

**AN ANALYSIS OF LANGUAGE SKILLS' DISTRIBUTION IN
'PATHWAY TO ENGLISH' FOR GRADE X KURIKULUM
MERDEKA**

THESIS

Submitted by

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THESIS

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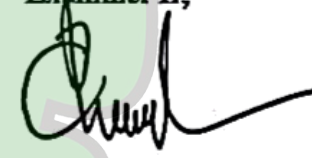
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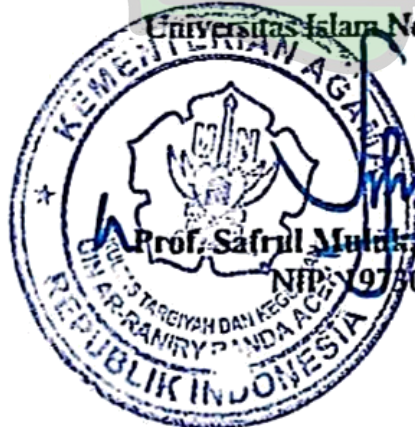

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The researcher,

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ABSTRACT

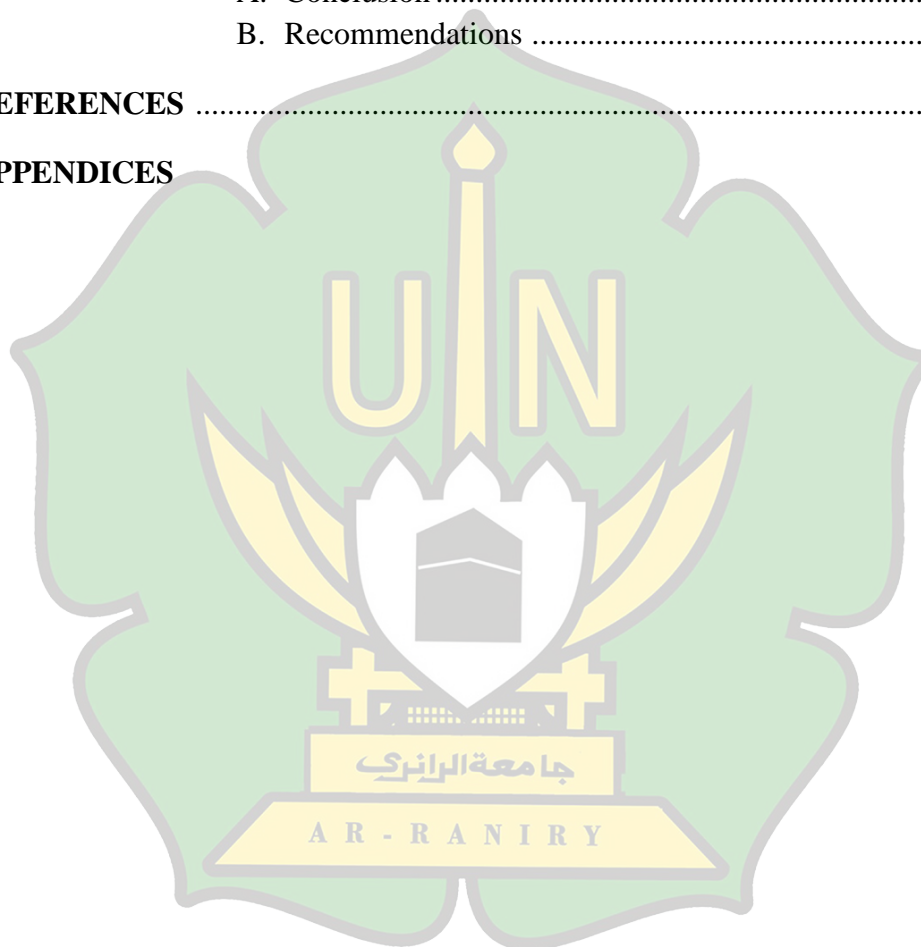
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This study is motivated by the important role of textbooks in supporting the development of language skills. In the context of *Kurikulum Merdeka*, language skills cover six skills: listening, speaking, reading, writing, viewing, and presenting. This study aims to analyze the distribution of the language skills in an English textbook and to examine the textbook's suitability with the learning principles of *Kurikulum Merdeka*. This study used descriptive analysis supported by quantitative data. The data were taken from all activities in Units 1-6 of Pathway to English for Grade X *Kurikulum Merdeka*. The data were categorized by each language skill and recorded in a data checklist; additionally, an instrument adapted by Mukundan et al. was used to assess the suitability of the textbook to *Kurikulum Merdeka*. The findings showed that writing, reading, and viewing skills appeared more frequently than other language skills, while listening, speaking, and presenting skills appeared less frequently across the units. The study concludes that teachers play an important role in flexibly adapting or adding other activities to ensure students have opportunities to develop all language skills.

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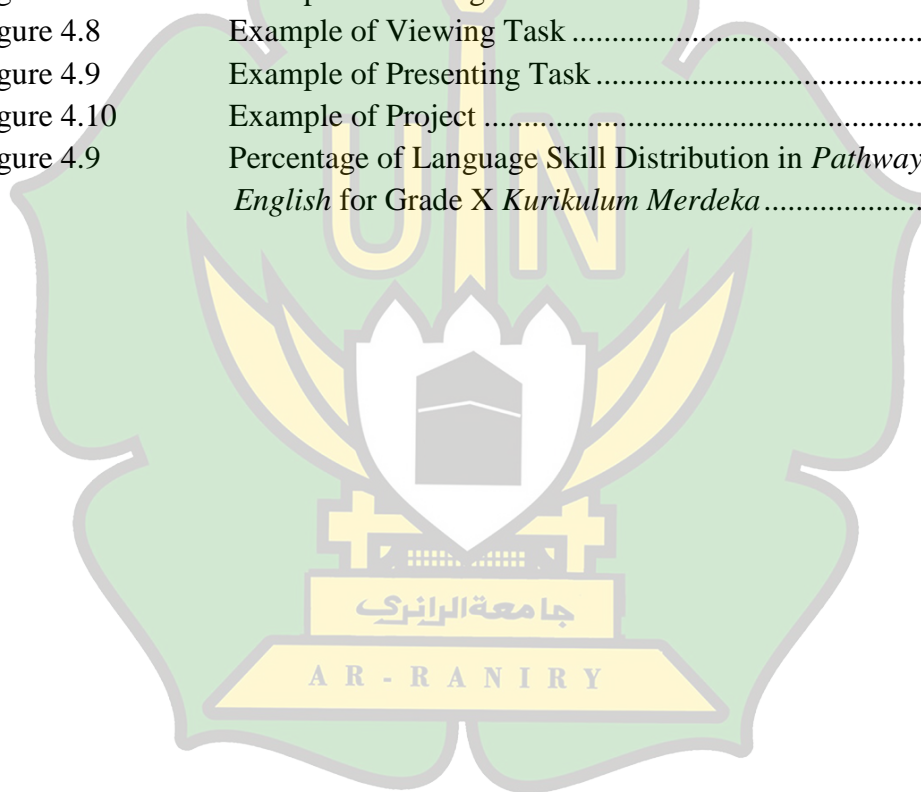
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CHAPTER I INTRODUCTION

A. Background of the Study

In the era of globalization, where individuals across the world are connected to each other through digital networks, English, as an international language, is naturally important to learn. English is a requirement in many sectors, such as education, technology, and business. Being able to communicate in English, whether it is oral or written communication is naturally an advantage to individuals in the future. Hence, English education focuses on the overall skills in the English language so that all individuals will be able to communicate easily in this connected world.

Language skills naturally consist of four main skills, which include speaking, listening, reading, and writing. For both oral and written communication, these four skills are essential since the ability to communicate orally requires mastery of speaking and listening skills, while communicating in writing requires the mastery of reading and writing skills. There are also receptive and productive skills in learning a language. Receptive skills focus on understanding language input, which includes listening and reading skills. While speaking and writing skills should be categorized into productive skills, since learners are able to produce language. All of these skills are naturally very important for overall language comprehension, as well as the ability to use it in many different situations (Necula, 2022; Harmer, 2007a).

Mastering the language is also a requirement in *Kurikulum Merdeka*. This curriculum comes as an approach in the Indonesian education system, which emphasizes student-centred learning and flexible learning. It focuses on the development of 21st-century skills and independent learning by giving schools, teachers, and students greater flexibility to innovate, learn autonomously, and express creativity in the learning process. Additionally, this curriculum also demands teaching materials that are able to support the achievement of the *Profil*

Pelajar Pancasila. (Harefa et al., 2024). In line with this orientation, English learning under *Kurikulum Merdeka* emphasizes the integrated development of language skills through various types of texts and learning activities.

In language learning, especially language skills learning, textbooks have many important roles. They facilitate interactions in real-life situations using authentic materials. Textbook also participates in developing the students' ability to respect and understand the differences between cultures and communicate well with people globally (Ubaidillah & Rizal, 2023). They are especially crucial in language skills learning, particularly in EFL contexts, as they serve as a primary source of input for learners after teachers. They also offer well-organized teaching materials that guide students' learning objectives (Farashaiyan et al., 2017).

One of the English language textbooks implemented at the senior high school that uses *Kurikulum Merdeka* is *Pathway to English*. *Pathway to English* was chosen because the majority of the senior high schools in Banda Aceh use this textbook as teaching material. Based on the researcher's survey, several schools in Banda Aceh use this textbook, including MAN 1, SMAN 3, and SMAN 4. The textbook is intended to support students in developing their language skills in accordance with curriculum objectives. However, there is a need for further analysis to see how language skills are distributed and emphasized in the textbook.

Analyzing the distribution of language skills in a textbook is naturally important to understand how learning opportunities for different skills are provided to students. This analysis should be able to help identify the pattern of language skills and see whether certain skills are more prominently presented than others in the textbook. In addition, the results can be used as a reference for curriculum developers and teachers when selecting or designing teaching materials that suit students' learning needs.

B. Research Question

1. How are the language skills distributed in the *Pathway to English* textbook for Grade X under *Kurikulum Merdeka*?

2. To what extent does the *Pathway to English* textbook reflect the learning principles of the *Kurikulum Merdeka*?

C. **Research Aims**

1. To examine the distribution of the language skills in the *Pathway to English* textbook for Grade X *Kurikulum Merdeka*.
2. To evaluate whether the textbook aligns with the learning principles of *Kurikulum Merdeka*.

