# Content Standard Analysis in the Formative Assessment of Textbook English for Nusantara

**Uswatun Hasanah, Sri Wahyuni**
Universitas Negeri Semarang

**ABSTRACT**
This research analyzes the integration of formative assessment principles in the English for the Nusantara textbook for Grade VIII, which serves as the official learning resource in the Emancipated Curriculum. Using a qualitative content analysis approach, this study evaluates how the textbook's tasks across the four language skills listening, speaking, reading, and writing align with the principles of formative assessment and Phase D learning outcomes. The research findings indicate that the English for Nusantara Grade VIII textbook aligns with the objectives of the Emancipated Curriculum and demonstrates the integration of formative assessment principles through reflective and process-oriented learning activities. The inclusion of a "Learning Reflection" sheet in each chapter provides students with opportunities to observe their learning experience, recognize challenges, and reflect on their progress. However, while reflection and self-assessment components are well represented, structured feedback and revision opportunities are not yet consistently implemented across all tasks. Therefore, strengthening these formative elements would further enhance the textbook's role in supporting continuous improvement and realizing the learner-centered vision of the Emancipated Curriculum. These findings contribute to the improvement of textbook design and offer insights for teachers, policy makers, and curriculum developers in improving formative practices in English language education.

## INTRODUCTION

Effective English language teaching requires more than the simple transmission of linguistic knowledge; it involves a dynamic process of facilitating communication, reflection, and continuous growth among learners. The essence of teaching English as a foreign language lies not only in helping students master vocabulary and grammar but also in enabling them to use the language meaningfully (Richards & Farrell, 2019). Therefore, an effective instructional process should be cyclical, allowing teachers to continuously monitor students' learning progress, adapt teaching strategies, and respond to learners' needs in real time (Harmer, 2020). Such responsiveness can be achieved through systematic and purposeful assessment practices that emphasize feedback and improvement rather than the mere measurement of learning outcomes. As Brown (2004) explains, assessment should be viewed as an integral part of the teaching and learning process that provides information to enhance instruction and student performance. In line with this, Wiliam (2011) highlights that formative assessment is central to effective teaching because it enables teachers and students to use evidence of learning to adjust ongoing teaching and learning activities.

Formative assessment has been widely recognized as a key approach to supporting this process. Unlike summative assessments that primarily measure final performance, formative assessment focuses on the ongoing process of learning, helping both teachers and students identify strengths and weaknesses throughout the learning journey (Brookhart, 2019). It provides timely feedback, fosters learner autonomy, and supports differentiated instruction by aligning teaching with individual learning progress (Black & Wiliam, 2018). Moreover, formative assessment cultivates a reflective learning environment in which students actively participate in evaluating their own progress through peer feedback, self-assessment, and collaborative dialogue (Sadler, 2009). Numerous studies have also confirmed its positive impact on

English language learning. For instance, Nurhayati (2020) found that integrating formative tasks in EFL writing classes improved grammatical accuracy and self-confidence through continuous feedback cycles. Similarly, Hasan, Islam, and Shuchi (2021) reported that formative assessment supported students' speaking development by promoting active participation and reducing anxiety in oral communication. Trisanti (2019) highlights that assessment practices in language classrooms should authentically represent learners' communicative abilities and align with instructional objectives, ensuring that assessment outcomes truly reflect students' progress and real-world language use. Hafidhoh and Agus (2025) found that reflective feedback which allows student response and reflection, had a greater impact than corrective feedback alone. These findings emphasize the importance of formative and interactive feedback practices in enhancing students' skills over time.

Formative assessment can be analyzed from two interrelated dimensions: the micro and macro levels. The micro level focuses on linguistic accuracy such as grammar, vocabulary, and sentence structure, helping learners refine their language form through continuous feedback (Alnasser & Alyousef, 2015). In contrast, the macro level emphasizes broader communicative competence, including coherence, organization of ideas, and the ability to convey meaning effectively in various contexts (Ma, Wang, & Teng, 2021). Effective formative assessment should therefore balance both levels to promote holistic language development, not merely accuracy (Nurhayati, 2020). In classroom practice, feedback that targets both micro and macro dimensions encourage students to improve linguistic precision while enhancing their reflective and communicative skills (Putri & Melani, 2022). Within the framework of the Emancipated Curriculum, integrating these dimensions into textbook activities ensures that assessment supports meaningful learning and continuous improvement aligned with students' communicative outcomes (Firdaus et., al. 2023)

