

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings and discussion of the research based on the analysis of the textbook English for Nusantara for Grade 9, officially published by the Ministry of Education, Culture, Research, and Technology of Indonesia in 2022. The purpose of this study is to analyze whether the contents of each chapter in the textbook are aligned with the CEFR (Common European Framework of Reference for Languages) descriptors at level A2.

The textbook is designed to support the implementation of the Merdeka Curriculum and contains six chapters, including a preparatory unit (Chapter 0) and five main content chapters (Chapter 1–5). Each chapter includes a variety of language activities that integrate listening, speaking, reading, writing, and visual literacy, presented through thematic units and task-based instruction.

The data in this study were collected from all main chapters using a CEFR-based rubric checklist. The checklist focuses on key indicators of A2-level proficiency, such as the ability to understand and produce simple texts, use basic grammatical structures, interact in familiar situations, and comprehend routine information. The analysis is organized chapter by chapter to provide a detailed evaluation of the materials' relevance to CEFR A2 descriptors.

Although Chapter 0 does not contain a specific thematic unit, it provides foundational expressions, grammatical structures, and vocabulary support that are essential for students to engage in the subsequent chapters. Therefore, this chapter is acknowledged but not included as a primary focus in the CEFR A2 alignment analysis.

The findings for each chapter are presented in the following sections.

1. Chapter 1: Exploring Fauna of Indonesia

Table 4.1 Material Alignment with Merdeka Curriculum in Chapter 1

Exploring Fauna of Indonesia				
No	Element	High	Low	Null
1	Listening Found on Pages 24, 27, 30, 32, 33, 39, 60, 62	✓		
2	Speaking Found on page 40, 41, 72	✓		
3	Reading Found on page 25, 28, 31, 34, 44-47, 52, 54-56, 63-64	✓		
4	Writing Found on page 67-68, 69-70, 70-71, 72	✓		

The first chapter of the textbook is titled Exploring Fauna of Indonesia. This chapter introduces students to descriptive texts with a focus on Indonesian animals. According to the Scope and Sequence, Chapter 1


consists of three thematic units: The Bekantan, Orangutan and Gorilla, and Indonesian Birds. The learning objectives include identifying descriptive text structures and features, such as adjectives and the present tense; describing physical features and behaviors of animals; and writing short descriptive paragraphs about fauna. Through listening, reading, speaking, and writing tasks, the chapter encourages students to explore animal-related topics using simple and clear English. These objectives and materials are in line with CEFR A2 descriptors, which emphasize using basic language structures to describe familiar topics.



Section 3 - Listening

Unit 1. Bekantan

- a. Listen to the Audio 1.3. Andre and Monita are talking about Bekantan's Behaviors and diet. While listening, look at Comic Strip 1.3, then circle the correct word you hear in the brackets. See the Word Box.



Word Box

go down: turun
hang: menggantung; bergelantung(an)
consume: mengonsumsi; memakan
limbs: tangan dan kaki
membrane: selaput

Part 3 Behaviors and diet *They eat leaves*





Figure 4.1. Example listening activity

The listening element of Chapter 1 appears consistently across all three units. Students engage with short dialogues and descriptive audio texts about animals such as the Bekantan, Orangutan, and Cendrawasih. These listening tasks are found on pages 24, 27, 30, 32, 33, 39, 60, and 62. According to CEFR level A2, learners are expected to understand short, clear speech related to everyday life or familiar contexts. This implies that students should be able to grasp the general idea and pick up specific details when listening to language that is delivered slowly and clearly, especially when the topic is already familiar to them. On page 30, students listen to a short dialogue about the behavior of a Bekantan and complete a

comic-based task by selecting the correct phrases to match the visual sequence. This activity is supported by images that help learners infer meaning even if they do not understand every word. It effectively develops listening comprehension at A2 level because the language used is concrete, the context is familiar, and the task allows learners to link what they hear with what they see.

Listen to Audio 1.5. You will hear information reports about two animals. Complete Worksheet 1.6 with the information you hear from Audio 1.5. After you finish, compare your answers with your classmates.



<ul style="list-style-type: none"> • What is it? • To what other species is it related? • What does it look like? • Where do they live? • How do they behave? • What do they eat? • Are they endangered? • What are their predators? 	 <p>Source: Chuttersnap/unsplash.com</p>	<ul style="list-style-type: none"> • What is it? • To what other species is it related? • What does it look like? • Where do they live? • How do they behave? • What do they eat? • Are they endangered? • What are their predators? 	 <p>Source: Neoh Hor Kee/macaulaylibrary.org</p>
Worksheet 1.6			

Figure 4.2 Example listening activity

Another example of a listening task is found on page 39, where students listen to Audio 1.5 containing two short information reports about animals. They are then asked to complete Worksheet 1.6 by noting key information they hear, such as the animals' names, characteristics, or habitats. This task trains students to focus on factual details and recognize specific vocabulary in short, clearly spoken texts. According to CEFR level A2, learners should be able to understand straightforward factual content when delivered slowly and clearly, especially when the content is

directly relevant to their interests or environment. The combination of focused listening and structured note-taking in this task supports the development of effective listening strategies at the A2 level. For these reasons, the listening skill in this chapter is rated High.

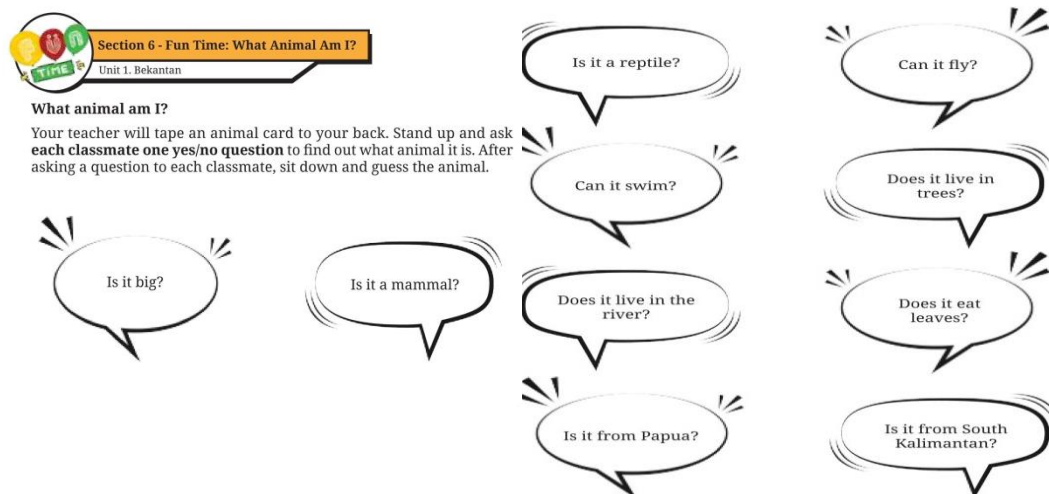


Figure 4.3 Example speaking activity

Speaking activities appear on pages 40, 41, and 72. According to CEFR level A2, students at this level should be able to communicate in simple and routine tasks requiring a basic exchange of information and to describe aspects of their environment using basic sentence patterns. For example, on page 40 students participate in a game titled What Animal Am I? In this activity, students take turns describing a mystery animal by giving clues about its characteristics while their partner guesses the animal. For instance, a student might say, “It is big?,” or “Is it a mammal?,” prompting their partner to guess, “Is it an orangutan?” This task helps students practice using adjectives and sentence patterns in meaningful oral exchanges.

**Make a voice note**

- a. Record your voice while reading the monolog script you have learned in this unit. Listen to Audio 1.5 in Section 5 as an example.
- b. Then, send your voice note to your class group chat or to your teacher privately.

Figure 4.4 Example speaking activity

Another speaking activity is found on page 41, where students are instructed to record a voice note of themselves reading a monolog script learned in the unit. They are encouraged to refer to Audio 1.5 from Section 5 as a model. After recording, they send their voice note to the class group chat or directly to their teacher. This task helps learners build fluency and confidence in spoken production, especially when they can prepare and practice beforehand. Although the task is not interactive, it still supports the CEFR A2 objective of enabling learners to produce simple, rehearsed spoken texts using familiar language. The use of audio modeling and personal output allows students to internalize pronunciation, rhythm, and intonation, which strengthens their oral competence at this level. Therefore, the speaking skill is rated High.

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

Orangutan
<p>Orangutans are great apes from Indonesia. Orangutan means man of the forest. They live in Sumatra and Borneo. The scientific name of Orangutan from Northern Sumatra is <i>Pongo Abelii</i> and the scientific name of Orangutan from Borneo is <i>Pongo Pygmaeus</i>.</p> <p>Orangutans have big bodies. A male orangutan can be more than 100 kilograms and can be quite tall. His height can be up to 150 centimeters tall. Female orangutans are smaller and shorter than the males. A mature female orangutan's weight is about 40 kilograms. Her height is about 120 centimeters tall.</p> <p>Orangutans have reddish brown hair. Unlike monkeys, they do not have tails. They have strong arms. They use their arms to swing between branches.</p> <p>Orangutans live with their small family groups. They usually live in the tree branches where they build their nests. Orangutans' favorite food is fruits. They also eat insects, honey, bird eggs, bark, and plants. They sometimes eat meat too. When they are thirsty, they sometimes drink the water from holes in the tree branches.</p> <p>Orangutans are an endangered species because their habitat is threatened by people doing deforestation. The number of Bornean orangutans around 2017 was estimated at about 104,000 and the Sumatran orangutans about 7,500.</p> <p>(Adapted from: https://www.worldwildlife.org/species/orangutan)</p>

Questions:

- Orangutans are ...
 - Monkeys
 - Apes
 - Birds
 - Reptiles
- A male orangutan can be ... meters tall.
 - 150
 - 1.5
 - 120
 - 1.2
- Orangutans have strong ...
 - Arms
 - Hair
 - Fur
 - Tails
- Orangutans can be categorized as ...
 - Herbivores
 - Carnivores
 - Insectivore
 - Omnivores
- There are about ... orangutans in Sumatra and Borneo.
 - 104,000
 - 7,500
 - 111,500
 - 200

Figure 4.5 Example reading activity

Reading activities are found on pages 25, 28, 31, 34, 44-47, 52, 54-56, and 63. According to the CEFR level A2, learners are expected to understand short and simple texts about familiar topics and to locate specific information in everyday reading materials such as signs, labels, or brief dialogues. One example can be seen on page 45, where students read a descriptive text about orangutans. The passage introduces important facts about the animal, including its physical features, habitat, and endangered status. The text is written using clear sentence structure and common vocabulary, making it accessible to A2 learners. After reading, students answer several comprehension questions to assess their understanding. This task aligns well with CEFR A2, which encourages students to

identify factual details from short informative texts that relate to their knowledge and experience.