D. **Significance of the Study**

The results of this study are expected to be useful for teachers and textbook writers. The findings may be beneficial for English teachers, schools, and textbook writers by providing insights into how language skills are distributed and emphasized in an English textbook used under *Kurikulum Merdeka*. This information can assist teachers and schools in choosing or developing learning materials to better support students' language skills development in line with *Kurikulum Merdeka*. In addition, the study can support the development of teaching materials that are more effective and complete. From an academic perspective, this research may also add to previous studies on textbook analysis and English as a foreign language learning at the senior high school level.

E. **Scope of the Study**

This study focuses on analyzing the distribution of the six language skills: listening, speaking, reading, writing, viewing, and presenting. The object of this study is the *Pathway to English* textbook for Grade X used under *Kurikulum Merdeka*.

F. Terminologies

To build an understanding of the terminology for a study on the language skills' distribution in '*Pathway to English*' for grade X, here are some key terms with brief explanations:

1. Language Skills

Language skills are the abilities that allow individuals to interact or communicate effectively. Traditionally, there are four primary language skills, which are listening, speaking, reading, and writing. However, in the context of *Kurikulum Merdeka*, language skills consist of more skills, which are listening, speaking, reading, writing, viewing, and presenting.

2. *Kurikulum Merdeka*

Kurikulum Merdeka is an educational curriculum in Indonesia that emphasizes flexibility, student-centred learning, and the integration of practical skills. In the context of this study, *Pathway to English* textbook was analyzed to comprehend how the textbook distributes language skills and to what extent this book supports the principles of *Kurikulum Merdeka*.

3. Pathway to English

Pathway to English is an English textbook series widely used in senior high school level in Indonesia, particularly in Banda Aceh. This textbook is designed to support English learning in the context of *Kurikulum Merdeka*. The material in the textbook is intended to develop students' language skills. This textbook also provides other editions, specifically for each grade in senior high school level.

CHAPTER II

LITERATURE REVIEW

A. Theory of Language Skills

In language learning, students certainly need to develop all language skills in order to understand and use the language fluently in various contexts. Traditionally, language learning focuses on four main skills: listening, speaking, reading, and writing (Brown, 2007; Harmer, 2007b). Listening and speaking are used in oral communication, while reading and writing are used in written communication. Students who are able to master all four of these skills are expected to communicate fluently, whether in an academic context or real-life communication.

The comprehensibility of each language skill equally is very important for global communication. According to Rao (2019), it is necessary for each individual to master all these language skills in order to achieve effective communication in this connected world. Each language skill has its own role; however, these skills support each other. Darancik (2018) states that students often focus more on speaking skills because this skill is directly used in verbal communication. However, he also emphasizes that each language skill closely interrelated. Hence, developing only one skill is barely enough, because each skill supports the others.

Language skills can be categorized based on their function in learning, which are receptive and productive skills. Receptive skills, such as listening and reading, are the ability to understand and interpret language input. On the other hand, productive skills like speaking and writing are the ability to produce a language (Todaka 2019; Harmer, 2007c). Kirchhoff (2018) also explains that usually, receptive skills develop much earlier and stronger than productive skills. This demonstrates the importance of using different teaching strategies for each

skill. Hence, it is necessary for teachers to implement teaching methods that consider the strengths and weaknesses of each type of skill.

To improve language learning, many studies recommend integrating language skills in a single lesson or activity. Ahmed et al. (2024a) suggest that when these skills are taught in one topic, they support one another and help students to maintain focus during the lesson. For example, students may read a text, discuss it with a partner, listen to a related audio, and then write a short reflection. Similarly, Sevy-Biloon (2018a) supports the use of interactive activities such as role-plays, jigsaw reading, and group discussions. These activities encourage students to use listening, reading, speaking, and writing simultaneously.

Based on this idea, Gautam (2019) identifies several teaching models which aim is to integrate language skills, such as Content-Based Instruction, Task-Based Instruction, the adjunct model, and theme-based teaching. Khan and Mansoor (2020) also introduce the Integrated Collaborative Learning Approach (ICLA), where students learn by working in groups while the teacher combines different teaching methods and skills in a lesson. This approach assists students in developing language skills that can be used in many other subjects.

However, every approach, no matter how good the concept, should have challenges in its implementation. Laksono et al. (2023) highlight that EFL teachers often face difficulties in applying integrated-skills learning. This is due to several factors, such as students' low confidence, limited learning materials, difficult lesson planning, and difficulties in choosing a suitable teaching method. Besides, students may also face problems with communication, creativity, and group work.

In *Kurikulum Merdeka*, language skills are not limited to the traditional four skills. The curriculum also includes viewing and presenting as important language skills. Viewing refers to students' ability to understand visual and multimodal texts such as pictures, charts, videos, and infographics. Presenting

refers to students' ability to share ideas orally in a clear and organized way, often using visual support such as slides. Therefore, *Kurikulum Merdeka* uses a six-skill framework: listening, speaking, reading, writing, viewing, and presenting (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022a).

In English language learning, developing language skills is very important and necessary for overall language acquisition (Harmer, 2007d). This confidence in the ability to communicate in English may help them to cater to the requirement for further education and future work. The following sections discuss each language skill.

1. Listening

In learning a second language, listening is one of the most important skills to be acquired in order to comprehend other language skills. Listening is the way of communication that develops earlier than other language skills. It is one of the main ways students receive language input, so it contributes significantly to an individual's ability to understand the language and communicate fluently (Altun, 2024; Rost, 2011). According to Hsu (2024), listening helps learners to comprehend a new language and gradually become more fluent. In line with this, Wang and Li (2025) explain that listening allows learners to understand meaning, catch messages, and respond correctly.

In addition, listening also helps improve other language skills such as speaking, reading, and writing. Sharif et al. (2024) state that good listening skills improve understanding and help learners express meaning better. Regular listening practice, as reported by Rukmana et al. (2022), may increase vocabulary mastery and improve grammar accuracy, which is shown by higher test scores.

2. Speaking

Speaking is a productive language skill reflecting students' ability to communicate verbally in real-life contexts. Widaryanti (2019) states that speaking skills involve expressing ideas and feeling spontaneously. In addition, speaking activities may help students during group work and discussions. According to Crisianita and Mandasari (2022), speaking activities may increase students' participation in class and developing their presentation skills. Besides, fluency is closely related to students' ability to speak with fewer pauses and clearer pronunciation. Therefore, practicing speaking skills regularly is necessary to develop effective communication skills.

3. Reading

Reading is also a significant skill in second language learning, especially in written communication. Through reading activities, students may enrich their vocabulary, understand grammar, and develop critical thinking skills and cultural awareness. Cao (2023) states that reading is very helpful to increase students' learning motivation and build a strong foundation in writing skills. Hence, although reading are a receptive skill, this skill has an important role in assisting students to develop their productive language skills.

According to Varanasi and Rani (2022a), reading activities may assist students in strengthening language patterns which support students' listening comprehension and fluency in speaking. Extensive reading, specifically, enables students to become accustomed to syntax and discourse features, which encourage advanced language use. Hidayati et al. (2022) also explain that when students have a positive attitude towards reading activities, their language learning outcomes tend to increase

overall. However, although this skill has many advantages, reading skill is still not fully utilized in some learning contexts. This may hinder students in achieving higher levels of language proficiency (Varanasi & Rani, 2022b)

4. Writing

Writing is a productive language skill which requires students to think carefully in arranging ideas into sentences structurally. This skill involves the use of vocabulary, grammar, a sentence pattern accurately. According to Zhang (2024), writing task shows to what extent students able to use grammar accurately. However, writing skill is often challenging for students. Li (2022) reports that learner often experience difficulties in maintaining focus in their topic. In addition, learners may also have poor writing habits that are difficult to change. Besides, Putra (2024) explains that the difficulties in forming clear sentence patterns and developing main idea may reduce the effectiveness of written communication.

5. Viewing

In *Kurikulum Merdeka*, viewing is recognized as an important language skill alongside the traditional four skills. Viewing refers to learners' ability to understand and interpret visual and multimodal texts, such as images, charts, diagrams, videos, posters, and infographics. This skill is increasingly important in contemporary education, where information is often delivered through visual media (Lim, 2018).

The curriculum emphasizes viewing as a way to support digital literacy and critical thinking. According to Kemendikbudristek (2022b), viewing enables learners to interpret meaning conveyed through visual elements combined with text or audio. Widora et al. (2025) also argue that viewing is a crucial language skill in the *Kurikulum Merdeka* because it

enhances students' ability to interpret visual and multimodal texts in visually dominated learning environments. Therefore, viewing contributes not only to comprehension but also to students' ability to evaluate and respond critically to information.

6. Presenting

Presenting is one of the language skills emphasized in *Kurikulum Merdeka*. This skill refers to learners' ability to communicate ideas orally in a clear and structured way, often supported by visual aids such as slides, posters, or charts. Presenting helps students develop confidence, organization, and clarity when speaking in front of others. Presenting aligns with the curriculum's focus on essential competencies and character development, as it encourages students to express ideas responsibly and confidently (Rahmawati & Qamariah, 2023).

Presenting activities are commonly used in student-centred learning, where learners actively explain ideas, share project results, and express opinions in front of an audience. The use of presentations as a classroom activity significantly improves students' speaking skills, as students are given more opportunities to practice oral communication. Therefore, presenting not only strengthens speaking ability but also enhances students' overall communication skills, which are important for academic learning and future professional contexts (Ali & Saeed, 2025).

B. Integrating Language Skills in Textbooks

Recently, integrating all language skills into one activity or lesson has become a trend in English language teaching. This happens when teachers combine all language skills when designing lesson plans. An integrated-skills approach may facilitate students in learning how to use language naturally. This approach becomes an opportunity for students to practice English through

activities that are relevant in their daily life (Pardede, 2019a; Sevy-Biloon, 2018b).

A balanced representation of both productive skills and receptive skills in textbooks is required to help students develop all language skills equally. However, recent studies have shown that many textbooks focus more on reading and writing, while listening and speaking activities receive less attention. (Eirini, 2024). This imbalance can limit students' exposure to authentic spoken materials; in this case, textbook developers should pay attention to the integration of different language skills. For instance, a lesson may begin with reading a text, followed by a related writing task, and then continue with a speaking activity such as a group discussion or presentation (Ahmed et al., 2024b).

