

**ANALYZING THE ALIGNMENT OF TEACHER-MADE
YOUTUBE VIDEOS WITH THE “ENGLISH FOR
NUSANTARA TEXTBOOK”
A CONTENT ANALYSIS OF INSTRUCTIONAL STRATEGIES**

THESIS

Submitted by

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AR-RANIRY STATE ISLAMIC UNIVERSITY
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THESIS

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the Requirements to Obtain a Bachelor's Degree in the field of English English
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STATEMENT OF ACADEMIC INTEGRITY OF SCIENTIFIC THESIS

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The statement is made truthfully and without coercion from any party.

Banda Aceh, 29th May 2026



Fathiya Rahma

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Finally, the I hope that this thesis will be beneficial for readers and future researchers in the field of English Language Teaching.

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ABSTRACT

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Thesis Title : Analyzing The Alignment of Teacher-Made YouTube Videos with The “English for Nusantara Textbook”: A Content Analysis of Instructional Strategies.

This study examined the instructional strategies employed in teacher-made YouTube videos designed for junior high school English Language Teaching and the extent to which these strategies align with the instructional principles embedded in the English for Nusantara Textbook under the Kurikulum Merdeka. Using qualitative content analysis, ten teacher-made YouTube videos addressing text-based English learning topics were examined through two self-developed frameworks: the Instructional Strategy Coding Framework (ISCF), which identified six categories of instructional strategy, and the English for Nusantara Textbook Alignment Framework (ENTAF), which rated alignment with five Merdeka Curriculum principles. Data were collected by coding 70 instructional segments across the ten videos and rating 50 alignment instances against the textbook’s principles. The findings show that Direct Instruction and Modeling were the dominant instructional strategies, together accounting for the majority of coded segments, while Student Engagement, Scaffolding, Questioning Techniques, and Feedback appeared less frequently and unevenly across videos. Regarding alignment, Meaningful Learning showed the strongest and most consistent alignment, whereas Technology Integration and Learner Autonomy were the least developed principles. Videos with a wider repertoire of instructional strategies also demonstrated stronger overall alignment with the textbook. These findings suggest that teacher-made YouTube videos reflect the Merdeka Curriculum’s emphasis on contextually grounded, meaningful instruction but have not yet fully incorporated its principles of differentiation, technology integration, and learner autonomy. The study recommends that English teachers diversify their instructional strategies and that curriculum developers provide targeted professional development in digital instructional design.

Keywords: instructional strategies; teacher-made YouTube videos; English for Nusantara Textbook; Kurikulum Merdeka; content analysis

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CHAPTER I

INTRODUCTION

A. Background of Study

Central to the operationalization of the Kurikulum Merdeka in junior high school English classrooms is the *English for Nusantara* Textbook, the official English language textbook series published by Pusat Perbukuan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemdikbud) for students in Grades 7 through 9 of Sekolah Menengah Pertama (Kemdikbud, 2022). Designed explicitly to reflect the pedagogical principles of the Merdeka Curriculum, the textbook is organized around a genre-based approach in which instructional strategies including direct instruction, modeling, scaffolding, questioning, and student engagement activities are embedded within structured learning sequences covering the text genres specified by the curriculum.

Widiati and Febriani (2023) observed that the textbook represents a significant step forward in aligning Indonesian ELT materials with contemporary pedagogical principles, particularly in its integration of learner-centered task design and contextually grounded examples drawn from students' Indonesian everyday experiences.

According to Jannah and Drahati (2021) EFL teachers who integrate YouTube into their instructional practice draw upon a rich repertoire of pedagogical strategies when creating video content, including explicit explanation, language

modeling, scaffolding through visual support, and questioning techniques intended to prompt learner reflection. These teacher-made videos, designed to complement classroom instruction and offer accessible supplementary resources, serve as a medium through which teachers embed pedagogical strategies to support comprehension, maintain engagement, and facilitate language development.

Previous research has addressed several dimensions of YouTube and digital learning in ELT contexts, yet certain areas remain underexplored. Studies such as those by Situmorang and Simbolon (2021) and Wulandari and Puspitasari (2023) have demonstrated the effectiveness of YouTube as an instructional medium for English language learning, while other researchers have investigated students' perceptions of YouTube-based learning in Indonesian secondary school contexts (Putra & Syahri, 2022) and have analyzed the implementation of the Kurikulum Merdeka in ELT settings (Murtiningsih, 2022; Dewi & Kurniawan, 2023). Teacher strategies in classroom-based instruction have also received attention (Masruroh & Isbianti, 2022). Despite these contributions, a notable gap remains: no study has systematically examined the instructional strategies embedded in teacher-made YouTube videos addressing junior high school English learning in relation to the instructional framework of the *English for Nusantara* Textbook. Previous studies mainly used interviews, classroom observations, or perception-based approaches, while few studies analyzed instructional strategies directly from teacher-made YouTube video content using qualitative content analysis. This methodological and thematic gap points to the need for a focused investigation examining observable pedagogical practices within teacher-made video content and evaluating their

coherence with the textbook that operationalizes the Kurikulum Merdeka at the classroom level. A systematic investigation is therefore needed to address this gap and produce evidence-based insights into the alignment of teacher-made YouTube videos with the pedagogical framework of the *English for Nusantara* Textbook.

B. Research Questions

1. What instructional strategies are used in teacher-made YouTube videos based on the topic on *English for Nusantara* Textbook (e.g., functional text such as descriptive text, recount text; and complex text such as report text, narrative text, procedure text)?
2. To what extent do the instructional strategies reflected in teacher-made YouTube videos align with the instructional strategies embedded in the *English for Nusantara* Textbook for junior high school English Language Teaching?