In the Indonesian educational context, the implementation of the Emancipated Curriculum introduces learning outcomes as the core competencies that students are

expected to achieve at each educational phase (Kemendikbud, 2022). In Phase D, which covers Grades VII and VIII, the learning outcomes focus on enabling students to communicate effectively in English, express ideas, and interact appropriately in both formal and informal contexts. To support these objectives, assessment practices must not only measure students' performance but also guide their learning progress and development. Because textbooks serve as the main reference and primary learning source, they play a crucial role in realizing these curriculum goals. The English for Nusantara textbook was developed to reflect the principles of the Emancipated Curriculum, encouraging students to take an active role in constructing knowledge through meaningful and contextual activities. To remain consistent with these principles, the textbook must integrate formative assessment elements that promote reflection, feedback, and continuous improvement aligned with the intended learning outcomes. This integration ensures that assessment functions not merely as a measurement tool but as a means to support students' gradual development toward communicative competence and holistic learning.

Several studies have examined English textbooks and their alignment with the Emancipated Curriculum in Indonesia. Liagustin (2023) found that English for Nusantara effectively integrates character education with language learning, while Nooralam and Sakhiyya (2022) confirmed that the textbook embodies the curriculum's principles by promoting active and reflective learning. Similarly, Wahyuni et al. (2019) and Rihandini and Aswir (2024) emphasized the need for formative assessment components in English textbooks to strengthen learner autonomy and instructional guidance. Panjaitan (2024) also noted that English for Nusantara aligns with communicative curriculum goals but requires more explicit feedback-oriented activities. Beyond this textbook, Khasanah, Ro'ifah, and Wijaya (2022), as well as Indriyani and Nurhasanah (2017), highlighted that many English materials still lack reflective and interactive elements, while Sari (2023) and Apridayani, Han, and Sakkanayok (2024) showed that self-assessment and creative tasks enhance student engagement and writing competence. Complementing these findings,

studies by Nurhayati (2020), Wijaya (2022), Dewi and Mutammam (2022), and Setiawati (2024) collectively underline that formative assessment fosters continuous progress, learner motivation, and communicative competence, aligning with the outcome-based orientation of the Emancipated Curriculum. Together, these studies demonstrate that the integration of formative assessment within English textbooks is essential to promoting reflective, student-centered, and sustainable language learning.

Despite the growing number of studies on the Emancipated Curriculum and formative assessment, most have focused on character values, content quality, or general implementation. There remains limited exploration of how formative assessment is systematically embedded across the four language skills in English for Nusantara for Grade VIII, particularly in relation to learning outcomes. Therefore, the present study aims to analyze the representation of formative assessment in English for Nusantara Grade VIII based on the learning outcomes of the Emancipated Curriculum, providing a comprehensive understanding of how the textbook facilitates continuous, reflective, and outcome-oriented English language learning.

## RESULTS AND DISCUSSION

This discussion section presents the findings of an analysis of the English for Nusantara textbook for grade VIII junior high school junior high school students, focusing on the alignment of learning activities with the learning outcomes of Phase D in the emancipated curriculum and the use of formative assessment. The study was carried out using qualitative descriptive through a content analysis technique, which assesses the textbook's content based on the sorts of exercises presented, the instructions provided, and the skill objectives to be met. The exercises and learning activities were analyzed based on their assessment types, which were organized progressively from simpler to more complex stages according to the assessment task design framework. Then, the assessment types were classified into micro and macro abilities. The analysis was carried out using the Language

Assessment: Principles and Classroom Practices theoretical framework proposed by H. Douglas Brown. The purpose is to analyze the textbook by examining the progression of learning activities from simple to complex levels and determining how they reflect linguistic and communicative abilities within an established language assessment framework.

