

CHAPTER V

CLOSURE

A. Conclusion

This research was conducted to evaluate the alignment of the English for Nusantara Grade IX textbook with the Common European Framework of Reference (CEFR) level A2. The analysis focused on the four primary language skills: listening, speaking, reading, and writing. Using a rubric checklist based on CEFR A2 descriptors, the researcher analyzed the content and activities presented in Chapters 1 to 5 of the textbook.

The findings show that the English for Nusantara textbook is consistently aligned with CEFR level A2. Listening activities include short, clear audio tasks centered on everyday topics. Speaking tasks encourage interaction and expression through simple exchanges and structured dialogues. Reading materials are composed of short descriptive and informational texts supported by visuals. Writing tasks are scaffolded and guide learners through composing short, connected sentences related to familiar themes.

This alignment confirms that the textbook effectively supports the learning objectives of the Merdeka Curriculum, which emphasizes functional communication and learner-centered approaches. The integration of CEFR descriptors in the textbook design allows students to gradually develop their English skills within an internationally recognized framework. Overall, the textbook can be considered a reliable and pedagogically sound resource for

teaching English to Grade IX students in Indonesia.

B. Suggestions

Based on the findings and discussion of the research, the researcher would like to set out several suggestions, namely:

1. For Textbook developers

For textbook developers and curriculum designers, it is recommended to continue aligning materials with CEFR descriptors while ensuring that each skill is equally represented and well-scaffolded. Although the textbook performs well overall, more spontaneous speaking tasks and extended reading activities could help further develop learners' fluency and comprehension.

2. For Teachers

For English teachers, it is advisable to use the textbook not as the sole instructional source, but as a foundation to be enriched with supplementary activities. Teachers may consider integrating authentic materials, such as videos, games, and project-based tasks, to extend students' engagement and exposure to natural language use.

3. For Students

For students, it is important to take an active role in the learning process by fully engaging with the tasks and activities provided in the textbook. Since the textbook is designed to develop communicative competence in real-life contexts, students are encouraged to participate actively in pair work, group discussions, listening tasks, and writing

exercises. In addition, students are advised to use the vocabulary and language structures learned in class in daily situations, both inside and outside the classroom. Reviewing lesson content regularly and seeking additional practice through English media such as songs, videos, or reading materials can further reinforce their skills and increase their confidence in using English at the A2 level.

4. For Future Researchers

For future researchers, this study could be extended by evaluating the remaining chapters in the textbook or comparing its content with other CEFR-aligned textbooks used in different educational contexts. Further research could also include classroom-based observation or interviews with teachers and students to explore how the textbook is implemented in practice.