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

Cendrawasih

Cendrawasih or the birds of paradise are from the family of Paradisaeidae. These birds are easily recognized by their bright blue, yellow, scarlet, and green feathers. The males' tails are longer than the females'. Their tails are known as wires or streamers.

Birds of Paradise live in Eastern Indonesia, Papua New Guinea and Eastern Australia. The diet of these birds are fruits and arthropods. The natural devastation and illegal hunting make Cenderawasih an endangered species. Their reproduction cycle also makes the preservation difficult as they only produce one until two eggs.

Adapted from: <https://www.nationalgeographic.com/animals/birds/facts/birds-of-paradise?msclkid=26256016d06b11eca2f6547d404146b0>, <https://westpauastory.com/cenderawasih-bird-paradise/>

Questions:

1. What family does cendrawasih belong to?

2. What are the colors of cendrawasih's feathers?

3. What is the difference between male and female cendrawasih?

4. What is the other name for cendrawasih's tail?

5. Where do cendrawasih live?

6. What do they eat?

7. What makes them endangered?

Worksheet 1.20

Figure 4.6 Example reading activity

Another reading activity is presented on page 64, where students read a descriptive text about the Cendrawasih bird. The text provides information about the bird's physical characteristics, colors, habitat, and what makes it

unique. The language used is simple and repetitive, which helps students recognize patterns in sentence structure and vocabulary. After reading, students are given questions that require them to identify key details from the passage. This task encourages students to engage with short, factual reading material and reinforces their ability to extract specific information from a clearly written text. Such a task reflects the CEFR A2 expectation that learners should be able to read short descriptive texts on familiar subjects and demonstrate comprehension through structured responses. The topic is culturally relevant and familiar to Indonesian students, making the reading both meaningful and accessible for learners at this level. Therefore, the reading skill is rated High.



Section 6 - Writing

Unit 3. Indonesian Birds

Look at the fact sheet about Bali starlings. Then, Write a sentence for every point in the infographics. Number 1 has been done for you. You can use passive voice.



- **Threats:** Poaching for illegal songbird trade. This is made worse by habitat loss.
- **Distribution:** Northwest Bali, with a small population introduced onto the small island of Nusa Penida..
- **Habitat:** Forest edges including open shrub savannas and flooded savanna woodlands.
- **Diet/Feeding:** Seeds, insects, fruits and occasionally small reptiles.
- **Social behaviour:** They're monogamous, so form long term pair-bond which are strengthened by mutual preening and displays.
- **Males and females:** There's no obvious difference between males and females, although male crest feather tend to be slightly longer.
- **Lifespan:** 5 years in the wild, but can live for up to 15 years in captivity.
- **Number of young:** Clutches often have 2-3 eggs, but normally only 1 survives
- **Interesting fact:** The bali starling is the national bird of Bali. Nearly extinct in the wild, breeding and reintroduction programmes saved occurrences.

1. Point: Threats

Sentence: Poaching for illegal songbird trade is a threat for Bali starlings.

2. Point: _____

Sentence: _____

3. Point: _____

Sentence: _____

4. Point: _____

Sentence: _____

5. Point: _____

Sentence: _____

6. Point: _____

Sentence: _____

7. Point: _____

Sentence: _____

8. Point: _____

Sentence: _____

9. Point: _____

Sentence: _____

Figure 4.7 Example writing activity

Writing is addressed on pages 67-68, 69-70, 70-71, and 72. According to the CEFR level A2, learners should be able to write simple, connected

sentences on familiar topics, using basic linking devices and limited vocabulary. On page 69, students are introduced to the Bali Starling through a visual fact sheet. They are asked to write one sentence for each point in the infographic, such as physical characteristics, habitat, and diet. The activity encourages students to use the passive voice, for example, “It is found in Bali” or “It is protected by the government.” This task builds awareness of form while developing factual writing. The presence of a model sentence and a clearly organized visual aid helps A2 learners structure their responses. The use of familiar vocabulary and repetition of sentence patterns makes the task accessible and reinforces accuracy.



Section 7 - Your Turn

Unit 3. Indonesian Birds

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

a. Planning and brainstorming

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

Worksheet 1.26

b. Outlining and drafting

Complete the fact file about your selected bird.

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

Worksheet 1.27

c. Writing and editing

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

d. Proofreading

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

Figure 4.8 Example writing activity

Another example is found on page 70, where students are asked to write a full report text about a bird they have observed or researched. The

task includes multiple steps, beginning with planning and brainstorming. Students observe birds in their environment, take notes on key aspects such as the bird's name, appearance, movement, and diet, and complete a worksheet to organize this information. In the next phase, they outline and draft their report using the collected data. Finally, they edit their drafts and conduct peer feedback through proofreading. This comprehensive sequence allows learners to progress from idea development to the final written product, mirroring real-life writing processes. It reflects CEFR A2 expectations that learners can produce simple connected text about familiar subjects and revise their work with support. The writing tasks in Chapter 1 are well-scaffolded and relevant to the students' context, promoting not only language development but also observation, organization, and collaboration. These features demonstrate a high level of alignment with CEFR A2 descriptors. Therefore, writing is rated as High.

2. Chapter 2: Taking Trips

Table 4.2 Material Alignment with Merdeka Curriculum in Chapter 2

Taking Trips				
No	Element	High	Low	Null
1	Listening Found on Pages 80, 89, 91, 94, 117	✓		
2	Speaking Found on page 84–85, 95, 98, 100	✓		
3	Reading	✓		

Found on page 103-105, 106-107, 112-114, 115,
118, 121, 123–126

4 Writing

Found on page 96, 99, 118, 122, 130, 132, 135, ✓
140, 141

The second chapter of the textbook is titled Taking Trips. This chapter is designed to help students develop their communicative skills in discussing personal past experiences. The learning objectives outlined for this chapter include the ability to talk about personal experiences, identify a sequence of past events, and write personal recounts using appropriate grammatical structures. According to the scope and sequence, Chapter 2 consists of three thematic units: Going to a National Park, What Did You Do There?, and My Underwater Adventure. Each unit integrates the development of listening, speaking, reading, and writing skills through multimodal texts, visuals, and collaborative activities. Linguistic features focused on in this chapter include the use of past tense verbs, both simple and continuous, as well as sequencing clauses using connectors such as when and while. At the end of the chapter, students are expected to write their own recount text based on a memorable experience, presenting it in a structured format that includes an orientation, a sequence of events, and a personal reflection.



Section 2 - Listening

Unit 1. Going to a National Park

- a. Listen to Audio 2.1. Galang and Monita are talking about their trip to Lestari National Park. Complete their conversation with the correct verbs below.

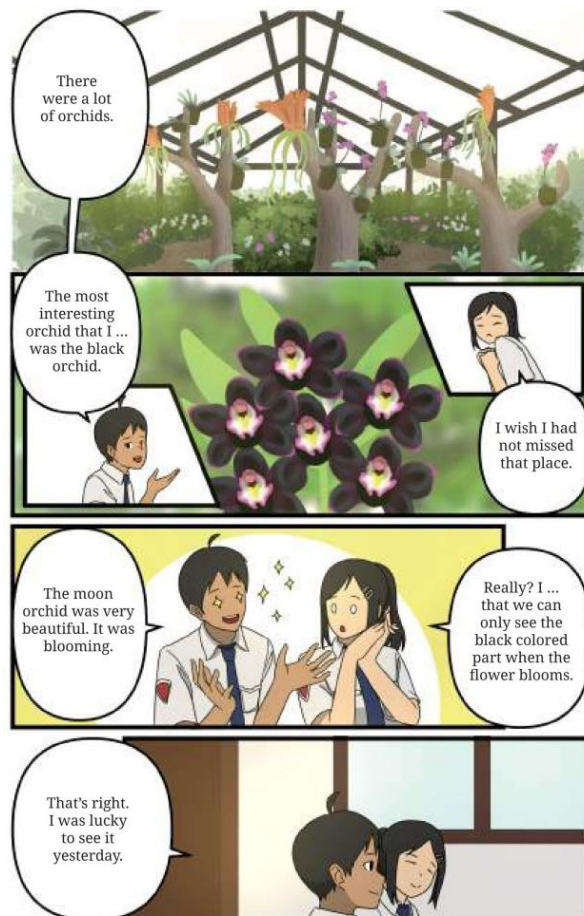
saw

took

visited

heard

learned



Comic Strip 2.1



Figure 4.9 Example listening activity

Listening appears on pages 80, 89, 91, 94 and 117. According to CEFR level A2, learners are expected to understand phrases and expressions related to areas of immediate relevance, especially when speech is delivered slowly and clearly. On page 80, students listen to Audio 2.1, a dialogue between Galang and Monita about their trip to Lestari National Park. While listening, they are required to complete the missing verbs in the conversation using the word provided below the text. This gap-fill task encourages active listening and focuses attention on verb forms in context. It helps learners recognize commonly used action words in real-life

conversation and understand sentence-level meaning. The activity is aligned with CEFR A2 descriptors, which include understanding short, clearly spoken exchanges on familiar subjects and identifying specific details, especially when tasks are supported by text-based cues.

Section 5 - Listening
Unit 1. Going to a National Park

a. Listen to Audio 2.2 and then state whether the statements are true or false.

Andre, you did not join the trip to Lestari National Park, did you?

No, I had a stomach ache.

Oh, I'm sorry to hear that. So, how are you doing now?

I'm ok now, thanks. So, tell me about the excursion.

At the park, I went to six different areas to see different kinds of plants. Let me show you my photos.

