialogue, the assessment depends more heavily on textual dialogue than on the visual elements, thereby limiting students' development of visual literacy. Similarly, in the activity of interpreting posters, learners are directed to identify goals and steps primarily from the written text, without sufficient guidance to analyze non-verbal features such as symbols, colors, or illustrations. Furthermore, in the task of matching images with text or video, students are engaged in factual recognition but are not encouraged to practice higher-order visual interpretation skills, including the ability to identify implicit meaning or symbolism.

Furthermore, the formative assessment process in reading and viewing can be supplemented with reflective activities such as reading journals or post-reading discussions, where students evaluate their understanding process and note the difficulties they encountered. This reflection becomes valuable information for teachers to design more personalized and targeted learning interventions. This is supported by Granberg et al., (2021) which states that effective formative assessment should encourage students to become active agents in their learning process through self-assessment and peer feedback.

The writing and presenting skills in English for Nusantara Fase D are key components in the development of students'

productive literacy competencies. This element includes the ability to express ideas, information, and opinions both in writing and orally, as well as to deliver messages clearly, structurally, and communicatively. The curriculum emphasizes that these skills are not only related to language rules but are closely linked with critical thinking, problem-solving, and collaboration. In terms of writing, students are given opportunities to explore various text genres, ranging from descriptive texts, procedural texts, to narrative ones. The English for Nusantara book structures writing activities progressively and scaffolded, starting from constructing simple sentences, forming paragraphs, to completing more complex writing tasks. Instructions like "Write a short paragraph about your daily routine" or "Write instructions on how to play your favorite game" reflect a constructivist approach that facilitates students to build knowledge based on their personal experiences and contextual realities.

Some writing activities only partially meet the intended learning outcomes. For instance, in the task of identifying narrative elements, students are asked to recognize the orientation, complication, and resolution of a story. While this helps them understand text structure, it does not require them to practice vocabulary use, grammar accuracy, or sentence construction. As a result, the activity supports analytical understanding but does not fully develop students' productive writing competence as expected in the Emancipated Curriculum.

The formative assessment process in writing skills is not done instantly or through a single final assessment, but through a series of stages such as drafting, peer feedback, teacher conferencing, and self-assessment. Each of these stages allows students to improve and develop their writing progressively. This approach follows the process writing model which suggests that writing instruction should be iterative and reflective, not merely focused on assessing the final product (Apridayani et al., 2024). Additionally, peer feedback strategies have proven effective in improving the quality of students' writing as it allows them to view their work from another perspective and understand the quality standards of good writing. In this case, the teacher acts as a facilitator, not the sole

source of evaluation. Teacher feedback is also given continuously and focuses on important aspects such as idea organization, cohesion and coherence of paragraphs, vocabulary accuracy, and grammar usage.

The skill of presenting serves as a means for students to practice verbal communication in front of an audience. The book provides various challenging and contextual presentation activities, such as: "Present your poster to the class," "Show and tell about your favorite object," or "Describe your dream house to your friends." These activities are designed not only to measure speaking fluency but also to develop confidence, presentation structure, use of visual aids, and the ability to answer audience questions. In formative assessment for presentation skills, teachers can use simple yet focused rubrics, such as assessing voice volume, intonation, information structure, eye contact, facial expressions, and use of visual media. Additionally, a reflection process after presentations is carried out through class discussions or reflective journals, which allow students to assess their own performance and create plans for future improvements.

Moreover, the writing and presenting activities in this book highlight a close connection with the learning achievements of Phase D, namely the ability to compile and deliver information both in writing and orally in various real-life contexts. By involving project-based activities and hands-on practice, formative assessments in this aspect can build the 21st-century skills needed by students, such as effective communication, collaboration, and digital literacy. The integration of writing and presenting activities also promotes cross-skills learning (integrated skills learning), which is recognized as more effective than teaching language skills separately. For example, after writing a description of a pet, students are asked to present their written work using images or posters they have created. This process encourages emotional involvement, a sense of ownership over their work, and higher learning motivation.

Formative assessment in the writing and presenting elements of the learning outcomes in Phase D of the Emancipated curriculum is a crucial component in developing critical thinking skills, organizing ideas systematically, and

communicating ideas in both written and oral forms with correct language usage. Based on research findings, formative assessment in this aspect is evident in various student activities, such as composing expository texts, narrative texts, and presenting written works orally to classmates or in group discussion forums. Formative assessment in this element reflects the primary goal of the Emancipated curriculum, which is to encourage students to become active learners capable of developing and communicating ideas. In practice, teachers provide feedback throughout the writing and presentation process, not just on the final product. Teachers observe how students design the opening paragraphs, develop content, and conclude their work, as well as their ability to use spelling and punctuation correctly.