Teaching one skill at a time, though, is still in use by some educators to ensure learners focus on mastering the skill. However, research increasingly shows that an integrated-skills approach is more effective in ensuring overall language skills competence. Language is connected and reflects how people naturally communicate rather than being employed through isolated words or sentences (Pardede, 2019b; Hinkel, 2006). Hence, the integrated-skills approach is helpful as one skill is unable to do without the others.

C. *Kurikulum Merdeka* جامعة الرانيري

Kurikulum Merdeka is an education system introduced in Indonesia in 2021. This curriculum attempts to improve the learning process by providing teachers with the flexibility in designing the learning materials. It focuses not only on academic achievement but also on important life skills such as creativity and critical thinking. This approach shows a change toward student-centred learning (Azmi, 2023).

An important element of *Kurikulum Merdeka* is *Capaian Pembelajaran* (CP), which refers to the expectations for students to achieve at each learning phase. CP is used as the primary guide for teachers when they design learning

materials and assessments, including in English learning. Instead of providing teachers with specific learning content, CP offers flexible learning goals that may facilitate teachers in adapting the goals to the materials based on the environment. In English language learning, CP emphasizes the balanced development of the four language skills while also supporting higher-level skills such as communication, critical thinking, and creativity (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022b).

Kurikulum Merdeka is influenced by various educational philosophies, such as idealism, realism, pragmatism, existentialism, perennialism, progressivism, reconstructivism, postmodernism, and humanism (Rahman & Robandi, 2024). The curriculum acknowledges that students learn and participate in learning in different ways, so teaching should be flexible and adapted to students' needs. Based on this idea, differentiated learning is adopted in *Kurikulum Merdeka*, which means that every student has different abilities, interests, and learning styles. As stated by Halimah et al. (2023), the teaching approach encourages students to take an active role in their learning. Differentiated learning is closely related to *Capaian Pembelajaran* (CP) because CP does not limit how teachers help students to reach the same learning goals.

In English language teaching, differentiated learning is implemented when teachers modify lesson plans, teaching materials, and assessment techniques. Teachers can employ various strategies, such as using various types of texts, multimedia tools, diverse questioning methods, and flexible group activities to meet students' different learning needs (Suryati, 2024). Additionally, Daulay (2023) explains that project-based learning plays an important role in differentiation. Through project work, students are capable of expressing their creativity, for example, by producing it into literature, such as poems or songs, while also developing a better understanding of grammar.

Supporting these ideas, Aprilia et al. (2024) explain that the *Kurikulum Merdeka* for English subjects encourages teachers to apply a variety of teaching

strategies in the classroom. This curriculum focuses on assisting students to develop critical thinking, creativity, and problem-solving skills. It also uses various types of assessments, such as quizzes, essays, and group projects. Additionally, digital media is often used as an important tool to support learning.

In line with this, Rawenda and Nirwanto (2023) explain that the *Kurikulum Merdeka* in English teaching focuses on several main aspects, such as helping students gain confidence while learning English and allowing teachers to adjust lessons based on students' needs and learning pace. These elements of the *Kurikulum Merdeka* are designed to help students improve their English language skills: listening, speaking, reading, writing, viewing, and presenting. At the same time, the curriculum offers flexibility in learning paths, allowing teachers to adjust lessons based on students' abilities and potential; nonetheless, teachers still make sure that students achieve the CP target.

Students' perspectives also provide important insights into how the curriculum is applied in a real classroom. According to Hulu (2024), students perceive several characteristics of the *Kurikulum Merdeka*, which include learning approaches that suit them better, being able to participate more and express their ideas freely, and simple and more focused materials. However, there is also the possibility of feeling mentally tired more quickly. Overall, students prefer *Kurikulum Merdeka* more than the previous curriculum. These opinions show that the curriculum has positive aspects as well as some difficulties. However, most students still view it positively because it focuses more on students' needs, participation, and independence in learning, rather than only on the teacher or rigid rules.

D. Principles of *Kurikulum Merdeka*

The *Kurikulum Merdeka* was developed as part of the reform of the Indonesian education system to improve the quality of learning. This curriculum emphasizes flexibility, relevance, and effectiveness so that learning can adapt to student needs and the changing times. According to Nuraini et al. (2023), the

Kurikulum Merdeka is structured based on several key principles that serve as the foundation for its development and implementation in schools.

1. Relevance

Learning is designed to meet the needs, interests, and characteristics of students. This principle emphasizes that learning materials and activities must be meaningful and support optimal student development.

2. Continuity

The *Kurikulum Merdeka* is dynamic and open to change. Schools and teachers are encouraged to continuously reflect and improve based on student learning outcomes and development.

3. Flexibility

The *Kurikulum Merdeka* provides schools and teachers with the flexibility to adapt learning to local environmental conditions, culture, and resources. This allows for effective learning even in areas with limited facilities.

4. Inclusivity

This curriculum ensures that all students have equal opportunities to participate in learning. The principle of inclusivity encourages the implementation of learning strategies that respect students' differences in abilities, backgrounds, and learning styles.

5. Efficiency

Efficiency in the curriculum means learning can be carried out with simple tools and at an affordable cost. Limited funding and learning time

in schools must be managed optimally to ensure that learning remains effective and meets planned objectives.

E. Textbook evaluation and design

Selecting an English textbook is not an easy task because it has to meet many different needs, such as suitability for students' abilities, interests, and learning goals, while also helping teachers teach effectively. An English textbook should contain the materials that can assist students in developing their language skills (Mukundan et al., 2011a). According to Khusniyah (2019a), textbooks with exceptional quality need to pay attention to each language skill equally. Equal attention to these skills may help students to do well in all aspects of language learning.

However, many English textbooks still show an imbalanced distribution of language skills. Some textbooks contain a lot of reading text and writing exercises, while listening and speaking activities remain limited. For instance, Damayanti et al. (2018a) found that some textbooks only included about 1% listening activities. This condition may reduce students' exposure to spoken language. Similarly, Miya (2024) explains that some textbooks pay a lot of attention to reading skills, while other skills are neglected. Reading may be important, but real-life communication requires students to be able to speak, so they can connect to the whole world and develop themselves further in the future.

In addition to language skills coverage, a textbook should also arrange the learning materials in an order. Students need to begin with easy tasks first, then gradually move on to more difficult tasks. Dinata (2022a) notes that, especially in vocational schools, students need to work with short and practical texts, such as instructions or daily conversations. However, critical thinking and creativity should not be ignored in a textbook. Unfortunately, Hong (2024) found that many textbooks still put their focus on basic understanding and memorization, and lack opportunities for students to think critically and creatively.

One of the factors that should be considered when evaluating a textbook is the level of thinking required in the textbook activities. Shabrina et al. (2025) analyzed an Indonesian ELT textbook and found that there is an imbalance in terms of thinking skills. Most activities focused on lower-order thinking skills (LOTS), while there are fewer tasks that focused on higher-order thinking skills. This shows a problem because textbooks should not focus too much on lower-order thinking skills, such as memorization. This will cause a lack of training for students to think critically or creatively, which are important skills that rely on higher-order thinking skills (HOTS). The students may understand the information, but they do not know how to analyze it or produce responses based on the information.

In terms of content, an English textbook should be interesting and varied. It needs to include different topics and text types so students are not just memorizing grammar rules but actually learn how to communicate in real-life situations. For vocational students, a textbook may include materials for learning grammar and vocabulary well; nonetheless, their real-life and future work should be considered (Dinata, 2022b).

The way activities and tasks are organized in a textbook also plays an important role. When exercises are too repetitive or do not suit students' ability levels, students can easily become bored and lose motivation. Daneshfar and Abdollahi (2018) found that many students felt some textbook activities were uninteresting and not very useful. This necessitates activities that are interesting for student to build their motivation, also to involve real-life situations that may engage students to seek information further on the materials.

In addition, a textbook guideline specifically for teachers is necessary since it assists teachers in using the textbook. However, Khusniyah (2019b) found that some textbook guidelines did not meet the required standards. The lack of guidelines may cause teachers to struggle in teaching the lesson as planned.

Hence, the additional guidelines for teachers may support them in teaching effectively and managing the classroom better.

Lastly, the textbook should meet the requirements of the current curriculum. In the case of Indonesia, this means the textbook requires compliance with the national education goals. Masita (2021) explains that values such as character building, nationalism, and personal values should be naturally included in the lessons. In addition, Prayudha (2023) emphasizes the importance of including local culture in the textbook. The inclusion of such values may encourage students to develop a stronger nationalism and cultural awareness.

F. *Pathway to English* Textbook

Pathway to English is an English textbook compiled for grade X students at the senior high school level and developed based on *Kurikulum Merdeka*. This textbook was published by Erlangga Publisher and used as one of the main sources of learning input in EFL teaching at the senior high school level. This book is designed to support student-centred learning and the development of English language competency in accordance with *Kurikulum Merdeka*.

Structurally, *Pathway to English* consists of six units arranged in a systematic manner. Each unit contains several learning stages, starting with topic introduction, warming-up activities, material presentation, tasks, exercises, projects, a critical thinking task, summary, and reflection. In terms of learning focus, this textbook presents several activities that cover English language skills: listening, speaking, reading, writing, viewing, and presenting. The learning activities are presented in the form of written texts, dialogues, pictures, tables, timelines, graphs, and project-based tasks, which may encourage students' active participation. Besides, *Pathway to English* also utilizes supporting media such as QR codes, which connect students with audio or video sources (Sudarwati & Grace, 2022).

G. Previous Studies

English textbooks play an important role in Indonesian EFL teaching. However, there are a limited number of studies that have examined whether these textbooks effectively help students improve all language skills. Most research has analyzed whether textbook content is suitable for students and correlates with cultural values. However, only a small number of studies have specifically analyzed how language skills are distributed and integrated within textbooks.

Several studies have examined the distribution of language skills in English textbooks used in Indonesian schools. One of them is a study by Damayanti et al. (2018b) titled *The Analysis of Language Skills Proportion in English Textbook Grade XI Published by Kemendikbud 2014*. This study analyzed how the four language skills were presented in a Grade XI English textbook based on the 2013 Curriculum. The results of the study showed that the language skills were not evenly represented. Productive skills, such as writing and speaking, were given more attention than receptive skills like reading and listening.