English for Nusantara is anticipated to serve as a vital instrument in the implementation of the emancipated curriculum, providing not just appropriate language content but also promoting formative learning. The notion of formative assessment stresses that learning activities should enable teachers and students to continually monitor learning progress, offer feedback, and allow students to engage in self-reflection and peer assessment. Thus, each exercise in the book must be evaluated not only in terms of its fit for learning outcomes, but also in terms of its potential as a formative tool. To explain the analysis, the conversation will be arranged around the four primary language skills: listening, speaking, reading, and writing. For each ability, the explanation will start with an overview of the results, then concrete examples from specific units in the book, and table for summarizing the activity type, micro/macro categories, and formative remarks. Further explanation will follow, emphasizing the activity's relevance to learning outcomes phase D and formative assessment concepts.

**Part of Listening Task**

The English listening exercises for Nusantara eighth grade represent efforts to train students to grasp core concepts and details while also connecting material to everyday circumstances. According to learning outcomes phase D, junior high school students should be able to absorb the main concept from oral presentations, understand key details, and draw basic inferences. As a result, the content analysis of this book focuses on how the listening activities highlight core language abilities while also allowing for the development of interpretative and formative skills. According to the research, the book includes a wide range of listening exercises, from responsive listening to comprehensive listening to stimulus-

response tasks that connect audio with actions or visuals. Most activities continue to focus on literal comprehension and true-false replies, which are technically classified as micro skills. However, there are other tasks that give opportunity for macro skills, such as prediction, inference, and interpreting event sequences, although in small numbers.

Table 1. Analysis of Listening Activities in English for Nusantara Grade VIII

| Chapter and Unit | Learning Objective | Type of Assessment | Assessment Instruction | Micro/Macro |
|---|---|---|---|---|
| **Ch. 1, U1, Sec. 1-3 (P. 24-30)** | Identify specific information about personal experiences | Selective listening, Information transfer: multiple picture cued selection | Match the games and the pictures | Micro |
| | | Selective listening, Word recognition | Circle the word related to Independence Day celebration mentioned on the dialogue | Micro |
| | | Selective listening, Recognizing sequence of ideas or events | Identify and arrange the strategy to win | Micro |
| | | Selective listening: | Give a check to | Micro |

| | | Identifying specific information | the correct statement | |
|---|---|---|---|---|
| **Ch. 2, U1, Sec. 2–3 (p. 75–76)** | Connect and sequence events in an imaginative story | Selective listening, Information transfer: multiple cued picture prediction selection | Work with classmate, circle two picture that will happen in part two | Micro |
| **Ch. 3, U1, Sec. 2-3 (p. 132–139)** | Identify the main idea and detailed information on a series of past incidents or events | Extensive listening, Communicative stimulus response task: dialogue and multiple-choice authentic question on detail | Listen to audio. Choose the correct answer based on the audio | Micro |
| | | Selective listening: Recognition based task | Cross the instruction that are not right when washing hand | Macro |
| **Ch. 3,** | Identify | Responsiv | Listen to | Macro |

| | | | | |
|---|---|---|---|---|
| **U2, Sec.2 (p. 150–151)** | the main idea and detailed informa tion on a series of past incident s or events | e listening: open ended response to question | audio and answer the question | |
| **Ch. 4, U1, Sec. 2–3 (p. 184–194)** | Identify the main idea and detailed informa tion on a series of past incident s or events | Intensive Listening: Morpholog ical recognitio n -ed ending | Listen to audio 4.1. complete the sentences with the Past tense form of the verbs | Micro |
| | | Interactive Listening: Prediction and verificatio n task | Before listening o 4.2, guess what happened during the flood by circling one of the pictures below. You can work with your classmate . Listen to audio 4.2. | Macro |

| | | | Check your predictio n | |
|---|---|---|---|---|
| | | Selective listening: Listening cloze | Complete the sentence in the next page based on the audio | Micro |
| **Ch. 5, U1, Sect (p. 239– 243)** | Identify the sequenc e of main events in a story | Interactive Listening: Discussion based comprehen sion task | Listen to the dialogue audio 5.1 and discuss with your friend | Macro |
| **Ch. 5, U2, Sect. 1 (p. 254– 256)** | Identify the sequenc e of main events in a story | Responsiv e listening: Open ended response to question | Listen to audio 5.3 and answer these question | Macro |

As summarized in Table 1, listening activities in English for Nusantara Grade VIII demonstrate various forms of formative assessment that aim to monitor students' comprehension and provide feedback during the learning process. As shown in Table 1, the textbook includes several types of listening tasks such as selective, responsive, and interactive listening. In the early chapters, most activities belong to selective listening, for example "Match the games and the pictures" or "Circle the word related to Independence Day celebration mentioned on the dialogue." These tasks assess

students' ability to recognize specific words, details, or sequences of ideas, which focus on micro listening skills and bottom-up processing. Such activities encourage learners to pay attention to linguistic features while gradually improving their comprehension of spoken text.