Oral presentation activities become an essential tool in evaluating speaking skills that are integrated with writing abilities. Students are not only expected to deliver the results of their writing but also to practice vocal skills, intonation, articulation, and body language that support message delivery. According to research by Nurhijah (2020) Formative assessments that address oral communication aspects can enrich students' understanding of the material and enhance their reflective thinking skills. Concrete evidence of formative assessment in this aspect is also visible through the assessment rubrics used by teachers. These rubrics include indicators such as text structure, cohesion and coherence of paragraphs, proper word choice, and the ability to present arguments logically during presentations. Teachers then use these rubrics to provide descriptive, constructive, and personalized feedback based on the needs of each student.

Speaking skills play a central role in evaluating communicative competence, and the textbook provides structured tasks designed to develop these abilities. Students are exposed to dialogues, role-plays, and discussion prompts that simulate real-life communication, enhancing their vocabulary, pronunciation, and grammatical accuracy. These activities are carefully sequenced to gradually increase in difficulty, allowing students to build confidence while expanding their oral proficiency. The textbook's emphasis on speaking also supports collaborative learning, as students

often work in pairs or groups, providing opportunities for peer feedback and cooperative problem-solving.

Beyond language proficiency, the textbook also incorporates character education into its activities, fostering students' personal and social development. Through tasks that require collaboration, decision-making, and reflection, students learn to demonstrate responsibility, empathy, and respect for others. This integration of character values into English learning not only enriches the educational experience but also aligns with the holistic vision of the Emancipated Curriculum, which seeks to nurture both cognitive and moral competencies. By embedding ethical and social considerations into learning tasks, the textbook encourages students to connect language use with real-life social interactions, promoting both linguistic and personal growth (Liagustin, 2023). Teacher manuals play a critical role in supporting formative assessment implementation, providing guidance that ensures consistency and effectiveness in evaluating student performance. The "English for Nusantara" teacher guide includes clear instructions, assessment rubrics, and suggested feedback strategies, enabling educators to conduct evaluations systematically and transparently. Such guidance is particularly valuable in maintaining standardization across different classrooms, while still allowing teachers the flexibility to adapt assessment practices according to students' individual needs. Additionally, the manuals provide examples of reflective questions and self-assessment prompts that encourage students to take an active role in their own learning, fostering autonomy and critical thinking (Rihandini & Aswir, 2024).

Formative assessment is a fundamental aspect of the Emancipated Curriculum, emphasizing the ongoing evaluation of students' learning processes rather than solely focusing on final outcomes. In the "English for Nusantara" textbook, formative assessment is embedded through diverse tasks, exercises, and classroom activities that allow teachers to observe and measure students' progress continuously. This approach enables educators to identify individual learning gaps, provide timely interventions, and adapt teaching strategies to enhance learning outcomes. The integration of formative assessment also encourages students to actively

participate in learning, develop self-awareness about their strengths and weaknesses, and engage in reflective practices that support language acquisition (Nooralam & Sakhiyya, 2022). Speaking proficiency is one of the primary competencies targeted in the textbook, and the structured speaking tasks are carefully designed to develop students' communicative skills. Activities such as dialogues, role-plays, presentations, and discussion prompts immerse students in authentic communicative contexts, allowing them to practice vocabulary, pronunciation, grammar, and fluency simultaneously. The textbook sequences these activities from simple to more complex tasks, enabling gradual skill development and fostering confidence in oral expression.

The integration of character education in the textbook complements language learning by promoting moral and social development. Tasks are designed to encourage collaboration, ethical decision-making, responsibility, and respect for others, reinforcing values alongside linguistic competence. By incorporating these elements, the textbook aligns with the Emancipated Curriculum's vision of holistic education, which emphasizes the development of both cognitive and moral competencies. Embedding character education in formative assessment activities enables students to connect language learning with real-life ethical and social situations, fostering well-rounded personal growth (Liagustin, 2023). Teacher manuals play a crucial role in guiding the effective implementation of formative assessment. The "English for Nusantara" teacher guide provides detailed instructions, rubrics, assessment criteria, and suggested feedback strategies, ensuring that teachers can conduct evaluations consistently and transparently. The manuals also offer prompts for reflective questioning and student self-assessment, which enhance metacognitive skills and support autonomous learning. With structured guidance, teachers are empowered to maintain standardization in assessment practices while accommodating the diverse learning needs of students in different classroom contexts (Rihandini & Aswir, 2024).