First, I went to a dedication area.

You said dedication area. What's that?

That is the area where important people planted some trees there.

Interestingly, I saw a tree with a unique name. People call it Tampar Hantu.

The name sounds scary. What about the second area you visited?

I visited the limited plants area.

What did you see there?

I saw some endangered trees from Kalimantan.

I saw pohon ulin there. People sometimes call it kayu besi.

comic strip 2.3

b. State whether the sentences are True (T) or False (F) based on the dialogue.

- Andre did not join the school trip because he was sick. **T F**
- Monita saw a scary tree in the first area. **T F**
- Monita visited six areas at Lestari National Park. **T F**
- Some important people planted trees at Lestari National Park. **T F**
- Monita saw pohon ulin at the limited plants area. **T F**

Figure 4.10 Example listening activity

Another example is found on page 89, where students listen to Audio 2.2 and decide whether a series of statements are true or false. This task encourages focused listening, as learners must extract specific factual information from the audio. The topic remains familiar and relevant, allowing learners to rely on context to support their comprehension. This aligns with the CEFR A2 expectation that learners can understand short factual texts and identify essential information, particularly when the content is supported by clear structure and predictable language. These examples demonstrate that the listening skill in Chapter 2 is well-aligned with CEFR A2 and can be considered at a high level of implementation. According to the CEFR level A2, learners should be able to write simple, connected sentences on familiar topics, using basic linking devices and limited vocabulary. Therefore, listening is rated as High.

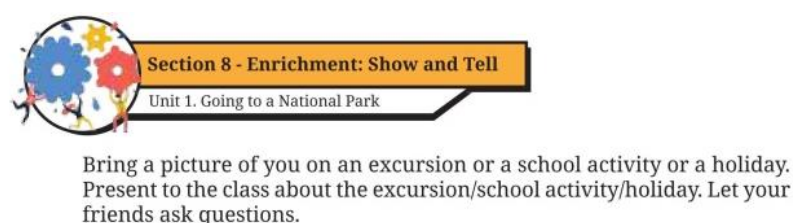


Figure 4.11 Example speaking activity

Speaking activities are found on pages 84–85, 95, 98, and 100. According to CEFR level A2, learners should be able to participate in straightforward conversations and describe personal experiences using basic vocabulary and sentence patterns. On page 100, students are instructed to bring a picture of themselves during an excursion, school

activity, or holiday. They are then asked to present their experience in front of the class and respond to questions from their classmates. This activity requires students to describe a real-life event and communicate personal information, such as where they went, what they did, and how they felt. It also encourages interaction by allowing peers to ask follow-up questions. This aligns with CEFR A2 descriptors, which state that learners should be able to talk about familiar events and respond to simple questions. The task builds both fluency and confidence, especially because students talk about something meaningful and familiar to them.



Play a whisper game. Follow the instructions below.



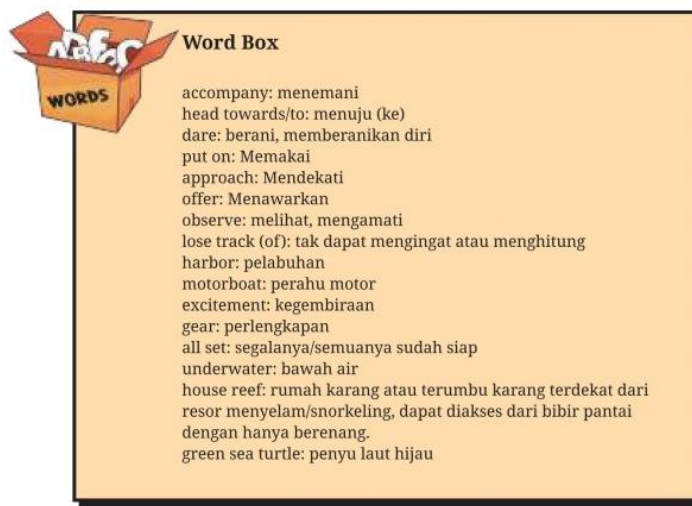
Picture 2.2

1. Make a group that consist of some people based on recount text that your teacher prepare.
2. Every group must stand in a line. Your teacher will whisper thr sentences (it can be sentences related to a recount text) to the last student that stands in the line.
3. He or she must whisper to the second student that stands in front of him/her. The second student must do the same to the third student that stands in front of him or her until the last student in the group. The last student must write the word on their paper.
4. The winner is the group that can write the whole story correctly.

Figure 4.12 Example speaking activity

Another speaking task appears on page 95 in the form of a whisper game. In this activity, students form rows and pass a sentence from one student to the next by whispering. The last student says the sentence aloud, and the class checks whether it matches the original. This game helps students focus on accuracy in pronunciation and recall of sentence structure. Although playful, the activity supports CEFR A2 objectives by reinforcing familiar language patterns and promoting oral participation in a low-pressure context. Together, these tasks demonstrate that speaking activities in Chapter 2 provide students with varied and supportive opportunities to use spoken English at the A2 level. Therefore, speaking is rated as High.

- c. Read the following diary entry about Monita's trip to Bunaken National Marine Park in Manado and then answer the questions that follow. See the Word Box.



Word Box

- accompany: menemani
- head towards/to: menuju (ke)
- dare: berani, memberanikan diri
- put on: Memakai
- approach: Mendekati
- offer: Menawarkan
- observe: melihat, mengamati
- lose track (of): tak dapat mengingat atau menghitung
- harbor: pelabuhan
- motorboat: perahu motor
- excitement: kegembiraan
- gear: perlengkapan
- all set: segalanya/semuanya sudah siap
- underwater: bawah air
- house reef: rumah karang atau terumbu karang terdekat dari resor menyelam/snorkeling, dapat diakses dari bibir pantai dengan hanya berenang.
- green sea turtle: penyu laut hijau

My first snorkeling experience

Last semester, I was sent to Manado North Sulawesi to represent my school at a national storytelling competition. At the end of our stay there, all student participants and teachers were offered a free snorkeling trip to Bunaken National Marine Park.

Early in the morning, we left Manado harbor for Bunaken island by motorboat. It took us about 40 minutes to get there. We got off the motorboat with excitement and headed towards a snorkeling rental not far from the beach. Our tour guide helped us rent sets of snorkeling gears for all of us. At that time, I was not sure about using all the snorkeling gears. I didn't dare to ask. Luckily, while I was struggling to put on the mask, the snorkel, and the fins, one of the participants approached me and offered help.

When we were all set, we began swimming from the beach to the snorkeling site. It took us only 5 minutes to see the amazing underwater world. The sky was blue and the water was clear so we had no trouble finding a beautiful house reef. I could observe a variety of corals and fishes. While I was swimming a little further down, I saw green sea turtles. I lost track of how many turtles I met along the way!

To finish off the day, we stopped by a local restaurant before returning to Manado. We enjoyed tuna, cakalang, and papaya leaves as our lunch. We were still eating when out of the blue a cat jumped on our table and stole my tuna. We were all shocked but then we laughed.

The snorkeling day trip was the most memorable experience I had with other students from across Indonesia. I was grateful.

Questions

1. Who sent Monita to go snorkeling in Bunaken National Marine Park?
Her school
2. Why did Monita go to Manado?

3. When did Monita go for a snorkeling trip?

4. Who was with Monita during the snorkeling trip?

5. How did Monita and other students get to Bunaken island?

6. What were the snorkeling gears that Monita put on?

7. In paragraph 2, who helped Monita to put on the snorkeling gears?

8. What did Monita see underwater of Bunaken?

9. In paragraph 3, find a phrase which has similar meanings with a place where corals live.

10. Why is it easy to find a house reef when the sky is blue and the water is clear?

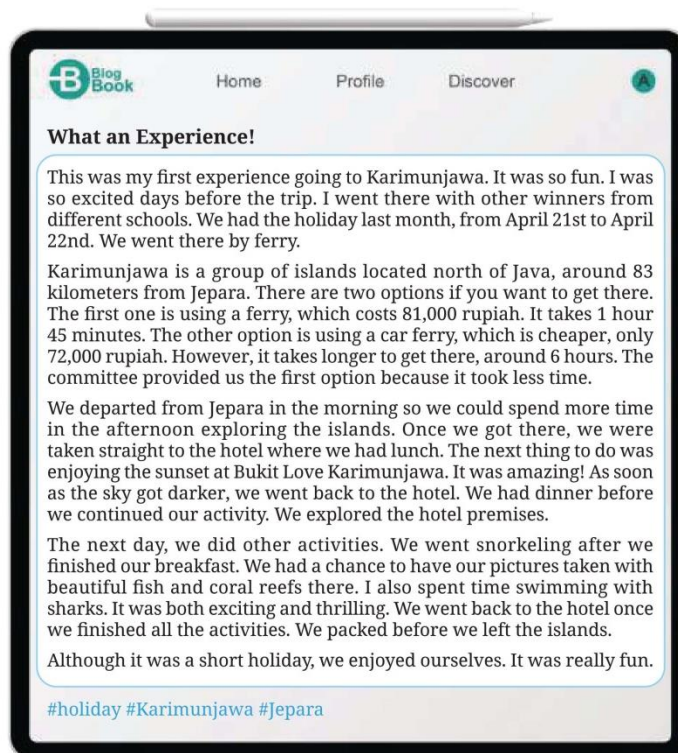
11. How did Monita think and feel about the snorkeling trip?

Worksheet 2.24

Figure 4.13 Example reading activity

Reading materials are located on pages 81, 103, 106, 112, 115, 118, 121, and 123–126. According to the CEFR level A2, learners are expected to understand short, simple texts on familiar matters and to identify specific information from everyday reading materials such as narratives, letters, and factual descriptions. One reading task appears on page 123, where students read a passage titled Monita's trip to Bunaken National Marine Park in Manado. The text describes Monita's experience during her holiday, including the places she visited and what she did during the trip. After reading the passage, students are asked to answer comprehension questions that test their understanding of the main ideas and specific details. The language used in the passage is clear and accessible, with simple sentence structures and vocabulary related to travel and nature. This task reflects the CEFR A2 descriptor that learners should be able to read straightforward personal texts and identify relevant information about places, people, and activities.