In later chapters, the tasks shift toward responsive and interactive listening types that promote deeper comprehension and engagement. For example, "Before listening to audio 4.2, guess what happened during the flood and check your prediction" and "Listen to the dialogue audio 5.1 and discuss with your friend" require students to predict, verify, and communicate their understanding through discussion. These activities represent macro listening skills involving top-down processing, contextual interpretation, and interaction. They embody the principles of formative assessment, as students actively construct meaning, receive immediate feedback, and reflect on their understanding. Overall, the listening tasks in this textbook integrate comprehension, interaction, and reflection to support continuous learning and aligning with the learning outcomes of the Emancipated Curriculum

**Part of Speaking Task**

Speaking skills in English for Nusantara eighth grade are often meant to enable students to communicate orally through question-and-answer exercises, storytelling, expressing viewpoints, and making small presentations. According to learning outcomes phase D, students are required to use English to converse on themes relevant to their life, convey ideas and emotions, and improve their communication abilities. According to this textbook, the majority of speaking tasks fall under the macro skills group, requiring students to create lengthier, more ordered utterances. However, micro aspects such as pronunciation, intonation, and fluency are rarely mentioned clearly in assignment instructions.

Table 2. Analysis of Speaking Activities in English for Nusantara Grade VIII

| Chapter and Unit | Learning Objective | Type of Assessment | Assessment Instruction | Micro/Macro |
|---|---|---|---|---|
| **Ch. 1, U1, Sec. 7 (p. 35)** | Talk about personal experiences in the past | Interactive speaking: Interview | Work in pairs to practice asking the questions and respond based on your own experiences | Macro |
| **Ch. 2, U1, Sec. 7 (p. 85)** | Retell an imaginative story and explain characters' actions, feelings, and behavior | Extensive speaking: oral presentation | Use the script from section 6 "The Ugly Duckling" and perform your story to the class and check other group presentation | Macro |
| **Ch. 3, U1, Sec. 7 (p. 146)** | Ask and give opinions about familiar | Extensive speaking: oral presentation | Choose the situation and plan of how | Macro |

| | topics around the school | | you can save water, do the presentation in front of the class and check the other group presentation | |
|---|---|---|---|---|
| **Ch. 4, U1, Sec. 6 (p. 200)** | Talk about past incidents or events and make questions for a short interview | Interactive speaking: interview | Create Yes/No Question to ask question about experiences in rainy season, then retell your classmate's past incident to your class | Macro |
| **Ch. 5, U1, Sec. 7 (p. 251)** | Ask for and give opinions about various topics | Extensive speaking: oral presentation | Use the script from section 6 "Make up" to retell and check the others | Macro |

| | | | group presentat ion | |
|---|---|---|---|---|

Table 2 demonstrates that speaking activities in English for Nusantara Grade VIII are designed to develop students' communicative competence through interactive and extensive speaking tasks. As presented in Table 2, the activities focus on encouraging learners to express ideas orally, share experiences, and perform spoken texts in meaningful contexts. Tasks such as "Work in pairs to practice asking the questions and respond based on your own experiences" and "Create Yes/No questions to ask about experiences in rainy season, then retell your classmate's past incident to your class" promote interactive speaking. These activities engage students in real communication where they exchange information, take turns, and respond spontaneously. Such interaction helps learners build confidence and fluency while allowing teachers to observe and provide immediate feedback, reflecting the principles of formative assessment that emphasize ongoing improvement rather than final evaluation.

In addition, several chapters feature extensive speaking tasks, including "Use the script from section 6 'The Ugly Duckling' and perform your story to the class" and "Plan how you can save water, do the presentation, and check other group presentations." These tasks require students to deliver longer spoken outputs, such as presentations or storytelling, which assess their ability to organize ideas, use appropriate language, and engage the audience. The inclusion of peer-checking activities allows learners to reflect on their performance and learn from others' presentations. This approach aligns with formative assessment characteristics that prioritize reflection, peer feedback, and self-assessment to enhance speaking proficiency. Overall, the speaking tasks in this textbook foster active participation, collaboration, and continuous learning, which are in harmony with the communicative goals and learning outcomes of the Emancipated Curriculum.