Similarly, Nanda et al. (2019a), in their study, analyzed an English textbook titled *An Analysis of Language Skills' Proportion in the English Textbook Grade XII Published by Kemendikbud 2014*. The difference from the previous research is that this study analyzed the language skills' proportion that was presented in a Grade XII English textbook. However, the results appear similar, with some skills given more attention than others. In this study, though, written skills like reading and writing demonstrate a higher frequency of appearance, while spoken skills like listening and speaking show a lower frequency of appearance.

Besides, several undergraduate theses have also discussed the issue of language skills' distribution in an EFL textbook. For instance, Hanif (2025a) analyzed the distribution of language skills in a junior high school English textbook titled *Bright: An English Course*. The results, however, are similar to the

journal on the same issue. The findings demonstrated that the highest frequency of appearance is in reading skills, while speaking activities were the least included. Furthermore, Manalu (2017a) analyzed English textbooks used in senior high schools under the 2013 Curriculum, titled *Bahasa Inggris untuk SMA/MA/SMK kelas X*. Similarly, the findings of this study revealed that listening and writing activities remained limited despite the presence of these skills in the textbook.

In addition, a study by Tanto (2023) analyzed an English textbook titled *Work in Progress*. This study was conducted in a textbook under the *Kurikulum Merdeka*. The findings for this study showed that the textbook includes all four language skills, but there is a need for further analysis to examine how these skills were distributed.

Although several studies have examined English textbooks developed under *Kurikulum Merdeka*, these studies still analyze language skills using the traditional four-skill framework of listening, speaking, reading, and writing. None of the previous studies have examined textbook content using the six language skills framework officially promoted in *Kurikulum Merdeka*, which includes viewing and presenting. As a result, there is still a limited understanding of how all six language skills are distributed in English textbooks designed for this curriculum. Therefore, this study aims to fill this gap by analyzing the distribution of six language skills: listening, speaking, reading, viewing, writing, and presenting, in the Pathway to English textbook for Grade X under *Kurikulum Merdeka*.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The study used a descriptive analysis with the support of quantitative data. The descriptive approach was used to describe phenomena systematically and accurately based on the data found (Creswell, 2014). In the context of this research, descriptive analysis was used to describe the distribution of English language skills in an English textbook. Quantitative data were used to support the descriptive process through the calculation of frequencies and percentages of language skills: listening, speaking, reading, writing, viewing, and presenting. The numerical data presentation aimed to clarify patterns and tendencies in the distribution of language skills in the textbook.

B. Object of Research

The object of this research was the English textbook *Pathway to English* for Grade X, which was officially used in senior high schools implementing the *Kurikulum Merdeka*. The sources for data in this study included all tasks, activities, and sections in the whole textbook. The researcher collected the sources that reflected the language skills, which are listening, speaking, reading, writing, viewing, and presenting.

C. Methods of Data Collection

1. Document Analysis

The data in this study were collected through document analysis. The researcher analyzed the whole textbook, Units 1-6, to identify whether each task was related to the six language skills. Then, each task was classified according to the language skills it relates to. A data checklist was used to record every time the language skills appeared in each unit in the textbook. If an activity involved more than one language skill, it was

classified into all relevant skills. The same procedure was carried out for all units.

2. Evaluation Checklist Form

The evaluation checklist form was utilized to help the researcher in analyzing the suitability of the textbook with the learning principles of *Kurikulum Merdeka*. The evaluation was adapted from the criteria developed by Mukundan et al. (2011b). The checklist used in the study was designed to evaluate several aspects of the textbook, such as the quality of the content, the presentation of language skills in each unit, and other features of the textbook. For each item listed in the checklist, the researcher compared the textbook content with the indicators stated in the instrument (Mukundan & Nimehchisalem, 2012).

D. Methods of Analysis

The collected data were analyzed using a descriptive analysis process supported by quantitative data.

First, each task was classified according to the language skills it relates to. Then, the data were summarized through recapitulation by calculating the frequency of each language skill. These frequencies were then converted into percentages to examine the amount of each language skill being represented in the textbook. The results of the analysis were presented in tables and a pie chart.

To answer the second research question, a descriptive analysis process supported by quantitative data was employed using the textbook evaluation checklist. The instrument was used to examine the alignment of the textbook with the *Kurikulum Merdeka*. The checklist consisted of 27 evaluation criteria rated using a four-point Likert scale. The analysis focused on relevant criteria in the checklist, such as the book's relation to the curriculum, language skills coverage, and exercise. Each unit and task in the textbook was evaluated based on these criteria and then compared with the *Capaian Pembelajaran* and learning principles of the *Kurikulum Merdeka*. The findings were analyzed descriptively

and supported by examples from the textbook to show the extent to which the textbook aligns with the *Kurikulum Merdeka*. The numerical results obtained from the checklist were used to support the descriptive interpretation of the findings.



CHAPTER IV FINDING AND DISCUSSION

The results of the analysis of the *Pathway to English* textbook for Grade X under *Kurikulum Merdeka* were presented in this chapter. The findings are divided into two sections based on two research questions that were formulated by the researcher in Chapter I. The first section of this chapter displays the general data of the textbook, while the second and third sections present the distribution of language skills in the textbook and analyzes the textbook's suitability with the learning principles of *Kurikulum Merdeka*. The discussion of the findings was presented in the final section.

A. General Data

In this section, the researcher provides general data on the textbook '*Pathway to English*' for Grade X *Kurikulum Merdeka*.

1. Textbook identity

This research uses the '*Pathway to English*' textbook as the source for data collection. This textbook is intended for senior high school students in grade X. It was arranged based on the *Kurikulum Merdeka* and was published by Erlangga in 2022.

2. Textbook Cover

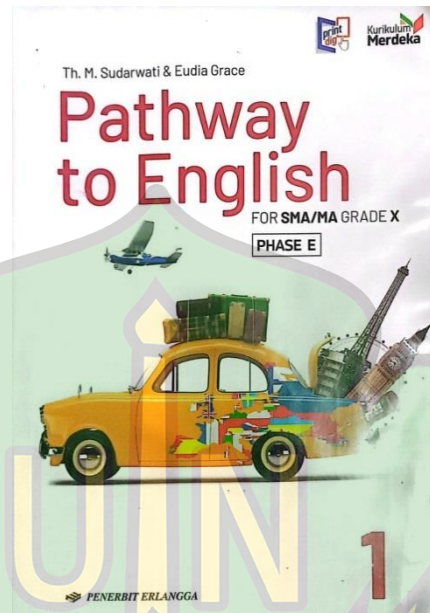


Figure 4.1 Textbook Cover

Based on the cover of the textbook, there is some information on the textbook: the title (*Pathway to English*), grade (X), phase (E), curriculum (*Kurikulum Merdeka*), and the writers of the book (Th. M. Sudarwati & Eudia Grace).

3. Table of Contents

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Figure 4.2 Table of Contents

Based on the table of contents, it is apparent that the textbook has six units and covers 166 pages.

4. Unit Opening



Figure 4.3 Unit Opening

The opening in every unit presents an overview of the entire material in the unit. In this page, there are several key elements, such as introduction, learning objectives, and keywords related to the topic in the unit. Additionally, this section also consists of character building of *Profil Pelajar Pacasila* and the learning approach.

5. Task Example for Each Language Skill
- a. Listening Task Example

LET'S BEGIN

3. Scan the QR code and listen to some students talking about stories with their classmates.

4. Match the speaker's story with the listener's reaction to the story. Drag a line from the speaker to the listener. You may drag the line more than once.

Speaker 1

Speaker 2

Speaker 3

a. And then? What happened to the men? Were they getting mad with the girls?

b. Yes? The old people were yelling at each other in front of the child. How could they?

c. Really? I don't believe it. He lost one of his arms just because his wife found out what he had done.

d. Was she? What a pity! I think it was a sad story. What do you think?

e. How do you think the men felt? Was he going to be mad at them?

f. What else? Was the man in a hurry to buy sheepskins?

g. He was a hardworking man. How could life not be fair to him?

h. Is it? Your story makes my blood boil.

Figure 4.4 Example of Listening Task

To help students get used to spoken English, listening materials such as short dialogues and situational conversations are included in the textbook. For instance, students are asked to listen to an English-speaking material before completing the task, which can be found in Unit 1 on page 4. The textbook supports listening practice by providing a QR code that links to an audio recording. These activities will make access to real spoken English easier for students.

b. Speaking Task Example

Speaking 2
Expressions used to talk about the future

8. Practice the following dialogue with your friend and answer the questions.

Devaryo : I read an article in a magazine in the library yesterday. According to some experts fossil fuels will be running out in the next 30 years.

Gilang : Yeah, it will happen someday.

Devaryo : Sooner or later we will need alternative sources of energy.

Gilang : Right.

Devaryo : Gilang, have you ever heard that Hydrogen is one of the safe alternative sources?

Gilang : No, I haven't. How come? Tell me about it.

Devaryo : Hydrogen belongs to one of the flammable chemistry elements.

Gilang : I see.

Devaryo : If this alternative source of energy is combined with air, it will result in better combustion.

Gilang : Uhm-hm.

Devaryo : It is also able to increase the performance of the engine.

Gilang : Great idea! But I guess it won't happen in this decade.

Devaryo : Well, time will tell.

- 1) What is the topic of the dialogue?
- 2) Do you find the back-channelling in the dialogue? Mention.
- 3) What are the purposes of the back-channelling used in the dialogue?

Back-channelling	Purposes
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

- 4) Write the phrases that indicate the future time.

Figure 4.5 Example of Speaking Task

Speaking tasks were included in the textbook through dialogues, role-play activities, and oral presentations. For instance, students are asked to practice a dialogue with their classmates, which can be found in Unit 2 on page 35. Through this activity, students are encouraged to use and comprehend the back-channelling expressions while interacting with their peers.

c. Reading task example

12. Work in groups to read and compare the following texts.



Text 1

Once there was an invisible being who lived in a village on the shore of Lake Ontario, America. He lived in a big wigwam with his sister. There were many beautiful wigwams there. One of them was his wigwam which stood out from all the others as it had beautiful pictures painted on the sides. No one living in the village saw or spoke to The Invisible Man. All the women wanted to be his wife. They left no stone unturned but still, they could not marry him.