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



True or False

- | | |
|---|---------------------------------------|
| 1. The writer went to Karimunjawa in April. | <input checked="" type="checkbox"/> T |
| 2. The writer has been to Karimunjawa before. | <input type="checkbox"/> |
| 3. The committee took the highest price to get to Karimunjawa | <input type="checkbox"/> |
| 4. The writer enjoyed the sunset, then he had lunch. | <input type="checkbox"/> |
| 5. When the night fell, the writer went back to the hotel. | <input type="checkbox"/> |
| 6. Snorkeling was the next activity after breakfast. | <input type="checkbox"/> |
| 7. The writer took a picture of the sharks. | <input type="checkbox"/> |
| 8. The writer felt happy for the holiday. | <input type="checkbox"/> |

Worksheet 2.13

Figure 4.14 Example reading activity

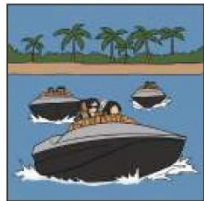
Another example is found on page 107, where students read Galang's story about his holiday to Karimunjawa. After reading the short narrative, students complete a true-or-false exercise based on factual statements drawn from the text. This type of task trains learners to distinguish between accurate and inaccurate interpretations, while focusing on concrete details from the passage. The format is highly guided, making it

suitable for A2-level learners who are developing confidence in basic reading comprehension. Both activities present short, well-structured texts on familiar topics and include comprehension tasks that align directly with the CEFR A2 requirements for reading. As a result, the reading skill in Chapter 2 is considered to be highly appropriate and well-aligned with A2-level objectives, so reading is rated as High.

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



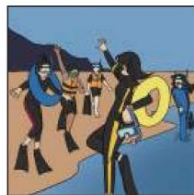
1. Monita and friends were offered a free snorkeling trip to Bunaken National Marine Park.





2. _____



3. _____




4. _____

	5. _____ _____ _____ _____ _____ _____
	6. _____ _____ _____ _____ _____ _____

Worksheet 2.23

Figure 4.15 Example writing activity

Writing tasks are assigned on pages 96, 99, 118, 122, 130, 132, 135, 140, and 141. At the A2 level, CEFR expects learners to be able to write short and basic sentences connected with familiar themes. These may include recounting past events, describing personal experiences, or composing short creative texts using limited but functional vocabulary. On page 122, students are asked to make predictions about Monita's personal experience by observing a series of pictures. They are instructed to write one sentence under each image, describing what might have happened in that moment. This task helps students practice forming simple sentences in the past tense, using visual prompts to support their writing. Since the images are sequential and thematically connected to a trip to Bunaken National Marine Park, learners can build logical sentence flow based on context. The task supports A2 learners by providing structure, a familiar topic, and opportunities to apply vocabulary learned earlier in the chapter.



Section 7 - Fun Time: Haiku
Unit 3. My Underwater Adventure

Write a short poem about a memorable experience of yours in nature. The haiku poem consists of three lines. Take a look at this example:

Line one: 5 syllables	<i>a green sea turtle</i>
Line two: 7 syllables	<i>swimming over coral reefs</i>
Line three: 5 syllables	<i>burst into clown fish</i>

Let's try writing a haiku. This time, don't worry about counting syllables yet.

Step 1: Write two lines about something beautiful in nature.

Step 2: Write a third line that is completely different from the first two lines.

Step 3: Rewrite the three lines of your poem. Don't worry if you can't meet the 5-7-5 rule.

Step 4: Share your haiku with your teacher or classmates.

Worksheet 2.33

Figure 4.16 Example writing activity

Another writing activity appears on page 140, where students are guided to write a short haiku poem about a memorable experience in nature. They are given an example and asked to follow the haiku format, which consists of three lines. This creative writing task encourages students to reflect on personal feelings and observations while focusing on clear and concise language. Although the format is poetic, the task remains accessible to A2 learners due to its short length and guided structure.

Writing about personal moments using simple words allows learners to connect emotionally with the language while developing their ability to express ideas briefly and meaningfully. These writing tasks show a balance between structured sentence building and creative freedom, making the writing component of Chapter 2 well aligned with CEFR A2 descriptors. Therefore, writing is rated as High.


3. Chapter 3: Journeys to the Fantasy Worlds

Table 4.3 Material Alignment with Merdeka Curriculum in Chapter 3

Journeys to the Fantasy Worlds				
No	Element	High	Low	Null
1	Listening Found on Pages 154, 155, 160, 162, 163	✓		
2	Speaking Found on page 164, 165, 166, 179, 184, 203	✓		
3	Reading Found on page 169-171, 172, 177-178, 180, 184, 187, 191, 196	✓		
4	Writing Found on page 164, 183, 197, 199	✓		

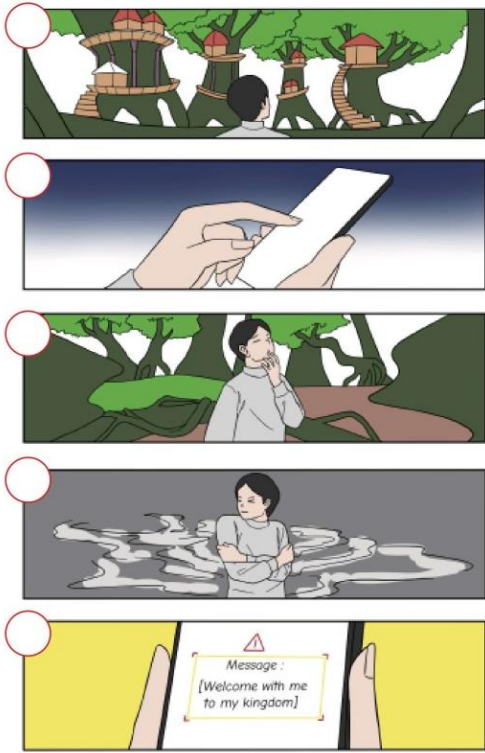
The third chapter of the textbook is titled Journeys to the Fantasy Worlds. This chapter guides students through the theme of fantasy narratives by exploring characters, settings, and sequences of imaginary events. According to the Scope and Sequence, this chapter consists of

three units: Andre and Princess Suripit, Back to the 90s, and The Multiverse Story of Timun Mas. The learning objectives include connecting and sequencing events in a fantasy story, analyzing the problem-solution structure faced by characters, and rewriting or continuing a fantasy story with a creative twist. The activities in this chapter are delivered through engaging comic strips, listening segments, narrative texts, and imaginative writing prompts, supporting learners in developing CEFR A2-level skills in all four language domains.



Section 2 - Listening
 Unit 1. Andre and Princess Suripit

a. Listen to Audio 3.1 about the story of Andre and Princess Suripit (Part 1). Order the story by giving the correct numbers to the comic strip.



Worksheet 3.1

Figure 4.17 Example listening activity

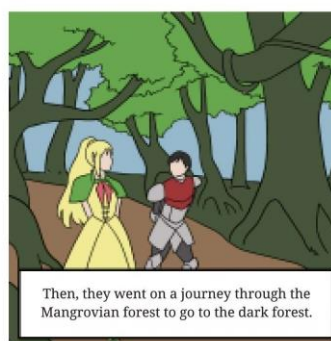
Listening is integrated on pages 154, 155, 160, 162, and 163. According to CEFR level A2, learners should be able to follow short stories or descriptions provided they are told slowly and clearly, especially when supported by pictures or other contextual clues. On page 154, students listen to Audio 3.1, which tells the first part of the story of Andre and Princess Suripit. As they listen, they are asked to number a series of comic strip panels in the correct sequence based on the events in the audio. This task trains learners to recognize the chronological order of events and to match spoken narrative content with visual representations. The use of illustrations supports understanding by allowing students to make connections between what they hear and what they see. This aligns closely with CEFR A2 expectations, which include the ability to understand short narrative speech and identify main ideas in familiar contexts.



Section 4 - Listening

Unit 1. Andre and Princess Suripit

- a. Listen to Audio 3.3 about the story of Andre and Princess Suripit (Part 3). Fill in the speech bubble with the information from audio 3.2.

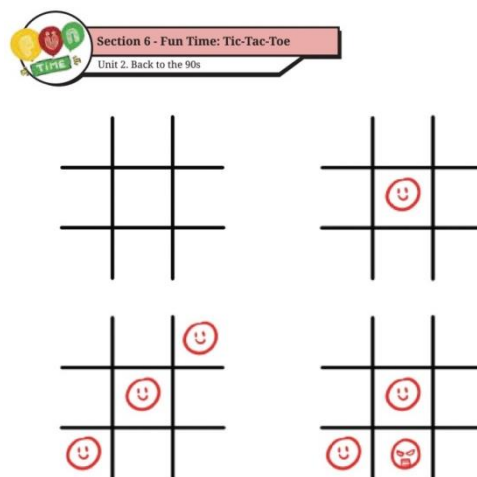


- "You can use the sword to help you get the black orchid in the dark forest."
- "But what can I do? I'm just a student,"
- "See, you are a sword master."
- "Take the sword."
- "I want to go home."

Worksheet 3.5

Figure 4.18 Example listening activity

Another listening task is presented on page 160. In this activity, students listen to Audio 3.3 and fill in the speech bubbles in a comic strip using information they hear from the audio. The characters and setting are a continuation of the same story, which helps reinforce comprehension through repetition and narrative familiarity. Students must pay attention to key phrases and reconstruct them in writing. The task strengthens their ability to extract specific information and associate it with visual dialogue. This matches the CEFR A2 requirement for learners to catch essential information from short, simple recordings when supported by visual or contextual clues. The listening activities in this chapter are engaging and progressively structured, showing a strong alignment with A2-level listening goals. Therefore, the skill is rated as High.

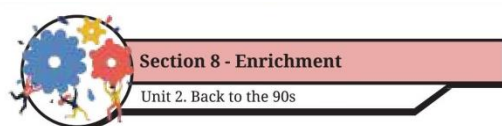


Play the Giant tic-tac-toe game. Follow the instructions.