C. Aims of the Study

1. To identify and analyze the instructional strategies employed in teacher-made YouTube videos designed for English Language Teaching at the junior high school level, with particular focus on videos addressing functional and complex text genres relevant to the *English for Nusantara* Textbook, including descriptive text, recount text, narrative text, procedure text, report text, and functional texts.
2. To examine the extent to which the identified instructional strategies align with those embedded in the *English for Nusantara* Textbook, specifically

with regard to the textbook's operationalization of the Merdeka Curriculum's five core principles: student-centered learning, differentiated instruction, meaningful learning, technology integration, and learner autonomy.

Through qualitative content analysis, the study aims to provide empirical insights into the pedagogical coherence between teacher-made YouTube videos and the textbook that constitutes the official instructional reference for junior high school English education in Indonesia.

D. Significance of the Study

This study contributes theoretically to ELT by extending current knowledge of instructional strategy analysis in digitally mediated learning environments. The findings are expected to expand existing theoretical perspectives on how pedagogical principles operationalized in official curriculum textbooks are or are not reflected in digital instructional media, and to shed light on the relationship between video-based teaching and curricular coherence in EFL contexts.

- a. For EFL teachers: This study may help teachers understand the instructional strategies embedded in the *English for Nusantara* Textbook and support reflective teaching practice. Teachers can draw on the findings to improve the design and delivery of future video content by prioritizing strategies aligned with the textbook's pedagogical framework, supporting more intentional and curriculum-coherent digital content creation.

- b. For ELT curriculum developers: The findings may inform revisions to curriculum guidelines to provide clearer direction on digital pedagogy in ELT and support the design of training programs that build teachers' capacity to create video content aligned with the official textbook's instructional framework.
- c. For educational institutions: The study offers a basis for developing quality standards for teacher-produced digital learning materials in relation to the *English for Nusantara* Textbook. Institutions can use this evidence to design professional development programs that build teachers' digital instructional design skills and can adapt the analytical frameworks developed here for their own evaluation purposes.
- d. For others: Researchers interested in digital pedagogy, ELT, or curriculum implementation may build on the coding frameworks developed here for comparative or extended studies. The study also provides methodological guidance for qualitative content analysis research in textbook-aligned video content evaluation.

E. Scope of the Study

This study is delimited to the analysis of teacher-made YouTube videos specifically designed for English Language Teaching at the junior high school level in the Indonesian educational context. The alignment analysis focuses on instructional strategies as operationalized in the *English for Nusantara* Textbook (Grades 7–9), which serves as the analytical reference document establishing the

textbook-aligned benchmark for evaluating the pedagogical design of the selected videos. The analysis targets a sample of between eight and fifteen videos, with ten ultimately selected for in-depth analysis to ensure adequate analytical depth while keeping the study manageable. All selected videos were required to have been published on YouTube between 2020 and 2026, covering the period in which the Kurikulum Merdeka was introduced and implemented across Indonesian schools, and to have accumulated a minimum of 100 views to ensure a basic threshold of public engagement and instructional reach.

With regard to content, the study is confined to videos addressing text-based English learning topics relevant to the *English for Nusantara* Textbook, specifically descriptive text, recount text, narrative text, procedure text, and report text. YouTube Shorts and other short-form video content are excluded from the sample owing to their insufficient duration and limited capacity for comprehensive instructional delivery. Only videos with a minimum duration of five minutes and a maximum of twenty minutes were considered eligible for inclusion to ensure adequate instructional substance for meaningful analysis.

F. Terminologies

1. Instructional Strategies

Richards & Rodgers (2001) stated that instructional strategies refer to the deliberate plans, actions, and techniques that educators employ to organize and facilitate learning with the aim of helping students acquire knowledge and skills effectively. Within ELT, these strategies encompass the range of pedagogical decisions and teacher behaviors used to guide learners toward communicative

competence and language proficiency. These strategies manifest as observable teacher actions such as Direct Instruction (explicit explanation, presentation, demonstration), Modeling (examples, teacher demonstration, sample texts), Scaffolding (guidance, visual support, gradual assistance), Questioning Techniques (comprehension checks, reflective questions, guiding questions), and Student Engagement Strategies (activities, participation prompts, practice tasks).

2. English for Nusantara Textbook

The *English for Nusantara* Textbook is the official English language textbook series published by Pusat Perbukuan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemdikbud) for junior high school students (SMP/MTs) as part of the Kurikulum Merdeka framework (Kemdikbud, 2022). Designed to align with the Merdeka Curriculum's pedagogical principles and the genre-based approach to English language teaching, the textbook series covers Grades 7 through 9 and organizes instructional content around the text genres specified for each grade level, including descriptive texts, recount texts, narrative texts, procedure texts, report texts, and functional texts. In this study, the *English for Nusantara* Textbook functions as the primary analytical reference point for evaluating the alignment of teacher-made YouTube videos, with the textbook's embedded instructional strategies serving as the benchmark against which the pedagogical design of the video content is assessed.

3. Teacher-Made YouTube Videos

Teacher-made YouTube videos are instructional video resources independently created and uploaded to YouTube by classroom teachers for the

specific purpose of supporting English Language Teaching at the junior high school level (Kustati et al., 2023). These videos are characterized by their teacher-authored, educationally intentional design, created to address specific English learning topics aligned with the Kurikulum Merdeka for students in Grades 7 to 9. Operationally, this study defines teacher-made YouTube videos as content produced by Indonesian English teachers that presents instructional explanations or activities related to specific English text genres intended for junior high school learners.

4. Content Analysis

According to Mayring (2014) a qualitative content analysis is a research methodology applied to the systematic examination and interpretation of qualitative data, enabling researchers to identify patterns, themes, and meanings embedded within textual or multimodal content that are not reducible to simple numerical counts. As a method, it allows for rigorous, interpretive inquiry into data requiring contextually sensitive analysis rather than purely quantitative measurement.