**Part of Reading Task**

Reading abilities in English for Nusantara, grade VIII, are designed to assist students in understanding familiar and new texts, identifying the main concept, and interpreting explicit and implicit information. This is consistent with Phase D learning goals, which highlight the capacity to grasp the major ideas, relevant details, and purpose of a text, as well as to form inferences. According to the analysis, this book includes a mix of reading tasks that focus on micro-skills like identifying vocabulary or matching images to words, as well as macro-skills like linking concepts, inferring characters' emotions, and understanding moral themes.

Table 3. Analysis of Reading Activities in English for Nusantara Grade VIII

| Chapter and Unit | Learning Objective | Type of Assessment | Assessment Instruction | Micro/Macro |
|---|---|---|---|---|
| **Ch. 1, U1, Sec. 7 (p. 35)** | Talk about personal experiences in the past | Interactive speaking: Interview | Work in pairs to practice asking the questions and respond based on your own experiences | Macro |
| **Ch. 2, U1, Sec. 7 (p. 85)** | Retell an imaginative story and explain characters' actions, feelings, | Extensive speaking: oral presentation | Use the script from section 6 "The Ugly Duckling" and perform your | Macro |

| | and behavior | | story to the class and check other group presentation | |
|---|---|---|---|---|
| **Ch. 3, U1, Sec. 7 (p. 146)** | Ask and give opinions about familiar topics around the school | Extensive speaking: oral presentation | Choose the situation and plan of how you can save water, do the presentation in front of the class and check the other group presentation | Macro |
| **Ch. 4, U1, Sec. 6 (p. 200)** | Talk about past incidents or events and make questions for a short interview | Interactive speaking: interview | Create Yes/No Question to ask question about experiences in rainy season, then retell your classmate's past | Macro |

| | | | incident to your class | |
|---|---|---|---|---|
| **Ch. 5, U1, Sec. 7 (p. 251)** | Ask for and give opinions about various topics | Extensive speaking: oral presentation | Use the script from section 6 "Make up" to retell and check the others group presentation | Macro |

Table 3 reveals that reading activities in English for Nusantara Grade VIII provide various assessment designs that target both micro and macro reading skills through perceptive, selective, and interactive reading tasks. For instance, in Chapter 1, students engage in perceptive and selective reading activities such as matching pictures with descriptions, identifying detailed information, and answering comprehension questions about a parade story. These tasks focus on lower-level reading processes like recognizing visual cues and specific details, which are categorized as micro skills. Similarly, the reading task in Chapter 4, which requires learners to complete a table with expressions from a dialogue, also emphasizes selective reading and involves identifying utterances, reinforcing learners' attention to linguistic forms and specific textual elements.

Meanwhile, macro reading assessments are presented in activities such as the one in Chapter 2, where students read and interpret The Elephant and His Friend, predict emotions, and answer comprehension questions. This task encourages higher-level understanding, inferencing, and text interpretation, which align with macro reading skills. The reading activity in Chapter 5 also involves identifying detailed information through short responses, which promotes

students' accuracy and comprehension at the micro level. Overall, these assessments serve formative purposes by guiding students to reflect on their comprehension, enhance their ability to process textual information, and progressively build towards more complex reading performance.

**Part of Writing Task**

Writing activities in English for Nusantara grade VIII are important because they support Phase D learning goals, which include students' capacity to write about personal experiences, construct recount texts, generate imaginative writings, and produce short instructional texts. According to the analysis, writing is more prevalent in the macro skills category than other skills since most tasks demand students to generate whole texts rather than only practice structures. However, textbook instructions seldom contain clear revision and feedback stages, so their formative potential is not completely realized.