1. Make a group of four
2. Your teacher will create grids on the whiteboard
3. Your teacher will give you and your team a direct sentence and you must change the sentence into indirect speech.
4. If you can change the direct sentence into indirect speech, you can draw an emoticon on a box
5. If you can make three emoticons of your group in a line, your group wins.
6. You can block your opponent's group from creating three emoticons in a line.

Figure 4.19 Example speaking activity

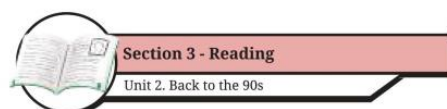
Speaking activities appear on pages 164, 165, 166, 179, 184, and 203. According to CEFR level A2, learners should be able to communicate in simple and routine tasks, ask and answer questions in areas of immediate need, and describe familiar experiences using simple phrases and expressions. On page 179, students play the Giant Tic-Tac-Toe game in groups of four. The teacher provides each group with a direct sentence, and students must change it into indirect speech before placing their team's emoticon on the board. To win, a group must create a line of three emoticons while preventing their opponents from doing the same. This activity requires students to produce grammatically accurate sentences while responding quickly under game conditions. Although the language output is focused on a specific grammar point, the speaking practice it provides is meaningful and interactive. The task encourages clear pronunciation, teamwork, and active listening, which are important components of oral communication at the A2 level. It also supports fluency through repetition and structured output, as students apply the same function repeatedly using different content in each round.



Read a story about an adventure. You can read from a book, an internet source etc. Or, you can watch a short movie about an adventure. Then, draw a sketch about the most interesting scene in the story and after that retell the story to your classmates.

Figure 4.20 Example speaking activity

Another speaking task is found on page 184, where students are asked to read or watch a short story about an adventure. After understanding the story, they draw a sketch of the most interesting scene and then retell the story orally to their classmates. This activity combines preparation with oral performance, as students must recall main ideas and describe them in their own words. This aligns well with CEFR A2 descriptors, which include the ability to describe experiences, tell a simple story, and communicate short narratives about familiar topics. The creative element of sketching also aids in memory and expression, helping students feel more confident in sharing their interpretations verbally. These speaking tasks provide both structured interaction and personal expression, making them appropriate and effective for A2-level learners. Therefore, speaking is rated as High.



- a. Read the story of Time Travel Car (Part 2) and then state/decide whether the following statements are true or false.



When Monita opened her eyes, the car stopped. She looked outside the windshield. It was a bright sunny day. "Where am I?" she thought. She got out of the car and realized that she was in a warehouse. Monita then walked outside the warehouse. She saw an old man sitting in front of a house, reading a newspaper. "Excuse me, what place is this?" asked Monita.

"You are in Banjarmasin," said the man with a newspaper in his hand.

"Do you know SMP Merdeka? Would you tell me how to get there? My house is near the school," said Monita.

"SMP Merdeka? There is no SMP Merdeka here."

"This is Banjarmasin, isn't it?"

"Yes. This is Banjarmasin but there is no SMP Merdeka here."

"Is that new newspaper? May I borrow it? What date is it today?" asked Monita.

"Today is the first of May 1990."

"No. I must be dreaming," Monita read the date in the newspaper. Monita then read the headline in the newspaper.

The title was "A Professor from Banjarmasin Discovered A Time Travel Machine".



"Where can I buy this newspaper?"

"You can have it. I have read all the news."

"Thank you."

In the newspaper, Monita saw a picture of a car that looked exactly like what she was riding. Next to the car, there was a picture of a professor. His name was Prof. Mahmud. He was a lecturer in Science State University. The newspaper said that he was an expert in electrical engineering. "I must see this man," said Monita to herself. "Sir, how do I get to Science State University?"

"Just go straight down this street, turn left. The university is on

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

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

"Do you want to meet the professor?"

"Yes. Let me see him please."

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

"Yes. Let me see him, please."

"I'm sorry, but you cannot see him now. Go home."

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



Word Box

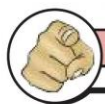
warehouse: gudang
lecturer: dosen
electrical engineering: teknik elektro
convince: meyakinkan
future: masa depan

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

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

Figure 4.21 Example reading activity

Reading activities appear on pages 169, 172, 177, 180, 184, 187, 191 and 196. According to the CEFR level A2, learners should be able to read and understand short narrative texts written in straightforward language and demonstrate comprehension by responding to guided tasks. On page 172, students read the second part of the story and then complete a true-or-false task based on the statements provided. The reading text follows a clear narrative structure with familiar vocabulary and simple sentence patterns. The true-or-false activity requires students to distinguish between accurate and inaccurate information based on what they have read. This format encourages close reading and reinforces understanding of factual details, which is in line with the CEFR A2 descriptor that learners should be able to identify relevant information in short, clearly written fictional texts.



Section 7 - Your Turn: Reading

Unit 2. Back to the 90s

a. Read the end of the story and then answer the questions.

"I am Prof. Mahmud. Who are you? Why do you want to see me?"
 "Prof. Mahmud, I am Monita. I come from 2022?"
 "What? How did you get here?"
 "I came in a flying car. Let me show you!"
 Monita took Prof. Mahmud to the place where the car stopped.
 When Prof. Mahmud saw the car, he was excited.
 "This is the car that I created, but I have not finished it yet"
 "What did you do to get it started?"
 "I pressed the red button," answered Monita.
 "Oh, it's that simple"
 "But now I need to go back to the year 2022. I need you to help me, Prof. Mahmud."
 "Let's go inside the car and find out how to get you back to 2022"
 Monita and Prof Mahmud got into the car. They observed the buttons on the dashboard panel.
 Then, both of them saw a tiny pink button next to the red button with a mark: 2022.
 Together, they pressed that button. And zap! The car flew again.

Questions

1. How did Monita feel after she met Prof. Mahmud?
2. Where did Monita go after she met Prof. Mahmud?
3. What do you think of Prof. Mahmud's character?
4. In your opinion, where did the car bring Monita and Prof. Mahmud?
5. What might happen if Monita did not meet Prof. Mahmud?

Worksheet 3.17

Figure 4.22 Example reading activity

Another reading activity is found on page 180, where students read the conclusion of the story and then answer several comprehension questions. These questions focus on recalling important events, identifying characters' actions and decisions, and understanding the outcome of the narrative. The activity promotes engagement with the text by requiring students to process meaning beyond the sentence level and to demonstrate their comprehension through written answers. The task supports the CEFR A2 goal of enabling learners to read simple texts and respond to questions about main content. Both tasks are thematically connected and offer repeated exposure to the story, helping learners build reading fluency and confidence. For these reasons, the reading skill in Chapter 3 is well aligned with the CEFR A2 level. Therefore, the skill is rated as High.



Section 6 - Your Turn: Presenting

Unit 1. Andre and Princess Suripit

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



Picture 3.4 Andre When He Got Back Home

Write your story here:

Andre was shocked when he got back home.

Worksheet 3.8

Figure 4.23 Example writing activity

Writing tasks occur on pages 164, 183, 197, and 199, guiding students to write their own fantasy stories. According to CEFR level A2, learners are expected to write a series of simple phrases and sentences linked with basic connectors to describe events or experiences. On page 164, students are presented with a picture that shows a sequence of actions. First, they are asked to identify and label the actions in the image using appropriate vocabulary. Then, they are guided to write a short story by continuing a given sentence. The visual support helps students organize their ideas and sequence events logically. By continuing from a starting sentence, learners can focus on sentence construction and storytelling within a familiar

context. This activity aligns with CEFR A2 expectations, which encourage learners to write connected sentences about familiar subjects with clear chronological order.

d. Writing a possible prediction.

The last sentence in the story says:

Together, they pressed that button. And zap! The car flew again.

From this last sentence, can you write a prediction about what is going to happen next? You can use the picture below as a clue.



Picture 3.6

Write what will happen next based on your choice.

Worksheet 3.20

Figure 4.24 Example writing activity

Another writing task is found on page 183. After reading the final sentence of the story, which says, “Together, they pressed that button. And zap! The car flew again,” students are asked to write a possible prediction about what might happen next. They are encouraged to use a picture as a clue and imagine a logical continuation of the story. This task allows for

creative thinking while staying within the limits of A2-level writing, as learners express predictions using basic sentence structures and familiar vocabulary. The use of visual context helps guide their writing and ensures relevance to the storyline. Both writing tasks provide opportunities for learners to practice expressing ideas clearly and sequentially, supporting the development of narrative writing at the A2 level.. Therefore, writing is rated High.

4. Chapter 4: Upcycling Used Materials

Table 4.4 Material Alignment with Merdeka Curriculum in Chapter 4

Upcycling Used Materials				
No	Element	High	Low	Null
1	Listening Found on Pages 212, 216, 217, 223, 225	✓		
2	Speaking Found on page 227, 229, 243	✓		
3	Reading Found on page 232, 235, 240, 241, 246	✓		
4	Writing Found on page 228, 243, 253, 255, 257, 262, 263	✓		

The fourth chapter of the textbook is titled Upcycling Used Materials. This chapter aims to raise students' awareness of sustainability while enhancing their descriptive language skills. According to the scope and

sequence, this chapter includes three units: Look at My Creation, They're on Sale!, and Let's Donate. The instructional objectives target students' ability to describe materials and functions of items, categorize goods and prices, and write descriptive texts about upcycled products and charity shops. The language features include adjective order and passive voice, with grammar and vocabulary exercises integrated throughout the units. The learning activities engage students through listening to dialogues, viewing visuals, reading product descriptions, and writing their own imaginative or real-life texts.