CHAPTER II

LITERATURE REVIEW

A. Teacher-Made YouTube Videos in ELT

1. YouTube as Educational Media

YouTube has evolved from a consumer entertainment platform into one of the most widely used digital tools in educational settings worldwide, hosting a wide range of instructional content from both professional educators and independent creators. Among its educational affordances, two are particularly relevant to instructional design: it enables learner control over engagement, permitting pause, replay, and non-linear navigation, and it facilitates multimodal communication by integrating spoken language, visual imagery, on-screen text, and contextual cues within a single medium. These affordances shape how instructional strategies can be delivered in video form, presenting content through dynamic audio-visual formats that can make abstract or complex concepts more concrete, contextually situated, and accessible to learners than text-only equivalents. Situmorang and Simbolon (2021) provided evidence that the educational use of YouTube in EFL contexts positively influences vocabulary acquisition and reading comprehension at the secondary school level, demonstrating that carefully aligned video content can serve as a highly effective supplement to classroom instruction.

2. *Teacher-Made YouTube Videos*

Unlike commercially produced educational videos or institutionally developed media, teacher-made YouTube videos are created by teachers who possess direct, professional knowledge of the curriculum, the specific learning objectives, and the characteristics of the students they serve, allowing for a high degree of contextual alignment between the content delivered and the needs addressed (Kustati et al., 2023). The characteristics that typify these videos include a clear focus on specific language content or text genres relevant to the curriculum, explicit pedagogical structuring reflecting the teacher's instructional intentions, a communicative style calibrated to the language level and developmental stage of target learners, and a design oriented toward reinforcing, extending, or introducing specific aspects of the English curriculum.

3. *Benefits and Challenges*

The use of YouTube videos in ELT offers several well-documented benefits. Accessibility is one of the most prominent: YouTube content is free and available across a wide range of internet-connected devices, removing barriers of time, location, and cost that might otherwise restrict learner access to quality materials. The flexibility inherent in video-based learning also benefits diverse learners by enabling them to control the pace, sequence, and repetition of their engagement with instructional content, supporting differentiated learning experiences that fixed-schedule classroom instruction cannot readily accommodate. Wulandari and Puspitasari (2023) found that the integration of YouTube videos into junior high school English grammar lessons produced measurable improvements in

student engagement and motivation, demonstrating that well-designed instructional video content can generate positive affective outcomes that complement cognitive learning gains. However, notable challenges include the variability of production quality across teacher-made videos, the absence of real-time interactive feedback during viewing, and the risk that videos lacking deliberate pedagogical design may fail to promote the deeper, more active learning processes required for durable language acquisition.

B. Instructional Strategies in ELT

1. Definition of Instructional Strategies

Instructional strategies occupy an important position within the conceptual framework of language teaching, situated between broad theoretical orientations and specific observable classroom actions. Within the hierarchy articulated by Richards and Rodgers (2001), an approach refers to a teacher's theoretical assumptions about the nature of language and how languages are learned, a method denotes an overall plan for instruction that operationalizes a particular approach, and a technique refers to a particular observable activity employed at a specific instructional moment; a strategy, sitting between method and technique, describes a category of intentional teacher action designed to achieve a specific pedagogical goal the category of teacher behavior that this study will code. In ELT specifically, instructional strategies are the deliberate decisions and actions through which teachers develop learners' linguistic knowledge, communicative competence, and language skills across reading, writing, listening, and speaking, selected and adapted on the basis of professional knowledge, learner characteristics, and

contextual constraints. In digital instructional environments such as teacher-made YouTube videos, deliberately embedding varied instructional strategies within the content is a key determinant of the resource's effectiveness.

2. Framework of Instructional Strategies

This study employs a coding framework comprising six instructional strategies widely recognized in the ELT literature as central to effective language teaching practice. This framework serves as the primary analytical instrument for identifying and categorizing observable pedagogical behaviors in the teacher-made YouTube videos examined in this study, providing a systematic and theoretically grounded basis for the coding and interpretive processes (Brown, 2007).

a. Direct Instruction

According to Brown (2007), direct instruction recognized as a foundational strategy in EFL education, particularly when introducing new and linguistically complex content that requires explicit conceptual grounding before learners can meaningfully engage in communicative practice activities. Direct instruction is a teacher-centered pedagogical strategy characterized by the explicit, structured delivery of knowledge, in which the teacher assumes the primary role of information provider and learners receive clearly organized instructional content. In ELT contexts, this strategy is observable through three key indicators: explanation, whereby the teacher verbally articulates concepts, grammar rules, vocabulary definitions, or text-type features with clarity and precision; presentation, which involves the organized sequential delivery of lesson material designed to

build understanding in a logical progression; and demonstration, through which the teacher enacts or exemplifies a linguistic concept or task procedure in a way that makes it concrete and visible to learners.

b. Modeling

Modeling refers to a pedagogical strategy in which teachers provide learners with concrete, observable instances of target language use, enabling them to construct a clear mental representation of the language forms, structures, or text genres they will subsequently be expected to produce or analyze. This strategy is especially salient in text-based ELT, where learners must internalize the structural and linguistic conventions of specific genres before engaging in independent textual production. The observable indicators of modeling include the provision of examples that illustrate a specific target language feature or text type in context; teacher demonstration of how a linguistic task, genre, or communicative function is performed; and the presentation of sample texts that serve as reference models for students' subsequent language work. Harmer (2007) argued that modeling is indispensable in genre-based ELT precisely because it equips learners with the concrete textual reference points required to understand both the organizational architecture and the characteristic language features of the genre being taught.