One day some women came to the invisible's wigwam and met his sister. They asked how they could marry The Invisible Man.

'If you want to marry my brother, you should be able to see him'

'What? Do you mean that I have a chance to see him? Tell me what I should do?' asked one of the women.

In the same village lived an ugly girl named The Rough-Face Girl. She lived with her poor father and two sisters. Her mean sisters were the apple of her father's eye. They always made her tend to the fire. She was eventually covered in scars from sparks in the fire. This is where she got the name, Rough-Face Girl.

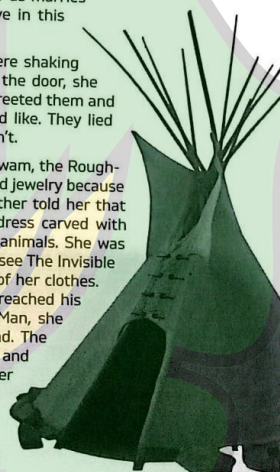
One day, her sisters said to her father, "Father, we need the most beautiful clothes so we can marry The Invisible Man." Her father stared at them and whispered, 'Beautiful clothes? They are expensive. I can't afford them.' Her sisters got angry and forced her father to buy the most beautiful clothes for them.

They said, 'Look on the bright side, Father. If one of us marries The Invisible Man, we'll roll in money. We won't live in this poor house anymore!'

The Invisible's sister was still cooking while they were shaking the bell in front of her wigwam. When she opened the door, she saw two beautiful women in beautiful clothes. She greeted them and asked directly if they knew what her brother looked like. They lied and said yes, but she soon found out that they didn't.

Soon after her sisters left for The Invisible Man's wigwam, the Rough-Face Girl went to her father asking for fine clothes and jewelry because she wanted to marry The Invisible Man, too. Her father told her that he had nothing beautiful left. Then she wore her dress carved with pictures of the sun, moon, stars, plants, trees, and animals. She was off to meet The Invisible Man. As she was walking to see The Invisible Man, people laughed and made fun of her because of her clothes. But she continued walking through the village and reached his wigwam. When she met the sister of The Invisible Man, she was able to answer all questions that the sister had. The Invisible Man and his sister gave her beautiful clothing and told her to bathe in the water. The water cleansed her of her scars and made her beautiful again. She was as pretty as a picture. Finally the two were married and lived happily ever after.

Adapted from Rafe Martin's Rough face girl



Unit 1 Language, Lens of Understanding

11

Figure 4.6 Example of Reading Task

Reading tasks were included in the textbook to help students interact with written texts and improve their reading comprehension skills. For instance, students are asked to read and compare two texts, then answer questions based on the texts. The example can be found in Unit 1 on page 11.

d. Writing task example

LET'S CREATE

35. Now it's your turn to create your own historical text about the discovery of vaccines, diseases, or medication. Follow the steps of writing process.

- 1) Prewriting: decide the topic you want to tell.
- 2) Drafting or beginning to write your text. Make sure to plan the text organization (Orientation – Sequence of Event – Re-orientation).
- 3) Revising your text by checking the spellings, the transition words, and the unity of the paragraphs. You can consult with your teacher or your friends.
- 4) Editing is the final stage of writing. It's time to review what you have written. Check again the grammar, spelling, punctuation, capitalization.
- 5) Celebrate your text by reading it to your friends, your teacher, or by storytelling in front of the class, or you can present it on the classroom wall so that all your friends can enjoy reading it. You can also present your text with the help of power point presentation.

Figure 4.7 Example of Writing Task

Writing tasks were included in the textbook to help students produce a written output in a structured way. For instance, students are asked to write a historical text, which can be found in Unit 4 on page 73. Through this writing activity, students are expected to create a text in a structured manner based on the instructions provided in the activity.

جامعة الرانيري

A R - R A N I R Y

e. Viewing task example

LEAD-IN

1. In pairs, observe the timeline below about pandemics that have hit the world in the past until this present time.

1347-1351
The Bubonic Plague known as the Black Death was a devastating pandemic caused by the *Yersinia pestis* bacteria carried by fleas and spread by rodents. Originating in Asia and spreading to Europe between 1347-1351, the Black Death killed two-thirds of Europe's population.

1817
The Cholera pandemic was firstly identified to have hit Russia in 1817. The disease was caused by *Vibrio cholerae* bacteria which is carried by water that had been contaminated with feces from people who had been exposed to the bacteria. This polluted water was consumed by humans in the form of food and drink. These bacteria cause small intestine infection. In Russia, one million people died. This pandemic spread to Spain, Africa, Indonesia, Japan and America.

1918
The Spanish flu first occurred in Europe in 1918 and was caused by the influenza A/H1N1 virus. Around 50 million people died due to this pandemic. Although it was called the Spanish Flu, this disease did not originate in Spain. The Spanish flu spread to America, France, Germany and Britain.

1976
Ebola is a disease caused by the Ebola virus. It was first discovered in Africa in 1976. The Ebola virus lives in the bodies of monkeys and chimpanzees. Humans can be infected when they come into contact with infected animals. Humans then transmitted it to other humans through droplets or saliva when sneezing or coughing.

2013-2017
Avian Flu, also known as bird flu, is a type of influenza caused by the H5N1 or H7N9 virus. It spread between 2013-2017. Humans who came into contact with infected birds became infected.

2019
Corona Virus-19 or COVID-19 is a virus which belongs to the SARS family that attacks the human respiratory system. COVID-19 was first discovered in the city of Wuhan, China at the end of December 2019. This virus quickly spread to almost all countries in the world. Until now more than 5 million people have died from this virus.

2. Based on the World Pandemic timeline above, complete the following table with the information in the timeline.

No.	Pandemic	Time	Place of Origin	Cause	Disease Carrier	Death Toll
1.	Black Death					
2.	Cholera					
3.	Spanish Flu					
4.	Ebola					
5.	Avian Flu					
6.	COVID-19					

Figure 4.8 Example of Viewing Task

Viewing tasks were included in the textbook to help students interact with multimodal texts and engage with other visual learning input. For instance, students are asked to decipher a timeline and complete the specific information based on the timeline, which can be found in Unit 3 on page 54. For this activity, analyzing the timeline is required in order to obtain specific information.

f. Presenting Task Example

LET'S COLLABORATE

Project

Theme : Local value
Title : Creativity through literacy
Objective : To develop creativity and cooperation skills.
Task Description : Make a mini library for kids in the neighbourhood.

DID YOU KNOW?
Access to story books during out of school time is critical for kids to develop strong literacy skills and a lifelong love of reading. We can help them by donating good books to read.

Steps:

A. Preparation

1. Work in groups of twelve.
2. Choose the place you are going to serve.
3. Find out what story books are needed by kids in the chosen area. The books should be based on the ages of kids you serve.

B. Promotion

1. Plan who will donate story books for kids.
2. Plan how you will promote your project.
 - 1) Posting flyers.
 - 2) Talking with your neighbors.
 - 3) Holding a special event, a musical event or a bake sale of which the cost of admission can be a donated book.

C. Recruitment

1. Find some friends that also like reading to help you run the project.
2. Decide how and where you will collect the books.
3. Ask a local business to match your donations.

D. Receiving the book donation
 When receiving the book donation, tell them the importance of story books for kids in the neighbourhood.

E. Celebration

1. Make a presentation, reporting what you have learned and how the project influences kids in the neighbourhood.
2. List all the problems in applying the project and how the group could handle it.

F. Reflection
 How does the project give positive impacts to your group? Do you agree with the statement that access to story books during out of school time is critical for kids to develop strong literacy skills and a lifelong love of reading?

G. Follow-up
 Plan a list what you will do or will not do to help kids have more skills in reading.

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Figure 4.9 Example of Presenting Task

Presenting tasks were included in the textbook to help students interact with written texts and improve their reading comprehension skills. For instance, students are asked to make a presentation in front of the class by reporting what they have learned. This example can be found in Unit 1 on page 24. This skill usually appears in a project where students are asked to report their activities on the project.

6. Example of Project

LET'S COLLABORATE

Project

Theme : Local value
Title : Creativity through literacy
Objective : To develop creativity and cooperation skills.
Task Description : Make a mini library for kids in the neighbourhood.

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Steps:

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1. Plan who will donate story books for kids.
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 - 1) Posting flyers.
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F. Reflection
 How does the project give positive impacts to your group? Do you agree with the statement that access to story books during out of school time is critical for kids to develop strong literacy skills and a lifelong love of reading?

G. Follow-up
 Plan a list what you will do or will not do to help kids have more skills in reading.

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Figure 4.10 Example of Project

The project is presented at the end of every chapter, right before the critical thinking tasks and summary. In this activity, there are several key components such as: theme, title, project objectives, and task description. The project is generally related to cultural values, creativity building, and also encourages students to work in groups. The project also includes systematic steps to facilitate students in completing the project: preparation, promotion, recruitment, etc.

B. Findings on the Distribution of Language Skills

This section illustrates the findings of the analysis on the distribution of English language skills in the *Pathway to English* textbook for Grade X *Kurikulum Merdeka*. It is analyzed through a systematic document analysis of learning activities and tasks found in Units 1–6. All activities in the textbook are examined and categorized into the language skills that appear in each skill. Then, the results of this categorization are described qualitatively to show the frequency of each language skill in the textbook. The analysis instrument is used to identify language skill coverage in Units 1–6 is provided in Appendix C.

1. Distribution and Recapitulation of Language Skills

The document analysis indicates that all six units in the textbook cover the six English language skills: listening, speaking, reading, writing, viewing, and presenting. However, the frequency of appearances of each language skill varies across the six units. This happens because in some units, reading skills appear more frequently than writing skills, while in other units, writing skills appear more frequently than reading skills. As for viewing skills, they usually appear less than reading and writing skills; however, in Unit 5, viewing skills appear more than reading skills. Meanwhile, for oral skills, speaking activities appear more than listening and presenting skills in all units. Also, presenting skills appear less than listening skills, except in Unit 4.

The data are presented through recapitulation to provide a clear summary of language skill coverage. There are a total of 292 activities of language skills that are identified across Units 1–6. From all of these language skills, writing skills appear 91 times (31.16%), reading skills appear 90 times (30.82%), followed by viewing skills with 53 activities (18.15%). Speaking skills are identified in 35 activities (11.99%), listening skills appear 13 times (4.45%), while presenting skills appear 10 times (3.42%).