Table 4. Analysis of Writing Activities in English for Nusantara Grade VIII

| Chapter and Unit | Learning Obejective | Type of Assessment | Assessment Instruction | Micro/Macro |
|---|---|---|---|---|
| Ch. 1, U3, Sec. 5 (p. 60–61) | Write the main events of personal experiences in the past | Intensive (Controlled) writing: Picture cued sentence writing | Study the following picture and answer the question to help you write the orientation of the text | Macro |
| | | Extensive Writing: | Write the suitable | Macro |

| | | Paragraph construction | orientation based on your answer in part one | |
|---|---|---|---|---|
| **Ch. 3, U3, Sec. 6 (p. 175)** | Write instructions on a poster based on categorized actions | Collaborative writing task: Poster planning task | Plan to make a poster with friends | Macro |
| **Ch. 5, U3, Sec. 5 (p. 276)** | Write the main events of a story in correct sequence | Guided Writing task: story structure analysis | Complete the following table with elements of the story "Mirza" | Macro |

As illustrated in Table 4, the writing activities in English for Nusantara Grade VIII encourage students to develop their written communication through a variety of guided, controlled, and collaborative tasks that focus on macro-level writing skills. In Chapter 1, students first observe and analyze a picture before composing sentences and constructing a paragraph to write the orientation of a text. This task promotes macro writing skills as it guides students to structure ideas coherently and understand text organization beyond sentence-level writing. It also provides a scaffolded process where learners move from guided responses to independent paragraph construction, aligning with the formative principle of gradual skill development through teacher or peer support.

In later chapters, such as Chapter 3 and Chapter 5, students engage in collaborative and guided writing activities. The poster-planning task in Chapter 3 fosters teamwork and

creativity while applying written English for communicative purposes, reflecting authentic and performance-based formative assessment. Similarly, the activity in Chapter 5 requires learners to analyze the elements of a story by completing a table with orientation, complication, and resolution. This not only enhances understanding of narrative structures but also encourages reflection on how stories are constructed. Overall, these writing tasks serve as formative assessments that promote feedback, peer collaboration, and deeper awareness of writing conventions and text composition.

The analysis of macro and micro elements in English for Nusantara Grade VIII reveals a well-balanced integration of receptive and productive skills, aligned with the nature of each assessed competence. Micro-level activities are more dominant in the listening and reading sections, focusing on identifying specific details, recognizing sequences, and comprehending literal meanings. Tasks such as matching, circling, and completing short responses train students to concentrate on word, phrase, or sentence-level comprehension. In contrast, macro-level activities are more prevalent in the speaking and writing sections, which require broader communicative production. Tasks such as oral presentations, interviews, poster planning, and story writing encourage students to organize ideas, express meaning, and collaborate effectively. The balanced distribution of micro and macro activities demonstrates that the textbook not only develops receptive comprehension but also strengthens expressive and communicative competencies essential for language use.

In the English for Nusantara textbook, most tasks are designed to encourage active participation and reflection rather than focus on numerical scores, which aligns with the principles of formative assessment. The activities such as Let's Talk, Let's Write, and Let's Reflect provide opportunities for students to practice language use, exchange ideas, and engage in self- or peer-assessment, allowing learning to become a continuous and reflective process. While the textbook offers clear instructions to guide students in completing the task, detailed feedback is not explicitly embedded in the materials. Instead, the feedback component is intended to be facilitated by teachers through classroom interaction, discussion, or

revision activities. This approach indicates that the textbook emphasizes process-oriented learning, where assessment functions as a tool for improvement rather than judgment, supporting students' gradual development and encouraging them to take an active role in their learning progress.

The primary strength of English for Nusantara lies in its formative and learner-centered assessment design. Each activity supports students' learning progress through feedback, reflection, and gradual independence. The book focuses on the learning process rather than the final result, allowing students to engage in scaffolded learning tasks that promote continuous improvement. Furthermore, the inclusion of a "Learning Reflection" sheet in every unit is a significant feature that embodies the principles of formative assessment. This reflection sheet guides students to evaluate their learning experience through questions such as What I liked doing the most, What I did not like or found difficult, and How I worked (alone, with help from classmates, or with help from the teacher). Students also assess their achievement of three learning objectives using visual emoji indicators: happy (achieved), neutral (partly achieved), and sad (not yet achieved). This reflection process enhances learner autonomy and metacognitive awareness, helping students recognize their strengths, difficulties, and progress. Consequently, the textbook not only fosters linguistic competence but also nurtures reflective learning habits and personal responsibility for growth.