c. Scaffolding

Scaffolding, a concept originally grounded in Vygotsky's (1978) theory of the Zone of Proximal Development, refers to the temporary and adjustable support that teachers provide to help learners accomplish tasks that lie just beyond their

current independent capability. This strategy operates on the principle that effective learning occurs most productively at the boundary between what a learner can do independently and what they can achieve with guided assistance, and that support should be progressively reduced as learner competence develops. In ELT, scaffolding is observable through guidance, in which the teacher offers verbal cues, hints, or simplified explanations to help learners navigate linguistic challenges; visual support, involving the use of charts, diagrams, graphic organizers, or annotated examples that aid comprehension and production; and gradual assistance, whereby the degree of teacher support is systematically reduced as students demonstrate growing proficiency. Nurul and Widhiyanto (2022) found that scaffolding is particularly effective in supporting secondary school EFL learners in engaging with linguistically demanding tasks, mitigating frustration and maintaining engagement by making complex content manageable through structured, responsive instructional support.

d. Questioning Techniques

Questioning techniques represent a fundamental and versatile dimension of ELT instruction, providing teachers with the means to assess learner comprehension, stimulate cognitive engagement, and guide learners through the analytical and interpretive demands of language tasks. In the video-based instructional context of teacher-made YouTube content, where real-time teacher-learner dialogue is unavailable, questions must be strategically embedded within the instructional content so as to invite mental engagement from the viewer. The observable indicators of questioning techniques include comprehension checks,

designed to assess whether learners have grasped the concepts or information previously presented; reflective questions, which prompt learners to consider the deeper significance, application, or implications of a language feature; and guiding questions, which direct learner attention toward specific textual elements or task components and scaffold the development of analytical thinking. Masruroh and Isbianti (2022) demonstrated that EFL teachers who deploy questioning strategies systematically create conditions for higher-order thinking, supporting learners in moving beyond passive information reception toward active interpretation and knowledge construction.

e. Student Engagement Strategies

Student engagement strategies encompass the range of pedagogical actions through which teachers seek to activate and sustain meaningful learner participation in the learning process, addressing the inherent risk of passive disengagement that can accompany teacher-fronted or video-based instructional delivery. In teacher-made YouTube videos, these strategies are observable through the inclusion of activities requiring learners to perform specific linguistic or cognitive actions during or after viewing; participation prompts that explicitly invite learners to engage with content by responding to prompts, completing partial tasks, or practicing alongside the teacher; and practice tasks offering structured opportunities for the consolidation and application of newly acquired language knowledge. Jannah and Drajiati (2021) found that EFL teachers who embed engagement-oriented strategies within their YouTube content generate significantly higher levels of learner interaction with instructional material, producing improved

comprehension and language retention outcomes compared to video formats relying exclusively on presentational delivery.

f. Feedback and Reinforcement

Rahimullah et al. (2022) argued that the provision of structured and pedagogically clear feedback is especially critical in digital instructional contexts, as the non-interactive nature of video-based learning necessitates embedding anticipatory and corrective feedback directly within the instructional content to perform the functions that real-time teacher feedback fulfills in traditional face-to-face instruction.

Feedback and reinforcement constitute a critical and often underemphasized component of the instructional cycle in ELT, serving simultaneously to consolidate correct language use, address errors and misconceptions, and motivate continued learning engagement. Within teacher-made YouTube videos, this strategy is observable through correction, in which the teacher explicitly identifies and addresses erroneous language forms or common misconceptions; reinforcement, involving the deliberate repetition or elaboration of correct language forms to deepen their retention; and praise, which validates learners' efforts or correct responses and contributes to a supportive affective environment for learning.

C. Text-Based English Teaching: Genre-Based Approach and Text Types

At the junior high school level in Indonesia, English language learning objectives are framed by the Kurikulum Merdeka and operationalized through the *English for Nusantara* Textbook, with an emphasis on developing both receptive

and productive language skills across a range of specified text genres. Students in Grades 7 through 9 are expected to develop the capacity to understand and produce several text types including descriptive, recount, narrative, procedure, and report texts as well as shorter functional texts such as notices, announcements, invitations, and short messages (Kemdikbud, 2022). These learning objectives reflect the Merdeka Curriculum's goal of developing learners who are communicatively competent in English and capable of using the language purposefully across relevant social and academic contexts.

The Genre-Based Approach (GBA) is a framework for language instruction grounded in the theoretical premise that texts are socially constructed artifacts shaped by the communicative purposes and contextual conventions of the situations in which they arise (Swales, 1990), guiding learners to understand the distinctive structural stages, language features, and social functions associated with specific text types so that they are equipped to both comprehend and produce texts recognized as appropriate within their communicative contexts. Febriani and Suprihatiningrum (2023) observed that the GBA holds particular value in Indonesian EFL contexts because its emphasis on explicit genre knowledge supports learners in developing both reading comprehension and writing production in a foreign language, and the *English for Nusantara* Textbook is explicitly organized around the GBA, making this approach the pedagogical foundation shared by both the textbook and the teacher-made YouTube videos examined in this study. Each unit of the textbook guides learners through a purposeful progression of activities, moving from initial exposure to a text genre through comprehension

and analysis to guided and then independent production, a developmental sequence reflecting the GBA's teaching and learning cycle that Widiati and Febriani (2023) identified as a significant pedagogical strength enabling teachers to plan coherent, progressively demanding learning experiences grounded in the Merdeka Curriculum's principles.