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

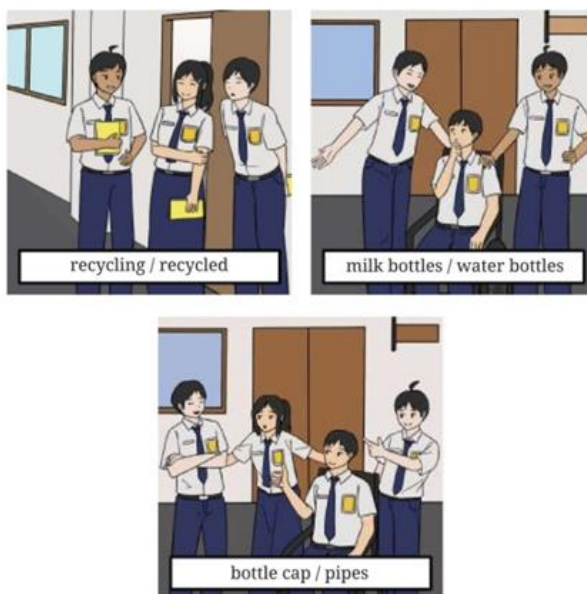


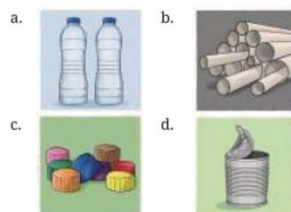
Figure 4.25 Example listening activity

Listening tasks are found on pages 212, 216, 217, 223, and 225. According to CEFR level A2, learners should be able to understand short spoken exchanges on familiar topics when speech is slow and clearly

articulated, especially when supported by visuals or contextual cues. On page 212, students listen to Audio 4.1 while looking at a series of pictures. The audio presents a conversation between Galang and his friends about organizing a bazaar. While listening, students are asked to circle the correct words from options in brackets based on what they hear. This activity trains students to distinguish between similar-sounding words and recognize key vocabulary in a spoken context. The presence of images and bracketed options makes the task accessible for A2 learners and supports the development of attentive listening. This aligns well with CEFR A2 descriptors, which include identifying familiar words and expressions when the topic is predictable and clearly presented.

c. Listen again to Audio 4.1 and then choose the correct answer.
Number one has been done for you.

1. The topic of the conversation is
 - a. the bazaar
 - b. recycling used materials
 - c. the project for the bazaar
 - d. the water bottles
2. Andre's idea is using
 - a. caps
 - b. water bottles
 - c. used materials
 - d. pipes
3. Made thinks that
 - a. it is easy to find a bottle cap at school
 - b. pipes are hard to find at home
 - c. creating something from pipes is easy
 - d. it is difficult to find water bottles at home
4. Galang and Made ... Andre's opinion.
 - a. disagree
 - b. agree
 - c. have the same opinion
 - d. support
5. Which picture represents the idea?



Worksheet 4.3

Figure 4.26 Example listening activity

Another listening activity is found on page 216, where students listen to the same audio again and answer multiple-choice comprehension questions. This task focuses on listening for main ideas and important details about the event planning discussed in the audio. Learners are required to select the correct response from three given options, which promotes critical listening and decision-making. Repetition of the audio supports comprehension, and the structure of the task provides clear guidance. The ability to extract relevant information from short, structured dialogues is a core feature of CEFR A2 listening skills. Together, these activities reinforce vocabulary recognition, topic comprehension, and contextual listening in a meaningful way. Therefore, listening rated as High.

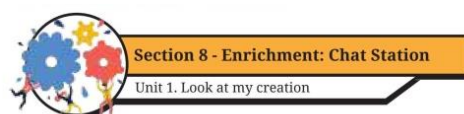


You will play a describing game to revise the vocabulary you have learned. Please follow the instructions:

1. Your teacher will divide the class into two teams.
2. Each team will send one player to sit on one of the two chairs at the front.
3. If you're a player, sit on the chair, facing your team members. Your teacher will write down a word on the board. For example he or she will write: circular.
4. Your team members will describe it for you but they are not allowed to say the word. For example, they might describe a circle to you using words such as it's round, it's moon-shaped, and so on.
5. You will have to listen to your teammates and guess the word.
6. The first player to say the word correctly scores a point for their team and swaps places with another player from their team.
7. The other player must continue to stay in the hot seat until they are the first to answer correctly.
8. The game continues with a new word, and so on.
9. At the end of the game, the team with the most points wins.

Figure 4.27 Example Speaking activity

Speaking tasks appear on pages 227, 229, and 243. According to CEFR level A2, learners are expected to communicate in simple and routine tasks that require a direct exchange of information and to describe familiar objects or situations using basic vocabulary and phrases. On page 227, students participate in a vocabulary-based describing game. The class is divided into two teams, and one student from each team sits at the front, facing their own teammates. The teacher writes a target word on the board, such as "circular," which only the teammates can see. The rest of the team describes the word without saying it directly, using phrases such as "it's round" or "it looks like the moon." The player must guess the word based on the verbal clues. This activity requires students to generate simple descriptive sentences and listen attentively in a time-sensitive, competitive setting. It supports CEFR A2 speaking goals by reinforcing learners' ability to describe objects using simple language, to interpret information given orally, and to react spontaneously using familiar expressions.



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

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

Figure 4.28 Example speaking activity

Another speaking task is presented on page 229. In this activity, students work in groups to describe a series of pictures displayed around the classroom. Each group rotates between stations, spending time discussing and taking notes about what is depicted in each image. After completing the rotation, one representative from each group presents the discussion results in a class-wide presentation. This task promotes both small group interaction and formal speaking, allowing students to describe scenes, objects, or actions using the vocabulary and sentence structures they have previously learned. The extended speaking time and peer support during discussion help build confidence, while the final presentation encourages clear articulation. This activity aligns with CEFR A2 descriptors, which emphasize the ability to describe familiar things and participate in short, rehearsed dialogues or presentations. Overall, the speaking skill in this chapter is well developed and meaningfully integrated. Therefore, speaking rated as High.



Section 6 - Your Turn: Reading

Unit 2. They're on sale!

Look at the following poster about promotions and answer the questions that follow. Number one has been done for you.

Grand Shopping Center
Whole Sale!

Rainbow Store
30% Off + 10% Off

GRAND STORE
BUY 1 GET 1 10 AM To 02 PM

Orlaz Store
BUY 2 GET 1 FREE

Star STORE
Special Prices
IDR 20.000

XP STORE
10% Off
For Bringing your own shopping bag

DiNA STORE
SPECIAL OFFER
50% Off
Weekdays 11 AM - 3 PM

Don't miss it!

Text 4.2

Questions

In which store can you find the following information?

1. You will get another item if you purchase at 1 PM.
Grand Store
2. Buy 2 items and you will get 3 items.

3. Pay only half price at this store.

4. Get a discount for your concern about the environment.

5. Get additional discounts for special items.

6. Get a special discount for purchasing on Wednesday at 12 PM.

7. You can get an item for as low as 25,000 rupiahs.

Worksheet 4.18

Figure 4. 29 Example reading activity

Reading activities are located on pages 232, 235, 240, 241, and 246. According to CEFR level A2, learners are expected to understand short and simple texts such as advertisements, posters, or illustrated materials, especially when related to familiar contexts. One example is found on page 241, where students read a poster about promotional offers. The task requires them to answer comprehension questions based on the poster content. The information in the poster is presented clearly using bold headings, product names, prices, and brief descriptions. Students must identify specific details such as what is being promoted, the discount offered, or the duration of the sale. This activity reflects CEFR A2 reading descriptors, which emphasize the ability to extract key information from everyday materials such as notices and advertisements. The visual layout of the poster also helps students interpret meaning more easily, especially when working with familiar topics like shopping or promotions.

Section 2 - Reading
Unit 3. Let's Donate

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

charity

to donate

a volunteer

a shopper

to purchase

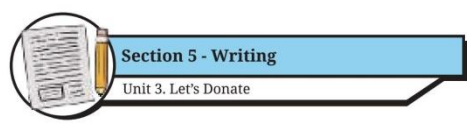
stationery

Worksheet 4.19

Figure 4.30 Example reading activity

Another reading task appears on page 246, where students are asked to draw lines connecting words to the appropriate pictures. This activity helps learners link vocabulary related to products or items typically found in a bazaar with their visual representations. It reinforces word recognition and supports comprehension through image-word association. This format supports CEFR A2 learners in identifying the meaning of concrete nouns and everyday objects, particularly when visual support is provided. Both tasks involve real-world text formats and foster practical reading

comprehension skills, making the reading activities in Chapter 4 well aligned with CEFR A2 expectations. Therefore, the reading element is rated as High.



a. Write one or more words that you can associate with the word in the box. You can look up a word in the dictionary.

<p>Charity shop</p> <p>thrift store</p> <p>_____</p> <p>_____</p>	<p>Preloved</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Low-priced</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Items</p> <p>_____</p> <p>_____</p> <p>_____</p>

Worksheet 4.26

Figure 4.31 Example writing activity

Writing tasks are included on pages 228, 243, 253, 255, 257, 262, and 263. According to CEFR level A2, learners should be able to write simple phrases and sentences related to areas of immediate need, as well as produce short messages or descriptions on familiar topics. One task is presented on page 255, where students are given a word in a box and asked to write one or more words that they associate with it. This task helps students activate their vocabulary and develop lexical connections. It encourages learners to use a dictionary or previous knowledge to explore

related terms, which can then be used in later writing tasks. While the writing is limited to word-level production, it lays the foundation for longer texts by strengthening vocabulary recall and thematic awareness. This task aligns with CEFR A2 outcomes, as learners at this level are expected to produce and organize basic written content around familiar words and concepts.

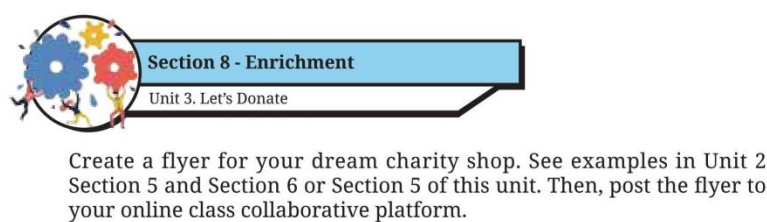


Figure 4.32 Example writing activity

Another writing activity is found on page 263, where students are instructed to create a flyer for their dream charity shop. The task encourages them to include a name, purpose, items for sale, and design elements. Students may refer to examples provided earlier in the unit to guide content and layout. After completing the flyer, they are asked to post it to their online class platform, allowing for digital presentation and peer interaction. This task integrates visual creativity with written communication and encourages the production of short, functional texts. It also allows learners to apply vocabulary and sentence structures learned in previous sections. The activity reflects CEFR A2 descriptors that focus on the ability to write short notes, advertisements, or announcements related to everyday themes. Both tasks provide varied and practical writing

experiences, supporting learners in progressing from vocabulary development to text production in a meaningful way. Therefore, writing is rated as High.