Overall, the analysis of the four language skills in English for Nusantara Grade VIII demonstrates a generally balanced structure that supports the development of both receptive and productive competencies. Listening and reading tasks are mostly situated at the micro level, focusing on detail recognition and comprehension of specific information, while speaking and writing tasks emphasize macro skills, encouraging expression, collaboration, and extended language production. This distribution shows that the textbook aligns with the learning outcomes of Phase D, which require students to integrate understanding and communication in meaningful contexts. The variation across skills also indicates that the textbook seeks to accommodate different dimensions of

language learning, ensuring that learners engage in both comprehension and production processes.

From a formative assessment perspective, the textbook displays several strengths, particularly through the inclusion of reflective activities and performance-based tasks. The presence of a learning reflection sheet in each unit encourages students to evaluate their experiences, difficulties, and learning progress, representing an important step toward reflective learning. However, while reflection and self-assessment components are visible, opportunities for feedback and revision are not yet systematically integrated into most tasks. Many activities still end at task completion rather than extending into cycles of improvement. Therefore, although English for Nusantara successfully aligns with the expected learning outcomes and integrates reflective elements, it would benefit from stronger implementation of formative assessment principles, particularly feedback and revision to be more effectively foster student-centred and continuous learning.

## CONCLUSION

In conclusion, English for Nusantara Grade VIII successfully integrates formative assessment principles across the four language skills through a balanced combination of micro and macro activities. Listening and reading tasks strengthen students' comprehension at the detail level, while speaking and writing tasks promote expression, collaboration, and creative production. The inclusion of reflective components in each unit also helps learners become more aware of their progress and challenges, fostering autonomy and responsibility in learning. Overall, the textbook demonstrates a coherent alignment between formative assessment practices and the learning outcomes of Phase D, making it an effective resource for supporting communicative competence and continuous language development.

## RECOMMENDATIONS

Based on the findings, several recommendations can be proposed to strengthen the implementation of formative

assessment in English for Nusantara Grade VIII. The textbook has demonstrated strong alignment between formative assessment principles and learning outcomes through reflective and skill-based activities, and future editions should maintain these strengths while broadening opportunities for reflection and self-assessment to ensure that students consistently engage in active and continuous learning. Additionally, although reflection components are already integrated into each unit, formative assessment can be further enhanced by providing more structured opportunities for feedback and revision. Allowing students to revise their work based on teacher or peer feedback can strengthen their understanding and promote continuous improvement.

**REFERENCES**

Alnasser, S. M., & Alyousef, H. S. (2015). Investigating Saudi learners' preferences for giving and receiving macro and/or micro level peer feedback on their writing. *English Language Teaching*, 8(3), 57–68. https://doi.org/10.5539/elt.v8n3p57

Apridayani, N., Han, J., & Sakkanayok, K. (2024). Integrating teacher and student self-assessment to enhance writing competence in EFL classrooms. *Journal of Language Teaching and Learning Research, 7*(1), 45–57. https://doi.org/

Black, P., & Wiliam, D. (2018). *Inside the black box: Raising standards through classroom assessment* (2nd ed.). Routledge.

Brookhart, S. M. (2019). *How to give effective feedback to your students* (2nd ed.). ASCD.

Brown, H. D. (2019). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson Education.

Darmayenti, D. (2021). An analysis of speaking materials in Bahasa Inggris textbook for twelfth grade students. *Journal of English Language Teaching and Research, 6*(2), 112–120. https://doi.org/

Dewi, Y. L., & Mutammam. (2022). Formative assessment in distance learning: Narratives of Indonesian senior secondary school EFL teachers. *Erudita: Journal of*

*English Language Teaching,* 2(1), 26–37. https://doi.org/10.28918/erudita.v2i1.5329

Firdaus, A., Prastikawati, E. F., & Wiyaka. (2023). Online formative assessments in English teaching and learning. *SALEE: Studies in Applied Linguistics and English Education*, 4(2), 245–262. https://ejournal.stainkepri.ac.id/salee/article/view/310

Hafidhoh, H., & Agus, C. (2025). Teacher feedback and student writing improvement in EFL classrooms: A longitudinal study. *Bulletin of Scientific Research in English Education*, 2(1), 49–61

Harmer, J. (2020). *The practice of English language teaching* (6th ed.). Pearson Education.