Table 2.1

Overview of Text Types in the English for Nusantara Textbook

Text Type	Communicative Purpose	Grade Level
Descriptive Text	To portray the characteristics, qualities, and attributes of a person, place, animal, or object in sufficient detail to create a vivid and accurate impression (Anderson & Anderson, 1997).	Grade 7 (Sugito & Hartono, 2024)
Recount Text	To retell a sequence of past events or personal experiences in chronological order, primarily to inform or entertain (Anderson & Anderson, 1997).	Grade 8 (Febriani & Suprihatiningrum, 2023)
Narrative Text	To entertain, inspire, and occasionally instruct through fictional or culturally significant stories organized around a central conflict (Halliday & Hasan, 1985).	Grades 8–9 (Sugito & Hartono, 2024)
Procedure Text	To provide systematic, sequential guidance for accomplishing a specific task or achieving a defined goal (Anderson & Anderson, 1997).	Grades 7–8 (Kemdikbud, 2022)

Report Text	To present objective, general information about a class of phenomena, organisms, objects, or entities based on factual observation (Anderson & Anderson, 1997).	Grades 8–9 (Febriani & Suprihatiningrum, 2023)
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D. The Kurikulum Merdeka Principles and Instructional Strategies in the English for Nusantara Textbook

1. Overview and Design Principles of Kurikulum Merdeka

For English language teaching at the junior high school level, the Kurikulum Merdeka (Kemdikbud, 2022) functions simultaneously as a content framework specifying the text genres, language skills, and competencies to be developed and as a pedagogical framework articulating principles of student-centered learning, differentiated instruction, meaningful learning, technology integration, and learner autonomy that should inform instructional design and delivery. These principles are concretely operationalized in the *English for Nusantara* Textbook, which serves as the curriculum's official English language instructional reference for junior high school students. Its emphasis on teacher professional judgment, instructional flexibility, and contextually grounded learning distinguishes it clearly from the more prescriptive frameworks of earlier curricula.

The Kurikulum Merdeka frames English instruction at the junior high school level as an experience that should actively foster learner participation, critical thinking, and connections between language learning and real-life contexts. Beyond linguistic objectives, the curriculum expects English teachers to design

learning experiences that develop students' confidence, cultural awareness, and ability to express ideas creatively and appropriately. Dewi and Kurniawan (2023) observed that the Kurikulum Merdeka places high demands on teachers, requiring consistent pedagogical flexibility and the ability to adapt instructional strategies for diverse learners within a single classroom while ensuring all students progress toward the curriculum's language competency targets.

2. *Overview and Design Principles of the English for Nusantara Textbook*

The title *English for Nusantara* is intentionally chosen to position English language learning within the Indonesian cultural and geographic context, signaling that the acquisition of English proficiency is developed in complement with Indonesian identity rather than in isolation from it, thereby making the language meaningfully relevant to the lived experiences of Indonesian learners. This naming choice reflects the textbook's broader design philosophy of grounding English instruction in contexts that are familiar and culturally significant to Indonesian students, an orientation that recurs throughout the principles discussed below.

3. *Student-Centered Learning*

Student-centered learning is a foundational principle of the Merdeka Curriculum, grounded in the view that effective education positions the learner as an active participant in constructing knowledge rather than a passive recipient of information (Andriani & Hamid, 2023). This principle holds that teaching should be organized around the needs, interests, and learning processes of students, with the teacher functioning as a facilitator and guide rather than the sole source of knowledge. In the *English for Nusantara* Textbook, student-centered learning is

manifested through inquiry tasks, collaborative activities, and reflection sections that position learners as active knowledge constructors. In teacher-made YouTube videos, the presence of this principle may be assessed by examining whether the content actively encourages viewer participation through questions, tasks, or reflective prompts rather than merely presenting information in a lecture format.

4. Differentiated Instruction

Differentiated instruction, as articulated within the Merdeka Curriculum, refers to the pedagogical practice of adapting instructional content, processes, and products to address the diverse abilities, learning styles, linguistic backgrounds, and prior knowledge of students within a heterogeneous learning environment (Puspita & Suhartono, 2022). This principle acknowledges that learners do not learn uniformly and that effective teaching requires deliberate responsiveness to learner diversity. The *English for Nusantara* Textbook addresses this through tiered tasks and varied examples that offer multiple entry points to the same learning objective. In teacher-made YouTube videos, differentiated instruction is observable when teachers provide varied explanations addressing the same concept through multiple approaches or examples, offer supplementary support through simplified definitions or visual aids, and use analogies or illustrations drawn from different experiential backgrounds.

5. Meaningful Learning

Meaningful learning, as a principle of the Merdeka Curriculum, requires that instructional content be connected to learners' prior knowledge, real-life experiences, and authentic communicative situations, enabling students to construct

understanding actively rather than absorb decontextualized information passively (Setiawan & Wiedarti, 2023). This principle reflects constructivist learning theory, which posits that new knowledge is most deeply and durably acquired when it can be assimilated into existing cognitive frameworks linked to personally relevant contexts. The *English for Nusantara* Textbook exemplifies this through its use of culturally situated examples drawn from Indonesian everyday life. In teacher-made YouTube videos, meaningful learning is identifiable when examples used to illustrate language features are drawn from students' everyday lives and when tasks invite learners to apply language knowledge in situations with authentic communicative relevance.

6. Technology Integration

The *English for Nusantara* Textbook encourages technology integration by directing students to digital supplementary activities and multimodal resources. Technology integration, as an explicit principle of the Merdeka Curriculum, refers to the purposeful and pedagogically reasoned use of digital tools and resources to enhance the quality, relevance, and accessibility of learning experiences, rather than the mere introduction of technology for its own sake (Kemdikbud, 2022).

Rahimullah et al. (2022) observed that the Merdeka Curriculum's explicit support for digital tools has encouraged Indonesian EFL teachers to explore digital content creation, positioning technology as an integral component of curriculum-aligned pedagogical design. In the context of this study, technology integration is manifested most directly in the use of YouTube itself as the instructional medium through which teachers deliver and students access educational content a use that

capitalizes on the platform's multimodal, on-demand, and widely accessible qualities to extend the reach of English instruction beyond the physical classroom.

7. *Learner Autonomy*

According to Kartikasari and Sumardi (2024), learner autonomy as defined within the Kurikulum Merdeka framework encompasses the capacity and disposition of learners to take meaningful responsibility for their own learning, including setting their own goals, monitoring their understanding, and engaging with learning materials independently and proactively. This principle reflects the curriculum's broader vision of producing self-directed, adaptable learners capable of navigating the demands of lifelong learning in a rapidly changing world.