Table 4.1
Distribution of Language Skills Covered in Each Unit

No.	Unit	Language Skills						Total
		L	S	R	W	V	P	
1	1	3	6	21	13	5	1	49
2	2	2	6	14	19	7	2	50
3	3	2	4	14	14	11	2	47
4	4	2	8	11	16	8	3	48
5	5	2	5	13	12	14	1	47
6	6	2	6	17	17	8	1	51
Total		13	35	90	91	53	10	292

Note. L = Listening; S = Speaking; R = Reading; W = Writing; V = Viewing; P = Presenting.

Table 4.2
Overall Frequency and Percentage of Language Skill Coverage

Language Skill	Frequency	Percentage (%)
Listening	13	4.45
Speaking	35	11.99
Reading	90	30.82
Writing	91	31.16
Viewing	53	18.15
Presenting	10	3.42
Total	292	100

Note. Frequency refers to the number of times a language skill appears within Units 1–6. One activity may involve more than one language skill.

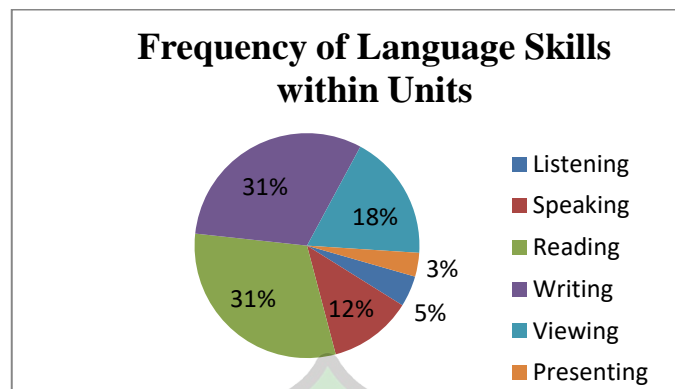


Figure 4.11 Percentage of Language Skill Distribution in Pathway to English for Grade X Kurikulum Merdeka

2. Description of Language Skills Activities

The analysis shows that all four language skills were included in the textbook through various activities, tasks, exercises, and sections. Listening activities usually appear in tasks where students respond to spoken materials, such as audio listening exercises accessed through QR codes. Speaking activities are commonly found in dialogue practice, role-play activities, and oral presentations.

Reading activities are found in tasks that required students to understand written texts, such as descriptive texts, functional texts, and reading comprehension questions. Writing activities appear in tasks where students were required to write, for example, by completing sentences, writing short paragraphs, creating a short dialogue, or answering guided questions.

Viewing activities appears in tasks that involve interpreting visual or multimodal texts. Viewing activities include observing pictures, illustrations, posters, and other visual materials used to support comprehension and introduce topics. Presenting activities are found in tasks that involve sharing ideas orally or through project outcomes.

Presenting activities are commonly found in project-based tasks and performance activities where students are required to present reports, or project results in front of the class

C. Analysis of Textbook Alignment with *Kurikulum Merdeka*

In order to investigate the alignment of the *Pathway to English* textbook with the learning principles of *Kurikulum Merdeka*, the textbook is analyzed using an evaluation checklist adapted from Mukundan et al. (2011c). The checklist consists of 27 criteria, with a total score of 4 for each criterion. The implementation of the checklist is to examine the textbook's alignment with the curriculum, learning activities, and language skill coverage.

The findings show that the textbook fulfills the criteria in several categories, such as alignment with the *Kurikulum Merdeka* and the themes and topics in the materials that are relevant to the students' needs. The textbook also employs higher-order thinking skills (HOTS) and supports *Profil Pelajar Pancasila*. Furthermore, the textbook includes various learning media such as QR codes, videos, pictures, and infographics. Additionally, each unit includes project-based activities that employ the integration of multiple language skills.

The evaluation results are calculated using a four-point Likert scale, which is applied to 27 evaluation criteria. Based on this evaluation method, the textbook obtains a total score of 96, while the total score of this evaluation is 108. Hence, when the percentage is calculated, the textbook's alignment with the *Kurikulum Merdeka* is equal to 88.89%. The evaluation checklist instrument is presented in Appendix C.

D. Discussion

This section discusses the findings from both the research questions to see their relations to the previous studies in textbook analysis and the suitability with the learning principle of *Kurikulum Merdeka*. The discussion highlights how the

pattern in the textbook, which is the way textbooks present content, reflects common practices in English language textbooks. It also shows whether the textbook differs from the learning principles of *Kurikulum Merdeka*. Furthermore, the discussion examines how the strengths and limitations identified might affect learning in real classroom settings and offers a possible solution to address them.

1. Language Skills' Distribution in *Pathway to English*

The findings of this study show that the *Pathway to English* textbook pays more attention to written skills, since writing and reading skills cover most of the activities. Writing skills make up for 31.16%, followed by reading skills at 30.82%, viewing skills accounts for 18.15%, and speaking skills at 11.99%. In contrast, listening and presenting appear much less often, as listening skills appear for 4.45% and presenting skills appear for 3.42%. These findings show the dominance of literacy-based skills such as writing and reading.

A similar pattern has been found in earlier studies of Indonesian EFL textbooks. Damayanti et al. (2018c) reported that Grade XI textbooks published under the 2013 Curriculum focused more on productive skills than on receptive skills. Likewise, Nanda et al. (2019b) found that reading and writing dominated the Grade XII textbook they examined, while listening and speaking received much less attention. Undergraduate theses, such as Hanif (2025b), also highlighted the limited inclusion of speaking activities compared to reading and writing activities. In addition, Manalu (2017b) emphasized the limitations in listening and writing activities. The tendency in these findings suggests that the imbalance found in the current research is not unprecedented, but rather a routine in the development of Indonesian EFL textbooks.

However, this tendency can be interpreted as being aligned with the curriculum. *Pathway to English* is a textbook designed based on *Kurikulum Merdeka*, therefore the literacy-based skills dominated the

textbook. *Kurikulum Merdeka* for grade X (Phase E) emphasizes literacy development through exposure to various texts such as narrative, descriptive, procedure, exposition, recount, and report texts. At this phase, students are expected to develop the ability to comprehend and interpret written and multimodal texts (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022b).

While the similarity occurs in the pattern of language skills' distribution in the textbook, it is important to consider how it aligns with the *Capaian Pembelajaran* (CP) in *Kurikulum Merdeka*. The CP for *Bahasa Inggris Tingkat Lanjut* emphasizes the integrated use of six language skills, which is listening, speaking, reading, writing, viewing, and presenting when learning by using various types of texts and media (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022c). These skills are intended to progress during learning activities.

The CP does not mention particular percentages for each language skill, but it emphasizes students' ability to understand and produce language in oral, written, and multimodal communication. From this perspective, the textbook's emphasis on reading and writing can be interpreted as supporting the development of students' literacy skills, which are central to the learning objectives of grade X (Phase E). However, it also means that listening, speaking, and presenting may need to be further supported through classroom practices. Overall, the textbook aligns well with the learning principles of *Kurikulum Merdeka*, while teacher retain the flexibility to adjust classroom activities in order to ensure all language skills are developed in a balanced manner.

2. Alignment With Learning Principles of *Kurikulum Merdeka*

Although the distribution of language skills in the textbook is disproportionate, the material aligns well with several learning principles of *Kurikulum Merdeka*. This curriculum encourages student-centred

learning, flexibility, and adjusting materials to students' needs, which is reflected in the variety of activities in the textbook. Many tasks in the textbook encourage students to work in groups and be proactive, and decide how they respond to the task. This pattern in the textbook matches the curriculum's focus on differentiation and learner independence.

Additionally, there are various media included in the textbook, such as images, QR codes, videos, and online sources. This demonstrates that the textbook meets the curriculum's expectation that students work with multimodal texts. Moreover, there are activities in the textbook that require students to analyze information, assess different opinions, and respond based on the information. This means the development of critical and creative thinking skills was also encouraged in the textbook.

While the textbook possesses these strengths, it also has some limitations regarding the curriculum's expectations. *Kurikulum Merdeka* highlights students' oral communication skills, especially their ability to interact confidently with others. However, speaking activities in the textbook mostly rely on scripted dialogues. This little variety of activities in the textbook may limit the opportunity for students to practice spontaneous oral communication.

The CP for *Bahasa Inggris Tingkat Lanjut*, or phase E, serves as the primary guide when adjusting lessons or assessments. Teachers utilize CP in determining learning goals and arranging activities that assist students in achieving the learning aim of *Kurikulum Merdeka*. Since the learning aims should be the standard for students to achieve, activities without clear learning goals may not fully support students' progress. Although the textbook has displayed the learning objectives in each unit opening, there are several tasks that have implicit learning goals, and with no clear instruction and explanation of the expectation it sets for students

to achieve. This makes it more difficult to see how each activity plays a part in students' progress in language acquisition.

The CP also stresses the importance of structured support to help students gradually reach B2-level proficiency. However, some activities in the textbook give limited guidance, especially those that ask students to think critically or be creative. Without sufficient support, students may struggle to complete these tasks, and teachers might need to give extra explanations or examples.

3. Implications for classroom practice

The imbalance in the language skills in the textbook indicates the need for adjustment in the learning material. One of the strategies for adjustment is to add extra listening activities using audio or video materials. These activities include diverse accents and speech speeds, which will show progress in students' listening skills.

These adjustments in learning materials also align with the principles of *Kurikulum Merdeka*, which encourage teachers to have the flexibility in adapting the materials based on students' needs and the teaching environment. The curriculum regards textbooks as a source of learning materials; however, this does not necessarily mean that teachers should not add another source for learning materials. Hence, adding another source into learning materials is not only a way to remedy the problem found in a textbook, but is also encouraged by *Kurikulum Merdeka*.

CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion

This research assesses the distribution of language skills, such as listening, writing, speaking, reading, viewing, and presenting, in the *Pathway to English* textbook for Grade X *Kurikulum Merdeka*. In addition, it analyzed the suitability with the learning principles of *Kurikulum Merdeka*. Based on these results, the two research questions can be resolved.