5. Chapter 5: Digital Life

Table 4.5 Material Alignment with Merdeka Curriculum in Chapter 5

Digital Life				
No	Element	High	Low	Null
1	Listening Found on Pages 270, 273, 276, 282, 285	✓		
2	Speaking Found on page 280	✓		
3	Reading Found on page 302, 308, 312, 322, 326, 329, 333	✓		
4	Writing Found on page 291, 296, 318, 323, 330, 331, 332, 334–337, 338	✓		

The fifth chapter of the textbook is titled Digital Life. This chapter explores the importance of digital literacy and how students can safely and responsibly navigate the online world. Based on the scope and sequence, Chapter 5 consists of three units: Let's Check the Facts!, Staying Safe in the Digital World, and Turn Back Hoax!. The learning objectives for this chapter are: (1) asking and giving information about how to use search engines, (2) identifying specific information about how to stay safe online,

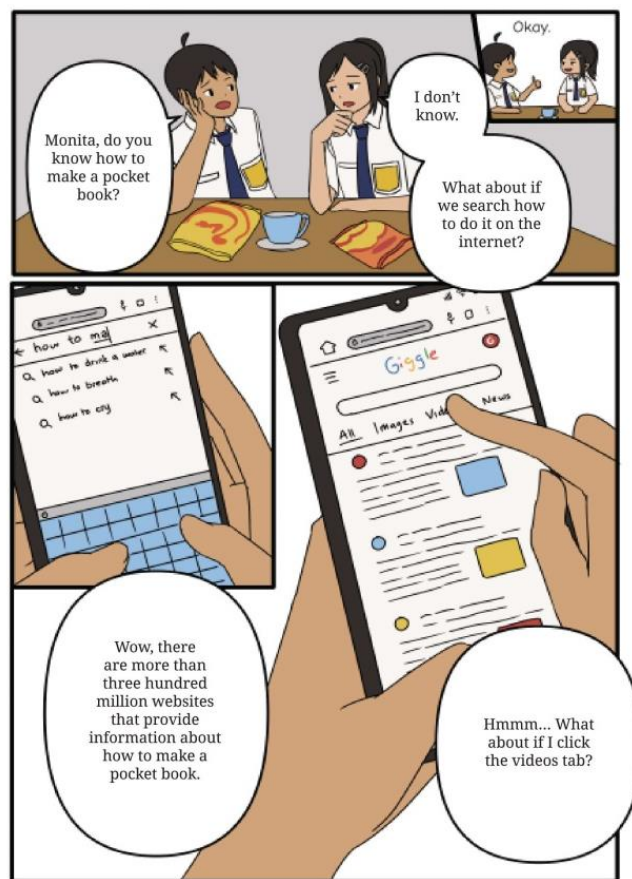
and (3) writing a procedural text. Language features highlighted include the use of imperative sentences, instructional sequences, and digital-related vocabulary. This chapter aligns closely with CEFR A2 expectations, as students engage in practical communication tasks using familiar, everyday topics.

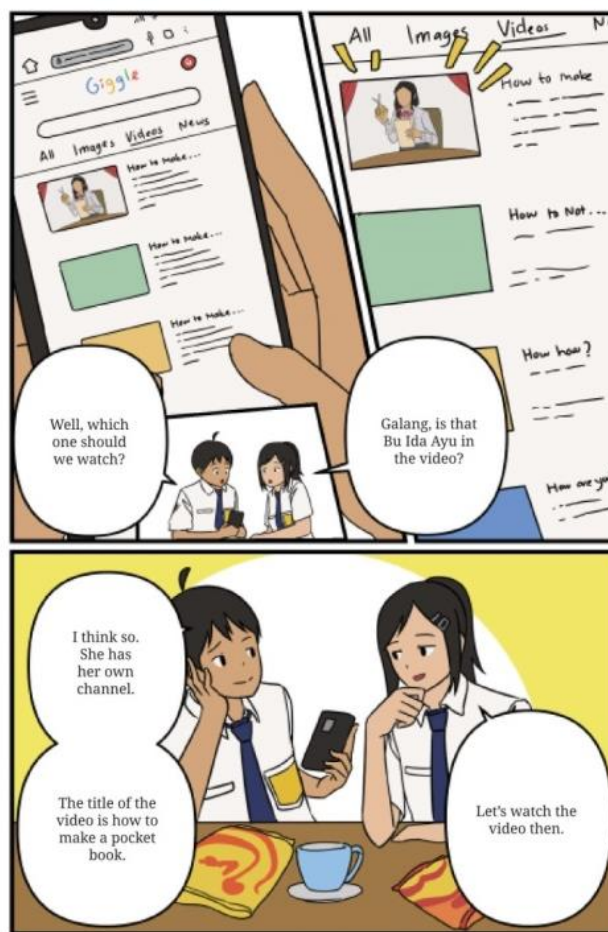


Section 5 - Listening

Unit 1. Digital Life

a. Listen to Audio 5.4 and answer the questions.





Comic Strip 5.4

Questions

1. Do Monita and Galang know how to make a pocket book?

2. What do they do to find information on how to make a pocket book?

3. How many websites did they find on the internet?

4. What did Galang do to find the videos on how to make a pocket book?

5. What do you think Galang and Monita felt when they found Ibu Ida Ayu's video on how to make a pocket book?

Figure 4.33 Example listening activity

Listening activities in Chapter 5 are found on pages 270, 273, 276, 282, and 285. According to CEFR level A2, learners should be able to

understand the main point in short spoken messages and follow instructions when delivered clearly and at a slow pace, especially when the context is familiar. On page 282, students listen to Audio 5.4 and answer a set of comprehension questions based on what they hear. The content of the audio includes a short explanatory passage or report that contains factual information relevant to the unit theme. The questions that follow test students' understanding of key points, including who is speaking, what is being discussed, and what specific details are mentioned. This task supports CEFR A2 objectives by encouraging learners to focus on extracting factual information from spoken texts and to demonstrate comprehension through written responses.

- b. Listen to Ibu Ida's explanation (audio 5.5) on how to make a pocket book. On the next page, complete the paragraph by choosing the correct word from the box.



“Okay students, I will show you how to _____ a pocket book. You will _____ a piece of paper and scissors. First, _____ the paper into eighths.

Make sure you fold the paper evenly. After that, _____ the paper. You will _____ eight panels that will be the pages of the book. Fold the paper again from the short edge to the other. _____ the vertical fold in the middle of the paper using scissors. Unfold the paper again. Fold the paper from the long edge to the other. _____ the two ends. Fold the paper until it becomes a book.

Voila! Now, you _____ a pocket book. After that, write a biography of a famous person that you have searched for on the internet in it.”

Words:


make	fold	need	unfold
see	cut	push	have

Worksheet 5.7

Figure 4.34 Example listening activity

Another listening task appears on page 285, where students listen to Audio 5.5, which is a step-by-step explanation by Ibu Ida on how to make a pocket book. After listening, students are asked to complete a paragraph on the next page by selecting the correct words from a word box. This task combines listening comprehension with vocabulary recognition and contextual understanding. The clear procedural structure of the audio helps learners follow the sequence of steps, and the written activity reinforces the meaning of what they have heard. This aligns with CEFR A2 descriptors, which include the ability to understand short instructions and basic process explanations, especially when supported by predictable language and structure. These tasks demonstrate that listening activities in

Chapter 5 are well aligned with A2-level expectations and support learners in applying listening skills to practical and instructional contexts. Therefore, listening rated as High.



Section 4 - Speaking
 Unit 1. Digital Life

Complete the dialogue and then practise it with your friend.



Galang,

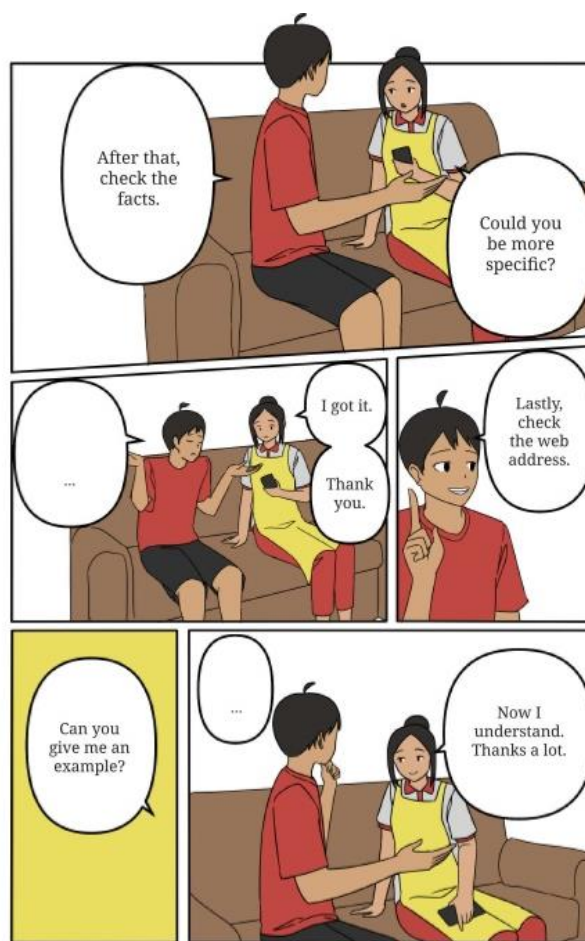
I want to search for information from the internet. Can you teach me?

Sure. It's very easy. First ...

Sorry, but I'm not sure I understand.

I mean you must check the author.

I see.



Worksheet 5.5

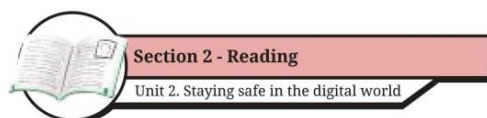
Figure 4.35 Example speaking activity

Speaking tasks are presented on page 280, where students are instructed to complete a dialogue and then practice it with a partner. The dialogue is based on a practical context, such as discussing plans or explaining how something works, and includes common expressions that students have encountered throughout the unit.