The *English for Nusantara* Textbook fosters learner autonomy through self-reflection tasks, independent practice sections, and prompts encouraging students to seek additional learning beyond the textbook. In teacher-made YouTube videos, learner autonomy may be promoted when instructional content includes explicit suggestions for self-directed study or when reflective prompts encourage students to monitor their own comprehension and language development independently.

8. *Instructional Strategies Embedded in the English for Nusantara Textbook*

In terms of instructional design, the *English for Nusantara* Textbook embeds a range of instructional strategies across its unit structure that operationalize the Merdeka Curriculum's five core principles at the classroom materials level. Direct instruction is present in the form of explicit explanations of text genre features, grammar notes, and vocabulary introductions that provide learners with the linguistic knowledge needed to engage with each unit's content. Modeling is

achieved through the inclusion of annotated sample texts that exemplify the structural and linguistic conventions of each target genre, giving learners concrete reference points for comprehension and production. Scaffolding is evident in the stepwise task sequences through which learners are guided from receptive engagement with model texts toward progressively more independent textual production, with visual organizers and guided writing frames offered as intermediate support. Questioning techniques are embedded in comprehension and reflection activities that invite learners to analyze textual features, infer meaning, and evaluate genre conventions. Student engagement strategies are incorporated through collaborative tasks, discussion prompts, and interactive activities that encourage active participation and peer interaction. Feedback and reinforcement are provided implicitly through self-check tasks that allow learners to evaluate their own performance against the textbook's expectations.

Widiati and Febriani (2023) noted that the *English for Nusantara* Textbook represents a significant advancement in aligning Indonesian ELT materials with contemporary pedagogical principles, particularly in its integration of genre-based learning sequences, learner-centered task design, and culturally situated examples drawn from Indonesian everyday life. However, they also observed that the degree to which classroom instruction and supplementary digital resources such as teacher-made YouTube videos reflect the same instructional principles embedded in the textbook remains empirically underexplored. This alignment gap is precisely the concern that motivates the present study, which treats the instructional strategies embedded in the *English for Nusantara* Textbook as the analytical reference point

against which the pedagogical quality of teacher-made YouTube videos will be evaluated.

E. Previous Studies

Several studies have examined the effectiveness of YouTube-based instructional content in EFL learning. Situmorang and Simbolon (2021) found that EFL learners receiving YouTube-mediated instruction showed statistically significant gains in vocabulary and reading comprehension compared with a control group, concluding that YouTube effectively supplements formal instruction when content is purposefully aligned with specific learning objectives and a structured teaching sequence.

Kustati et al. (2023) reported that students engaged with a YouTube-based flipped classroom model demonstrated significantly higher classroom engagement, participation, and post-test performance than those receiving conventional instruction, indicating that intentionally designed YouTube content within a coherent flipped framework can substantially enhance in-class learning.

Kartikasari and Sumardi (2024) found that junior high school students who regularly used YouTube for independent English learning developed stronger vocabulary and listening skills, particularly when videos contained explicit instructional scaffolding such as step-by-step explanations and comprehension checks, concluding that teacher-made videos with intentional pedagogical structures better support self-directed learning than entertainment-oriented content.

Other studies have examined how the principles of the Kurikulum Merdeka are reflected in EFL teachers' instructional practices. Dewi and Kurniawan (2023) found that although Indonesian junior high school EFL teachers were generally aware of the Merdeka Curriculum's principles, sustained application of student-centered approaches remained limited, and recommended providing concrete pedagogical models to bridge the gap between curriculum philosophy and classroom practice.

Murtiningsih (2022) similarly found that while teachers were aware of the curriculum's principles, implementation was inconsistent student-centered learning and scaffolding were more consistently visible than meaningful learning and technology integration and identified structured professional support with concrete instructional models as essential for narrowing this gap.

Masruroh and Isbianti (2022) examined how Indonesian EFL teachers adapted their instructional practices during the post-pandemic transition to face-to-face teaching, finding that direct instruction, scaffolding, and questioning techniques remained dominant strategies, applied more flexibly than before an adaptability attributed to teachers' expanded experience with digital teaching modalities.

A further study has highlighted challenges in digital instructional content creation among Indonesian EFL teachers. Rahmawati and Cahyono (2023) found a notable gap between teachers' pedagogical intentions for their digital content and the instructional strategies actually reflected in the materials produced, identifying

time constraints, limited institutional support, and a lack of formal training in digital instructional design as the primary barriers to high-quality content creation.

As established in Chapter I, no prior study has yet systematically analyzed the instructional strategies embedded in teacher-made YouTube videos in direct relation to those embedded in the *English for Nusantara* Textbook, a gap that the present study addresses through qualitative content analysis.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Qualitative content analysis (QCA) is a systematic research methodology for examining and interpreting qualitative data, including textual, visual, and multimodal content, through structured coding and categorization procedures. Schreier (2012) described qualitative content analysis as a method for systematically reducing data to a focused set of categories or dimensions that are relevant to the research question, achieved through a cyclical process of developing a coding framework, applying it to data, refining the framework where necessary, and drawing interpretive conclusions from the categorized data. Unlike quantitative content analysis, this method prioritizes meaning and interpretive depth over frequency counts, making it well-suited to research questions that require a nuanced understanding of phenomena embedded in the data.

Mayring (2014) described qualitative descriptive content analysis as a procedure that combines the systematicity of structured coding with the interpretive flexibility of qualitative inquiry, enabling researchers to produce rich, contextually grounded descriptions of the phenomena in their data. This approach is particularly suited to investigations aiming to characterize the observable features of a specific type of data such as instructional content in teacher-made videos and to describe patterns and tendencies within that data in relation to pre-defined analytical categories.