The findings show that the *Pathway to English* textbook places greater emphasis on literacy-based skills. Writing (31.16%) and reading (30.82%) appear most frequently, followed by viewing (18.15%). In contrast, oral and performance-based skills occur less often, with speaking at 11.99%, listening at 4.45%, and presenting at 3.42%. This distribution reflects a stronger focus on written language, suggesting the need for classroom-level adjustments to support the development of oral and interactive skills in line with *Kurikulum Merdeka*.

Second, the *Pathway to English* textbook presents good alignment with several learning principles of *Kurikulum Merdeka*. The materials in the textbook consist of various multimodal resources such as pictures, videos, QR codes, and online sources. Furthermore, project activities were included in the textbook, which can be utilized for enhancing their communication skill. In addition, many tasks in the textbook encourage higher-order thinking skills (HOTS) such as analyzing, comparing, evaluating, and interpreting texts and images. Other learning principles of *Kurikulum Merdeka*, which are included in the textbook, are student-centered learning and support for the development of *Profil Pelajar Pancasila*.

Despite these strengths, some limitations were identified, particularly in relation to oral communication. Although the textbook includes presenting activities that allow for extended oral production, many speaking tasks are still

based on scripted dialogues, and listening materials are relatively limited. In addition, some activities lack explicit learning goals or sufficient guidance, which may make it difficult for students to clearly understand task expectations without additional support from teachers.

One difficulty in this study is subjectivity in interpretation. Classifying textbook activities into listening, speaking, reading, writing, viewing, or presenting still involves the researcher's interpretation. In addition, many activities include more than one language skill. In such cases, the researcher categorized the activity into all relevant skills, for example both reading and speaking. Although this approach helps represent the integration of skills, it may affect the frequency count and requires consistent classification.

B. Recommendation

Based on the findings and discussion in Chapter IV, several recommendations can be made. For English teachers, it is suggested that the textbook be supported with additional activities, particularly to support listening and speaking development. Teachers can use authentic audio and video materials, interactive discussions, role plays, and spontaneous speaking activities to improve students' oral communication skills. In line with *Kurikulum Merdeka*, Teachers are encouraged to use the textbook flexibly as a main resource rather than the only guide, and to adapt the materials according to students' needs and classroom conditions.

For textbook developers, future editions may benefit from including a wider range of listening, speaking, and presenting activities to better support oral and interactive language use. Finally, future researchers are encourage to compare the distribution of language skills in different EFL textbooks. There is also classroom-based research that examines how teachers adapt and use the textbook in real teaching situations.

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1439 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :
Dr. Nashriyah, M.A

Untuk membimbing Skripsi

Nama : **Nabila Isra Raihana**

NIM : **210203064**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **An Analysis of Language Skills' Distribution in Pathway to English for Grade X Kurikulum Merdeka**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember Tahun Anggaran 2025;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 16 Oktober 2025
Dekan,


Saiful Muluk

lampiran

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



Appendix B — Instrument for Language Skills' Analysis

Unit 1

No	Page	Activity Title	L	S	R	W	V	P
1	2	Discussing questions with friend and teacher based on the text	-	1	1	-	-	-
2	3	Answering questions by comparing extracts	-	-	1	1	-	-
3	4	Listen to dialogue	1	-	-	-	-	-
4	4	Match the speaker's story with the listener's reaction based on the dialogue	1	-	-	-	-	-
5	5	Fill in the table with the information from the recording	1	-	-	-	-	-
6	5	Mention strategies to discover other's opinion	-	1	-	-	-	-
7	5	Practice the dialogue with friends	-	1	-	-	-	-
8	7	Create a short dialogue with friends by following the steps	-	-	-	1	-	-
9	7	Discussing text and answering questions	-	-	1	1	1	-
10	9	Practice the dialogue in pairs	-	1	-	-	-	-
11	10	Match the Words to the Topic	-	-	-	-	-	-
12	11	Reading and comparing texts in groups	-	-	1	-	-	-
13	13	Fill in the data based on the text	-	-	1	-	-	-
14	13	Tick based on the text	-	-	1	-	-	-
15	14	Match description based on the text	-	-	1	-	-	-
16	14	Analyzing the background of the text.	-	-	1	-	-	-
17	14	True or false based on the text	-	-	1	-	-	-
18	15	Answering question based on the text	-	-	1	1	-	-
19	16	Rearrange the sentences based on the event of the text	-	-	1	-	-	-
20	16	Determine the theme of the stories	-	-	1	-	-	-
21	17	Answering question based on the texts	-	-	1	1	-	-
22	18	Matching idioms in the text with their meaning	-	-	1	-	-	-
23	18	List some questions based on	-	1	1	1	-	-

		the text and discuss the answer with friends and teacher.							
24	19	Comparing and discussing text structure	-	-	1	-	-	-	
25	20	Choose an English movie and think your expectation to find in the movie	-	-	-	1	-	-	
26	20	Fill in the table based on the movie	-	-	-	-	1	-	
27	20	Answering question based on the movies	-	-	-	1	1	-	
28	21	Matching the words to their icon	-	-	1	-	-	-	
29	21	Fill in the table to describe objects	-	-	1	-	-	-	
30	22	Sort the adjectives	-	-	1	-	-	-	
31	22	Fill in the table based on the picture to describe the character.	-	-	-	1	1	-	
32	23	Write a paragraph about the character based on the picture	-	-	-	1	1	-	
33	23	Create your own imaginary story	-	-	-	1	-	-	
34	24	Project	-	1	1	1	-	1	
35	25	Critical Thinking Tasks	-	-	1	1	-	-	
Total			3	6	21	13	5	1	

Unit 2

No	Page	Activity Title	L	S	R	W	V	P
1	30-31	Reading texts and answering questions	-	-	1	1	-	-
2	31-32	Discussing information in the table	-	1	1	-	-	-
3	32	Listen to dialogue	1	-	-	-	1	-
4	33	Listen and Fill in the table	1	-	-	1	-	-
5	33	Post-listening	-	-	-	1	-	-
6	33-34	Practice the dialogue and answering questions	-	1	-	1	-	-
7	34	Match the statements with the suitable expressions	-	-	1	-	-	-
8	35	Create a short dialogue	-	-	-	1	-	-
9	35-36	Practice the dialogue and answering questions	-	1	-	1	-	-
10	37	Create a dialogue	-	-	-	1	-	-

11	37	Match the Words with their synonyms	-	-	1	-	-	-
12	37	Writing opinions about building	-	-	-	1	1	-
13	38	Reading two texts	-	-	1	-	-	-
14	39	Finding the differences in the two texts	-	-	1	1	-	-
15	39	Answering question based on the texts	-	-	1	1	-	-
16	39	Answering question based on the texts	-	-	1	1	-	-
17	40	Decide whether the statements are facts or opinions	-	-	1	-	-	-
18	40	Read reviews and state whether true or false along with the reason	-	-	1	1	-	-
19	41	Fill in the blanks based on the charts	-	-	-	-	1	-
20	41-42	Answering questions based on the brochure	-	-	-	1	1	-
21	42	Discussing questions with friends and teachers	-	1	-	-	-	-
22	43	Answering questions based on the video	-	-	-	-	1	-
23	43	Mention the names for the following items based on the video	-	-	-	-	1	-
24	43-44	Answering questions based on the paragraph	-	-	1	1	-	-
25	45	Complete the text with the passive forms	-	-	1	1	-	-
26	45	Writing descriptive text	-	-	-	1	-	-
27	45-46	Creating a descriptive text about unique building	-	-	-	1	-	1
28	46-47	Project	-	1	1	1	1	1
29	48-50	Critical Thinking tasks	-	-	1	1	-	-
Total			2	5	14	19	7	2

Unit 3

No	Page	Activity Title	L	S	R	W	V	P
1	54	Reading timeline	-	-	-	-	1	-
2	54	Completing information based on the timeline	-	-	-	-	1	-
3	55	Fill-in the table: What to do in	-	-	-	1	-	-

		pandemic						
4	55	Discussing answer with friends and teachers based on the graph	-	1	-	-	1	-
5	56	Matching the clauses or phrases based on the graph	-	-	-	-	1	-
6	56	Rearrange jumbled sentences based on the audio	1	-	-	-	-	-
7	56	Identifying relevant statements based on the audio	1	-	-	-	-	-
8	57	Mentioning good habits during pandemic	-	1	-	-	-	-
9	57	Practicing dialogue with friend and answering questions	-	1	-	1	-	-
10	58	Completing dialogue with question tags	-	-	-	1	-	-
11	58-59	Completing dialogue with question tags	-	-	-	1	-	-
12	59	Creating a short dialogue	-	-	-	1	-	-
13	59-60	Practicing dialogue and answering questions	-	1	1	-	-	-
14	61	Completing the blank spaces of monologue	-	-	1	-	-	-
15	61	Creating a dialogue or monologue	-	-	-	1	-	-
16	62	Matching definition with vocabularies	-	-	1	-	-	-
17	63-64	Completing the sentences with the vocabularies	-	-	1	-	-	-
18	64	Explaining the situations in the photographs based on the guiding questions	-	1	-	-	1	-
19	64-66	Reading two texts	-	-	1	-	-	-
20	66	Answering questions based on the text	-	-	1	1	-	-
21	66	True and false statement based on the texts	-	-	1	-	-	-
22	66-67	Finding the differences between the texts	-	-	1	-	-	-
23	67	Identifying synonyms	-	-	1	-	-	-
24	67	Answering questions based on the texts	-	-	1	1	-	-
25	68	Discussing and answering questions with friends based on the letter	-	1	1	1	-	-

26	69	Asking each other questions with friends	-	1	-	-	-	-	-
27	69	Circle the information based on the video	-	-	-	-	1	-	-
28	69-70	Fill-in the information based on the video	-	-	-	1	1	-	-
29	70	Meaning of the vocabularies in the video	-	-	-	-	1	-	-
30	70	Meaning of the vocabularies in the video	-	-	-	-	1	-	-
31	70-71	Answering questions based on the sentences in the task 31	-	-	1	-	-	-	-
32	72	Changing the full clause sentences into the reduced clause	-	-	-	1	-	-	-
33	73	Writing historical recount text using the temporal conjunction	-	-	-	1	-	-	-
34	73	Creating and presenting historical recount text	-	-	-	1	-	1	-
35	74-75	Project	-	1	1	1	1	1	1
36	75-77	Critical thinking skills	-	-	1	-	1	-	-
Total			2	8	14	14	11	2	-