In this activity, learners are first guided to fill in the missing parts of the conversation using clues from the context. After completing the dialogue, they rehearse it with a classmate. This process allows students to

focus on the accuracy of language, pronunciation, and interactional flow. According to CEFR level A2, learners should be able to take part in simple, rehearsed dialogues on familiar topics, especially when given a model or structured prompt. The controlled nature of this activity supports the development of basic fluency and builds learners' confidence in using English orally.

Although only one speaking task is explicitly presented in this chapter, it remains effective because it is integrated into a broader communicative context. The task encourages collaborative practice and reinforces the vocabulary and grammar structures introduced earlier in the unit. Moreover, the speaking component is supported indirectly by listening and writing tasks that require learners to process and produce spoken language, even if not labeled as speaking. Therefore, despite the limited quantity, the speaking skill in Chapter 5 can still be categorized as high in terms of alignment with CEFR A2. This is due to the relevance of the task, the opportunity for pair interaction, and the structured practice it offers for rehearsed oral communication. Therefore, the speaking component is assessed as High.



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

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

Worksheet 5.12

Figure 4.36 Example reading activity

Reading components are integrated throughout pages 302, 308, 312, 322, 326, 329, and 333. According to CEFR level A2, learners should be able to read and understand short factual texts on familiar topics and extract relevant information when clearly presented. One example appears on page 302, where students are asked to decide whether certain types of personal information should be considered public or private when using the internet. The task includes examples such as full name, address, email, and photos. Students must classify each item based on their understanding of digital privacy. While the reading input is minimal, the cognitive demand of the task involves interpretation of familiar terms and decision-making based on comprehension. This reflects CEFR A2 objectives, which include understanding simple factual material and making straightforward judgments in daily life contexts.



- How do you keep your personal information safe?
 - sharing it online.
 - keeping it private.
 - sending it through emails.
 - giving it to your best friend.
- You get unsolicited emails telling you that you need to send your phone number immediately. If not, your account will be closed. However, you know that the emails are not valid. What should you do about it?
 - Ignore them and block the emails if possible.
 - Send them your phone number.
 - Reply to the emails to confirm.
 - Ask friends if they have the same experience.
- How can locking your smartphones help keep your privacy?
 - It avoids your smartphones from sending the data.
 - Nobody can misuse your smartphones.
 - It is required by the factory.
 - You can go online safely.
- Why does updating your computer make it safe?
 - It protects from the latest threats.
 - No one can use your computer.
 - It is not outdated.
 - To follow the trend.
- Why do we need to change the factory default password?
 - It's easy to remember.
 - Everyone can use your router.
 - It's difficult to remember.
 - It's a standard password that everyone knows.

Figure 4.37 Example reading activity

Another reading task is found on page 308, where students examine an infographic titled 5 Ways to Protect Personal Information. The infographic includes short text blocks accompanied by icons and visual cues. Students are asked to answer questions based on the content, such as identifying tips or interpreting instructions. This activity combines visual literacy with reading comprehension and encourages learners to locate specific information from a real-world format. According to CEFR A2, learners should be able to read signs, instructions, or short texts that convey basic information. The clear layout and relevant content of the infographic support these expectations. Together, these reading tasks offer students the opportunity to engage with authentic material in accessible formats, making the reading skill in Chapter 5 well aligned with CEFR A2. Therefore, reading rated as High.



Section 6 - Your Turn

Unit 2. Staying safe in the digital world

- a. Look at the picture on the next page. Work in pairs and write down what you can do if you receive such a message.



What I think I can do

Worksheet 5.19

Figure 4.38 Example writing activity

Writing activities in Chapter 5 are located on pages 291, 296, 318, 323, 330, 331, 332, 334–337, and 338. According to CEFR level A2, learners should be able to write simple connected phrases or sentences about situations that are familiar or personally relevant. One writing task appears on page 318, where students are shown a picture of a suspicious or inappropriate message. Working in pairs, they are asked to write down what they would do if they received such a message. This may include actions like ignoring it, reporting it to an adult, or blocking the sender. The task encourages students to think critically about digital behavior and to express their response in simple but meaningful language. It reflects CEFR A2 descriptors by prompting learners to write short messages or statements about personal decisions in familiar situations, particularly using basic sentence patterns and common vocabulary.



Section 5 - Writing

Unit 3. Turn back hoax!

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

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

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



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

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

1. _____
2. _____
3. _____
4. _____

Worksheet 5.26

Figure 4.39 Example writing activity

Another task is found on page 331. In this activity, students are asked to read an internet news post and then write a response based on the steps they learned in the previous section. The news describes a group of elephants in China allegedly getting drunk on corn wine. Students are guided to assess whether the news is reliable and write how they would check its accuracy. This includes identifying unusual claims, checking the

source, or searching for similar reports from other platforms. The task encourages students to apply language to a real-world context and to express their reasoning in writing. This aligns with CEFR A2 outcomes, which include writing short, simple texts that give opinions or explanations on familiar issues. Together, these writing activities strengthen students' ability to write for both personal expression and practical communication, making the writing component of Chapter 5 well aligned with CEFR A2. Therefore, writing in this chapter is rated as High.

B. Discussion

This study aimed to evaluate the alignment of the English for Nusantara Grade IX textbook with the CEFR level A2. As discussed in Chapter II, CEFR is widely used as an international reference for language proficiency and has been adopted by Indonesia through the Merdeka Curriculum. According to Figueras et al. (2022), the CEFR offers clear descriptors that help align curriculum, materials, and assessment to learner abilities. Therefore, this study examines how far this textbook meets the CEFR descriptors across the four English skills: listening, speaking, reading, and writing.

This study aimed to evaluate the English for Nusantara Grade IX textbook and its alignment with the Common European Framework of Reference (CEFR) level A2, as adopted in the Merdeka Curriculum. As explained in Chapter II, the CEFR offers a set of descriptors that define what learners at each level are expected to do in real-world communication. These

descriptors have become the reference point for curriculum design, material development, and assessment in many educational contexts, including Indonesia.

According to the Council of Europe (2020), learners at the A2 level should be able to understand and produce simple language in familiar contexts using basic sentence patterns and high-frequency vocabulary. Based on the findings of this research, the English for Nusantara textbook meets these expectations in all four core skills: listening, speaking, reading, and writing.

In terms of listening, the textbook includes a variety of tasks that require students to comprehend short, clearly spoken texts in familiar contexts. For example, in Chapter 1, on page 30, learners listen to a conversation about the behavior of a Bekantan and complete a comic strip using words they hear. This task combines listening and visual cues, which help students understand simple dialogues. Similarly, in Chapter 3 (page 154), students listen to a story about Princess Suripit and are asked to order comic panels based on the audio. These types of tasks align well with CEFR A2 listening descriptors, which require learners to recognize key details in short spoken texts when supported by clear structure and familiar topics.

Regarding speaking, the textbook provides both structured and interactive speaking opportunities. In Chapter 1 (page 40), students participate in a guessing game called *What Animal Am I?*, where they describe animals using basic clues. In Chapter 4 (page 227), a team-based vocabulary game requires students to describe a word without saying it directly, promoting the

use of descriptive language and collaboration. Even though Chapter 5 provides only one speaking task (page 280), it still offers practice in completing and performing a dialogue with a partner. These activities reflect CEFR A2 speaking descriptors by encouraging learners to engage in short, rehearsed conversations and describe familiar things using simple phrases.

In terms of reading, students are consistently exposed to short descriptive texts, infographics, and dialogues. In Chapter 1 (page 45), students read a factual text about orangutans and answer comprehension questions. In Chapter 5 (page 308), learners read an infographic titled 5 Ways to Protect Personal Information and identify the key points. These tasks match the CEFR A2 expectation that learners should be able to understand short texts with predictable information and extract relevant details, especially when visual support is provided. As noted by the Council of Europe (2020), A2 readers are expected to read simple texts with a clear structure and purpose.

The writing skill is also well-supported through structured and scaffolded tasks across the chapters. In Chapter 1, for instance, students are introduced to a fact sheet about the Bali Starling on page 69 and are asked to write descriptive sentences using the passive voice. Later, on page 70, they follow a complete writing process that includes observing a local bird, organizing their notes using a worksheet, drafting a report, and engaging in peer feedback for revision. These tasks reflect CEFR A2 descriptors, which expect learners to produce short, connected texts on familiar topics using basic structures and vocabulary. In Chapter 5, students engage with real-world

writing through digital literacy themes. On page 318, they write about what to do when receiving a suspicious message, while on page 331 they describe steps to verify the truth of an online news item. These writing tasks require students to express decisions, opinions, and logical steps using clear and concise language. Furthermore, creative tasks such as composing haiku poems in Chapter 2 (page 140) and designing charity shop flyers in Chapter 4 (page 263) provide students with opportunities for personal expression within a structured framework. Collectively, the writing component in this textbook demonstrates a strong alignment with CEFR A2, both in terms of functional writing and creativity.

Compared with previous studies, this research shows increased consistency in CEFR-based skill development. Sulistiani (2024) noted that the Grade VIII textbook had limited speaking development, while this study demonstrates that the Grade IX version contains more varied and interactive speaking tasks. Hanifa (2024) found that the Grade VII edition supported CEFR A1 oral skills, and this current study confirms a natural progression into A2. In contrast, Tanto (2023) observed that Bahasa Inggris Work in Progress only partially met CEFR B1 descriptors. The present findings reveal that English for Nusantara provides stronger alignment at the A2 level across multiple skill areas.

Anisah and Qamariah (2023) emphasized that CEFR-aligned materials should not only support language skills but also reflect learner-centered and context-relevant values promoted by the Merdeka Curriculum. The findings of

this study confirm that the English for Nusantara textbook achieves this by incorporating local themes, group work, multimodal texts, and practical communication tasks.

In conclusion, the English for Nusantara Grade IX textbook demonstrates strong and consistent alignment with CEFR level A2. Listening, speaking, reading, and writing are addressed through structured, contextualized, and engaging activities across all five chapters. The materials are not only in line with international standards but also relevant to Indonesian students' needs, making the textbook an effective tool for A2-level language development within the Merdeka Curriculum framework.