The textbook also emphasizes contextualized language use, where tasks simulate real-life situations, making assessment more authentic and relevant. This approach allows

students to apply linguistic knowledge meaningfully, demonstrating their ability to communicate effectively in diverse contexts. Authentic assessment tasks foster critical thinking, problem-solving, and adaptive language use, reflecting the curriculum's emphasis on preparing students for real-world communication challenges (Panjaitan, 2024). In addition, the sequencing of tasks in the textbook follows a developmental approach, gradually increasing in complexity to scaffold students' learning experiences. This progression ensures that students are not overwhelmed and can build confidence as they acquire new skills. Formative assessment at each stage provides teachers with valuable insights into students' readiness for more advanced tasks, allowing instruction to be adjusted responsively (Fani et al., 2024).

The textbook's content also reflects careful consideration of students' cognitive load and learning motivation. Tasks are designed to be engaging, interactive, and varied, reducing monotony and promoting sustained attention. Incorporating games, collaborative projects, and problem-solving exercises not only enhances language acquisition but also encourages active participation and intrinsic motivation, which are critical for effective formative assessment (Indriyani & Nurhasanah, 2017).

Moreover, the use of reflection journals and self-monitoring tools in the textbook supports metacognitive development. By encouraging students to track their learning, set personal goals, and evaluate outcomes, the textbook fosters self-regulated learning. This approach aligns with the principles of formative assessment that value learner autonomy and continuous improvement, empowering students to take responsibility for their learning journey (Darmayenti, 2021).

The incorporation of differentiated tasks ensures that formative assessment addresses diverse student needs. The textbook provides tasks of varying difficulty levels, enabling teachers to tailor assessment according to students' individual abilities and learning styles. Differentiation enhances inclusivity and equity, ensuring that all learners have opportunities to demonstrate their competence and receive meaningful feedback (Sari, 2023). Finally, the "English for

Nusantara” textbook exemplifies the integration of formative assessment, teacher guidance, CEFR alignment, character education, and reflective practices into a cohesive framework. This comprehensive design promotes holistic student development, balancing linguistic proficiency with social, emotional, and cognitive growth. Through structured tasks, authentic assessment, and continuous feedback, students are equipped to achieve communicative competence, ethical awareness, and lifelong learning skills, fulfilling the goals of the Emancipated Curriculum (Hanifa, 2018).

CONCLUSION

The English for Nusantara textbook's formative evaluation of reading and viewing components is in line with the learning objectives listed in Emancipated Curriculum Phase D. The textbook has a variety of reading resources that promote literal, inferential, and evaluative understanding, including narrative texts, descriptive texts, and functional texts. Effective integration of visual components such as infographics, posters, and illustrations support multimodal literacy and empowers students to critically interpret communications. The speaking and listening exercises in the textbook are designed to help students improve their oral communication abilities while adhering to the learning outcome components of the Emancipated Curriculum. Students can practice understanding meaning, recognizing important information, and sequencing events through listening assignments that are based on real, context-rich audio materials like dialogues, procedural instructions, and narratives. By focusing on process-based and reflective learning, the English for Nusantara textbook's writing and presentation elements show a clear fit with the learning objectives of the Emancipated Curriculum. Students work on writing assignments that vary in complexity from straightforward descriptions to intricate narrative and procedural texts, with the assistance of modeling, drafting, and revision phases.

Recommendations

The analysis's findings have led to a number of recommendations for enhancing the use of formative assessment in English language instruction, especially in relation to the Emancipated Curriculum and the English for Nusantara textbook. These recommendations are meant to help educators, textbook authors, legislators, and upcoming researchers improve the efficacy of formative assessment procedures. For practical implementation, it is recommended that English teachers actively utilize the formative assessment features available in the English for Nusantara textbook by integrating them into daily classroom activities. Teachers should provide timely and constructive feedback based on students' performance in listening, speaking, reading, writing, and viewing tasks to help guide their progress. Additionally, it would be beneficial for textbook developers to enhance the clarity and consistency of formative assessment instructions and include rubrics or reflection prompts to support both teachers and students.

From a theoretical perspective, further research is suggested to explore the implementation of formative assessment in other grade levels and subject areas within the Emancipated Curriculum to broaden understanding and ensure curriculum-wide alignment. Future studies could also examine how formative assessment influences student motivation, autonomy, and long-term language development. In addition, research focusing on teacher readiness, challenges in formative assessment implementation, and the development of assessment literacy would provide deeper insights into how to optimize its use. The results of such studies would contribute to the development of more comprehensive models and frameworks that support effective formative assessment practices in competency-based education settings.

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