Unit 4

No	Page	Activity Title	L	S	R	W	V	P
1	82-83	Answering questions based on table and graph	-	-	-	-	1	-
2	83	Answering questions based on the picture	-	-	-	1	1	-
3	84	Arrange the pictures based on the audio	1	-	-	-	1	-
4	84	Matching the speaker and their idea	1	-	-	-	-	-
5	85	Answering the question based on pictures	-	-	-	1	1	-
6	85	Practicing dialogue and answering questions	-	1	1	-	-	-
7	87	Completing dialogue	-	-	1	-	-	-
8	87	Creating a short dialogue with friend	-	-	-	1	-	-
9	87-88	Practicing dialogue with friends and answering	-	1	-	1	-	-

		questions					
10	88	Completing the blank spaces in the monologue	-	-	1	1	-
11	89	Creating a dialogue or monologue	-	-	-	1	-
12	89	Writing the nouns or adjectives of the vocabularies	-	-	-	1	-
13	89-90	Completing the blank spaces in the short paragraph	-	-	1	-	-
14	90	Explaining the relationship between the two pictures	-	1	-	-	1
15	91	Reading two texts	-	-	-	-	1
16	92	Finding the differences between the two texts by answering questions	-	-	1	-	-
17	93	Finding words that similar to the words in the table in the texts	-	-	1	-	-
18	93	Answering questions based on the two texts	-	-	1	1	-
19	93-95	Answering questions based on the text	-	-	1	1	-
20	95	Answering questions based on the information in the table	-	-	-	-	1
21	96	Telling activities in front of the classroom	-	-	-	-	1
22	96	Identify the true or false statements based on the video	-	-	-	-	1
23	96-97	Make a list of 'me time' activities with friend	-	-	-	1	-
24	97-98	Answering questions based on the text	-	-	1	1	-
25	99	Completing the text with the appropriate imperatives	-	-	1	1	-
26	99	Writing procedure text using the imperatives	-	-	-	1	-
27	100	Creating procedure text by following the steps	-	-	-	1	1
27	100-102	Project	-	1	-	1	1
28	102-104	Critical thinking skills	-	-	1	1	-
Total			2	4	11	16	8

Unit 5

No	Page	Activity Title	L	S	R	W	V	P
1	110	Discussing questions with friends and teachers based on the poster	-	1	-	-	1	-
2	110-111	Compare the infographics by answering questions	-	-	-	1	1	-
3	111-112	Match the speaker's information based on the recording	1	-	-	-	1	-
4	112	Fill in the table based on the recording	1	-	-	-	-	-
5	113	Sharing fun conversation activities	-	1	-	-	-	-
6	113	Practicing dialogue with friends	-	1	-	-	-	-
7	114	Create a short dialogue with friends	-	-	-	1	-	-
8	115-117	Answering questions based on the monologue and dialogue	-	-	1	1	-	-
9	117	Practicing the previous monologue by following the instructions	-	1	-	-	-	-
10	118	Choose words or phrases that describe the heading	-	-	1	-	-	-
11	119	Reading three texts	-	-	1	-	1	-
12	120	Match the information in the left column to the one in the right based on the texts	-	-	1	-	1	-
13	121	Choose the correct answer based on the texts	-	-	1	-	1	-
14	122	Decide whether the statements are true or false based on text 1	-	-	-	-	1	-
15	122	Decide whether the statements are true or false based on text 2	-	-	1	-	-	-
16	122-123	Give numbers on the left side based on the text 1	-	-	-	-	1	-
17	123	Fill in the table according to the information in text 1	-	-	-	-	1	-
18	123-124	Answering questions based on the text 1 and text 2	-	-	1	1	1	-
19	125	Match some word in the left	-	-	1	-	1	-

		column with their subject based on text 1 and text 2							
20	125	Writing questions related to text 1 and text 2, then discuss the answer with friends and teacher	-	1	1	1	1	-	
21	126	Find a specific video, then finding the information, fill in the table and answering questions	-	-	-	1	1	-	
22	127	Study the text and pay attention to the words in bold	-	-	1	-	-	-	
23	127-128	Completing the texts with the appropriate present or past tense	-	-	1	1	-	-	
24	128	Study the words in bold	-	-	1	-	-	-	
25	129	Writing an information report based on the fact given	-	-	-	1	-	-	
26	129-130	Finding facts about home appliances	-	-	-	1	-	-	
27	130	Writing a report text	-	-	-	1	-	-	
28	131	Project	-	1	-	1	-	1	
29	132-134	Critical Thinking Tasks	-	-	1	1	1	-	
		Total	2	6	13	12	14	1	

Unit 6

No	Page	Activity Title	L	S	R	W	V	P
1	138	Discussing questions with friends and teachers based on the text	-	1	-	-	1	-
2	139	Compare the extracts by answering questions	-	-	1	1	1	-
3	140	Match the speaker's argument to the listener's reaction based on the recording	1	-	-	-	-	-
4	141	Fill in the table based on the recording	1	-	-	-	-	-
5	141	Sharing personal experience to express ideas clearly	-	1	-	-	-	-
6	141-142	Practicing dialogue with friends	-	1	-	-	-	-
7	142	Create a short dialogue with friends	-	-	-	1	-	-

8	143-144	Answering questions based on the text and dialogue	-	-	1	1	1	-
9	145	Practicing the previous dialogue by following the instructions	-	1	-	-	-	-
10	145-146	Choose words or phrases that describe the heading	-	-	1	-	-	-
11	146-148	Reading and comparing two texts	-	-	1	-	-	-
12	148	Fill in the table with the main ideas of each paragraph based on the texts	-	-	1	-	-	-
13	148-149	Choose words or phrases that describe the agreements about the heading	-	-	1	-	-	-
14	149	Match the statement in the left column with the reason to support or disprove in the right column	-	-	1	-	-	-
15	150	Tick the right answer based on the text	-	-	1	-	-	-
16	150	Decide whether the statements are true or false based on the texts	-	-	1	-	-	-
17	151	Writing responses to writer's opinion	-	-	1	1	-	-
18	151-152	Answering questions based on the texts	-	-	1	-	-	-
19	152	Fill in the table with evidences to prove or support the reasons based on the texts	-	-	1	1	-	-
20	153	Answering questions based on the texts and write clues to support the answers	-	-	1	1	-	-
21	153	Answering questions based on the texts	-	-	1	1	-	-
22	154	Writing questions, the discuss it with friends and teacher	-	1	-	1	-	-
23	155	Compare and discuss the text structure of the texts	-	-	1	1	-	-
24	155	Find a specific video, then think of the thesis and arguments used in the speech	-	-	-	1	-	-
25	155-156	Writing facts used in the speech, then give clues to support	-	-	-	1	1	-
26	156	Answering questions based on	-	-	-	1	1	-

		the video						
27	156	Match the sentences/clauses in column A to the one in the column B based on the texts	-	-	1	-	-	-
28	156-157	Writing emotive words used in the correct columns	-	-	-	1	-	-
29	157	Writing emotive words used based on the pictures	-	-	-	1	1	-
30	158	Developing ideas with the sentence based on one of the pictures	-	-	-	1	1	-
31	158-159	Writing an analytical exposition through guided activities	-	-	-	1	-	-
32	159-160	Project	-	1	-	1	-	1
33	160-162	Critical Thinking Tasks	-	-	1	-	1	-
Total			2	6	17	17	8	1

Recapitulation of Language Skills All Units

No.	Unit	Language Skills						Total
		L	S	R	W	V	P	
1	1	3	6	21	13	5	1	49
2	2	2	6	14	19	7	2	50
3	3	2	4	14	14	11	2	47
4	4	2	8	11	16	8	3	48
5	5	2	5	13	12	14	1	47
6	6	2	6	17	17	8	1	51
Total		13	35	90	91	53	10	292

Appendix C — Instrument for Curriculum Alignment Analysis

Category	Score			
	1	2	3	4
A. The Book in Relation to Syllabus and Curriculum				
1. The textbook matches to the specifications of the syllabus and curriculum	-	-	-	✓
2. Learning objectives are clearly stated and aligned with CP (<i>Capaian pembelajaran</i>)	-	-	✓	-
3. Content reflects appropriate themes, topics, and cultural relevance	-	-	-	✓
4. Content supports <i>Profil Pelajar Pancasila</i> values (ethics, collaboration, creativity, global diversity, independence).	-	-	-	✓
5. There are activities which require higher-order thinking skills (HOTS)	-	-	-	✓
6. The activities let students explore ideas, make choices, work with classmates, and learn more independently.	-	-	-	✓
7. The tasks relate to real-life situations and everyday communication.	-	-	-	✓
8. The textbook uses different types of media, such as QR codes, videos, online sources, pictures, and infographics, to support learning.	-	-	-	✓
9. The tasks are varied, so students with different skill levels can participate and complete them successfully.	-	-	-	✓
B. Project-Based Learning				
10. Each unit include a project or real-world task	-	-	-	✓
11. Project promotes collaboration and problem-solving	-	-	-	✓
12. Project integrates language skills	-	-	-	✓
13. Project aligns with <i>Profil Pelajar Pancasila</i>	-	-	-	✓
C. Listening				
14. The book is supported efficiently by audio-material	-	-	✓	-
15. The book has appropriate listening tasks with explicit goals	-	-	✓	-
16. Tasks are efficiently graded according to complexity	-	-	✓	-
17. Tasks are authentic or close to real language situations	-	-	-	✓
D. Speaking				
18. Activities are balanced between individual response, pair work, and group work	-	-	-	✓

19. Opportunities for verbal communication, such as role play, discussions, etc.	-	-	-	✓
E. Reading				
20. Texts are graded and level-appropriate	-	-	✓	-
21. Texts are engaging, varied, and culturally inclusive	-	-	-	✓
22. Reading tasks encourage comprehension, inference, and critical thinking	-	-	-	✓
F. Writing				
23. Tasks take into consideration learner's ability and include an explicit goal	-	-	✓	-
G. Viewing				
24. The textbook includes visual texts (images, infographics, charts, posters, videos, QR-linked content).	-	-	-	✓
25. Visual texts are culturally appropriate and relevant to students' context.	-	-	✓	-
H. Presenting				
26. The textbook provides opportunities for students to present ideas, information, or project results orally or multimodally.	-	-	-	✓
I. Exercises				
27. It has clear instruction	-	-	✓	-