Hasan, M., Islam, M. S., & Shuchi, I. J. (2021). The role of formative assessment in developing speaking skills in EFL learners. *Asian EFL Journal, 28*(3), 90–108.

Indriyani, L., & Nurhasanah, S. (2017). Evaluation of English in Context textbook for Grade VIII based on curriculum alignment. *Jurnal Pendidikan Bahasa dan Sastra, 17*(2), 85–94.

Kemendikbud. (2022). Kurikulum Merdeka: Panduan pelaksanaan pembelajaran dan asesmen. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Khasanah, U., Ro'ifah, S., & Wijaya, A. (2022). A content analysis of speaking materials in vocational high school English textbooks based on communicative competence. *JEES: Journal of English Education Studies, 5*(2), 130–141.

Liagustin, D. (2023). Character education values in English for Nusantara textbook for seventh-grade students. *Journal of English Language Education and Applied Linguistics, 5*(1), 25–34.

Ma, Q., Wang, C., & Teng, F. (2021). Using learning-oriented online assessment to foster students' feedback literacy in L2 writing during the COVID-19 pandemic: A case of misalignment between micro- and macro-contexts. *Education and Information Technologies*, 26(6), 7131–7151. https://doi.org/10.1007/s10639-021-10561-9

Nooralam, M., & Sakhiyya, Z. (2022). Formative assessment

practices in English for Nusantara textbook: A reflection of the Merdeka Curriculum. *Indonesian Journal of English Language Teaching, 17*(2), 99–113.

Nurhayati, A. (2020). The implementation of formative assessment in EFL writing: A case study at a secondary school in Indonesia. Pedagogy: *Journal of English Language Teaching,* 8(2). https://doi.org/10.32332/pedagogy.v8i2.2263

Panjaitan, A. (2024). An evaluation of English for Nusantara textbook used at SMPN 37 Medan. *Lingua Scientia, 21*(1), 50–61.

Putri, M. S., & Melani, R. (2022). An analysis of formative assessment in teaching English used by teacher. *PANYONARA: Journal of English Education*, 4(2), 147–164. https://ejournal.iainmadura.ac.id/index.php/panyonara/article/view/6806

Richards, J. C., & Farrell, T. S. C. (2019). *Practice teaching: A reflective approach*. Cambridge University Press.

Rihandini, N., & Aswir, R. (2024). An analysis of formative assessment principles in English for Nusantara teacher's manual. *Journal of Educational Research and Innovation, 8*(2), 88–102. https:// doi.org/10.32529/beej.v5i2.3261

Sadler, D. R. (2009). Indeterminacy in the use of preset criteria for assessment and grading in higher education. *Assessment & Evaluation in Higher Education, 44*(1), 1–12. https://doi.org/10.1080/02602938.2018.1503083

Sari, D. P. (2023). Evaluating BIG SHOW textbook in supporting Merdeka Belajar principles in elementary school English learning. *Jurnal Inovasi Pembelajaran Bahasa, 8*(3), 210–222.

Setiawati, Y. (2024). Building a foundation for global competence: Improving English language instruction in Indonesian curriculum. *Journal of Foreign Language Learning and Teaching,* 3(2). https://doi.org/10.23971/jfllt.v3i2.6955

Trisanti, N. (2019). Assessment literacy analysis on designing classroom language test. *Advances in Social Science, Education and Humanities Research,* 188, 126–130. Atlantis Press.

Wahyuni, S., Rukmini, D., Mujiyanto, J., & Fitriati, S. W. (2019*).*

*Examining teachers' innovation in EFL classrooms in promoting students' autonomous learning. Advances in Social Science, Education and Humanities Research, 188*, 330–339. Atlantis Press. https://doi.org/10.2991/eltlt-18.2019.74

Widiastuti, I., & Saukah, A. (2024). Formative feedback as a bridge between proficiency and learning targets in EFL classrooms. *Indonesian Journal of Applied Linguistics, 14*(1), 1–10. https:// doi.org/10.21831/reid.v7i1.37741

Wijaya, K. F. (2022). Indonesian EFL teachers' perceptions on formative assessment in writing. *Journal of English Teaching (JET)*, 8(1), 59–70. https://doi.org/10.33541/jet.v8i1.3359

Wiliam, D. (2011). *Embedded formative assessment*. Solution Tree Press.