Qualitative descriptive content analysis is the most appropriate methodological approach for this study. The study aims to analyze instructional strategies present in teacher-made YouTube videos and to evaluate their alignment with the instructional framework of the *English for Nusantara* Textbook. A goal requiring not merely the identification but the systematic categorization and interpretive description of observable pedagogical behaviors embedded within video content. Since this study aims to interpret and describe pedagogical phenomena rather than measure variables numerically, qualitative descriptive content analysis provides the appropriate foundation for analyzing instructional strategies, identifying observable pedagogical patterns, examining textbook alignment, and working with video-based educational data.

B. Research Data

The population of this study comprises all teacher-made YouTube videos created for English Language Teaching at the junior high school level in Indonesia. Given the research objectives, the sample was selected through purposive sampling, ensuring that only videos meeting the specific criteria relevant to the study's focus were included. The selection criteria required that videos be published between 2020 and 2026, corresponding to the period in which the Kurikulum Merdeka and the *English for Nusantara* Textbook were introduced and implemented, as videos produced before this period would not be expected to reflect the textbook's instructional principles and pedagogical expectations. To ensure pedagogical relevance and community uptake, selected videos were required to have accumulated a minimum of five hundred views as a basic indicator of their

accessibility within the intended learner community. Videos were also required to demonstrate clear alignment with Kurikulum Merdeka indicators as discussed in Chapter II, including the principles of student-centered learning, differentiated instruction, meaningful learning, technology integration, and learner autonomy, as operationalized in the *English for Nusantara* Textbook. Regarding content focus, in alignment with Research Question 1, the videos address text genres taught at the junior high school level, specifically descriptive text, recount text, narrative text, procedure text, report text, and functional texts. Based on these criteria, ten YouTube videos were ultimately selected for in-depth analysis, a sample size determined to be sufficient for a thorough and systematic qualitative investigation.

C. Research Instrument

In qualitative research, the researcher functions as the central instrument through which data collection and analysis are carried out. Consistent with the principles of qualitative inquiry, the researcher is responsible for selecting data sources, engaging with the data, making interpretive judgments, organizing findings into meaningful categories, and drawing conclusions from the analysis. Accordingly, in this study, the researcher assumes the primary instrumental role in identifying, coding, classifying, and interpreting the instructional strategies present in teacher-made YouTube videos designed for English Language Teaching at the junior high school level.

To provide systematic support for the analysis, two analytical instruments are employed in this study: the Instructional Strategy Coding Framework (ISCF) and the *English for Nusantara* Textbook Alignment Framework (ENTAF). The

ISCF serves to identify and categorize the instructional strategies observable in the selected videos, whereas the ENTAF is applied to evaluate the degree to which the identified strategies reflect the instructional principles embedded in the *English for Nusantara* Textbook.

Table 3.1

Instructional Strategy Coding Framework (ISCF)

Code	Instructional Strategy	Operational Indicators
DI	Direct Instruction	The teacher explicitly explains concepts, definitions, language features, or lesson content.
MOD	Modeling	The teacher demonstrates language use, provides examples, or models tasks.
SC	Scaffolding	The teacher provides guidance, support, hints, visual aids, or step-by-step instruction.
QUE	Questioning Techniques	The teacher asks questions to check understanding, stimulate thinking, or guide learning.
ENG	Student Engagement Strategies	The teacher encourages learner participation through activities, exercises, tasks, or interaction prompts.
FB	Feedback and Reinforcement	The teacher provides corrections, praise, reinforcement, or evaluative comments.

The second analytical instrument is the *English for Nusantara* Textbook Alignment Framework (ENTAF), constructed on the basis of the key instructional

principles operationalized in the *English for Nusantara* Textbook in accordance with the Merdeka Curriculum.

Table 3.2

English for Nusantara Textbook Alignment Framework (ENTAF)

Code	Instructional Principle (English for Nusantara Textbook)	Observable Indicator in Teacher-Made YouTube Videos
SCL	Student-Centered Learning	Students are encouraged to participate actively in learning activities, consistent with the task-based activities embedded in the English for Nusantara Textbook.
DIF	Differentiated Instruction	The teacher provides varied explanations, examples, or learning support comparable to the tiered tasks and scaffolded activities present in the English for Nusantara Textbook.
MNL	Meaningful Learning	Learning content is contextualized and connected to students' real-life experiences, as exemplified through the contextualized illustrations and examples in the English for Nusantara Textbook.
AUT	Learner Autonomy	Students are encouraged to learn independently or complete self-directed activities, mirroring the self-reflection tasks and independent practice sections in the English for Nusantara Textbook.
TEC	Technology Integration	Digital technology is utilized purposefully to facilitate learning, consistent with the English for Nusantara Textbook's encouragement of

digital supplementary resources and multimodal engagement.

These two frameworks guided the coding and interpretive processes, ensuring consistent and methodologically coherent data analysis.

D. The Technique of Data Collection

The data for this study were drawn from two primary sources: teacher-made YouTube videos focused on English Language Teaching at the junior high school level, and the *English for Nusantara* Textbook (Grades 7–9) as the analytical reference document. Videos were selected through purposive sampling to ensure each met the criteria set by the study’s objectives. Videos selected for analysis were required to address English text genres identified as part of the *English for Nusantara* Textbook, encompassing descriptive texts, recount texts, narrative texts, procedure texts, and report texts. Prior to video analysis, the researcher conducted a systematic document analysis of the *English for Nusantara* Textbook to establish the instructional strategy benchmarks used in the ENTAF.

The data collection procedure was organized into five sequential stages. During the first stage, the researcher conducted targeted searches on YouTube using specific keywords related to the instructional topics of interest, such as Descriptive Text Grade 7 Merdeka Curriculum, Narrative Text SMP English for Nusantara, Procedure Text English grade 8, English for Nusantara Report Text grade 9, and other contextually relevant search terms. The search process concentrated

specifically on videos produced by teachers and designed for junior high school English learners.

In the second stage, predetermined inclusion criteria were applied to each potentially eligible video to verify its suitability for the study. To be included, a video was required to: (1) be published on YouTube; (2) have been produced by a teacher for educational purposes; (3) contain content related to English Language Teaching; (4) be directed at junior high school students; (5) address topics relevant to the *English for Nusantara* Textbook; and (6) include instructional explanations or pedagogical activities demonstrating teaching practice.

The third stage involved the documentation of each selected video using a table of list of selected videos for analysis, presented in Appendix A. Details including the video title, channel name, instructional topic, total duration, and URL were systematically recorded to provide a clear and organized record of the data sources.

During the fourth stage, each video was viewed multiple times to build a thorough understanding of its instructional content and structure. The first viewing established an overall understanding of the instructional structure and content. The second was dedicated to identifying specific instructional strategies. Further viewings verified and refined earlier coding decisions, ensuring accuracy and consistency throughout the analysis.

The final stage of data collection involved transcribing instructionally relevant segments from each video. The resulting transcripts served as the primary

textual data for coding and analysis. All instructional utterances, explanations, demonstrations, questions, and learning activities relevant to the research objectives were transcribed and documented.

E. The Technique of Data Analysis

Data were analyzed using qualitative descriptive content analysis, following procedures adapted from Schreier (2012) and Mayring (2014), which involve systematic coding, categorization, interpretation, and meaning-making as sequential stages.

The analysis proceeded through six defined stages. The first stage consisted of the researcher familiarizing themselves with the data through repeated viewing of the selected videos and thorough reading of the accompanying transcripts, as well as systematic review of the *English for Nusantara* Textbook. This process enabled the researcher to understand the instructional context of both the videos and the textbook, and to begin recognizing instructional strategies as they appeared across both data sources.

In the second stage, the video transcripts were coded using the Instructional Strategy Coding Framework (ISCF). Each instructional segment within the transcripts was examined and assigned one or more relevant codes corresponding to the observable instructional strategies demonstrated by the teacher.

Table 3.4

Sample Coding Sheet

Transcript Segment	Code	Instructional Strategy
"A descriptive text describes a person, place, or thing."	DI	Direct Instruction
"Now, look at this example of a descriptive text."	MOD	Modeling
"Can you identify the adjectives used in this paragraph?"	QUE	Questioning Techniques

During the third stage, the coded segments were organized into broader categories based on their instructional functions and shared characteristics. Strategies with similar pedagogical functions were grouped together, allowing consistent patterns of strategy use to be identified across the video sample.

The fourth stage involved the researcher's interpretation of the identified instructional strategies, with the aim of addressing the first research question concerning the instructional strategies employed in teacher-made YouTube videos for English Language Teaching.

In the fifth stage, the identified instructional strategies were subjected to analysis using the *English for Nusantara* Textbook Alignment Framework (ENTAF). Each strategy was examined to determine whether it reflected the instructional principles of student-centered learning, differentiated instruction, meaningful learning, learner autonomy, and technology integration as operationalized in the *English for Nusantara* Textbook.

Table 3.5

English for Nusantara Textbook Alignment Analysis

Instructional Strategy	English for Nusantara Textbook Principle	Evidence
Modeling	Student-Centered Learning	Teacher demonstrates examples before asking students to practice independently, consistent with the task-based sequence in the English for Nusantara Textbook.
Scaffolding	Differentiated Instruction	Teacher provides step-by-step guidance and visual support, mirroring the tiered tasks in the English for Nusantara Textbook.
Engagement Activities	Learner Autonomy	Students are encouraged to complete independent practice tasks, aligned with the self-directed sections of the English for Nusantara Textbook.

The final stage involved synthesizing and interpreting the overall findings in response to the second research question on the extent of alignment between the identified instructional strategies and the instructional principles of the *English for Nusantara* Textbook. The outcomes were presented descriptively, supported by illustrative excerpts from the video transcripts.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings and discussion of the present study, organized according to the two research questions guiding the investigation. The first section reports the instructional strategies identified in the ten teacher-made YouTube videos analyzed for this study, based on coding carried out using the Instructional Strategy Coding Framework (ISCF). The second section reports the extent to which those instructional strategies align with the instructional principles of the Merdeka Curriculum as operationalized in the English for Nusantara Textbook, based on analysis using the English for Nusantara Textbook Alignment Framework (ENTAF). Following the presentation of findings, the discussion section interprets these results in relation to the theoretical framework outlined in Chapter II and to the previous empirical studies reviewed in the literature.

The data examined in this study consist of ten teacher-made YouTube videos designed for junior high school English Language Teaching, purposively sampled according to the criteria established in Chapter III. Each video was required to have been published between 2020 and 2026, to have accumulated a minimum of five hundred views, and to address a text genre taught within the English for Nusantara Textbook, namely descriptive, recount, narrative, procedure, or report text. These criteria were intended to ensure that the selected videos were both pedagogically relevant and reasonably representative of the population of

teacher-made instructional content currently accessible to junior high school learners. Each video was systematically observed and coded using the Instructional Strategy Coding Framework (ISCF), while its alignment with the Merdeka Curriculum was subsequently evaluated using the English for Nusantara Textbook Alignment Framework (ENTAF).

To facilitate the presentation of the findings, the analysis below is organized into two main sections corresponding to the two research questions. The first section presents the instructional strategies identified in each of the ten videos, together with the cross-video patterns that emerged from the coding process. The second section presents the extent to which those strategies align with the five instructional principles of the Merdeka Curriculum as embedded in the English for Nusantara Textbook.

1. Instructional Strategies Identified in the Teacher-Made YouTube Videos

The complete Instructional Strategy Coding Framework (ISCF) coding sheet for the ten teacher-made YouTube videos analyzed in this study is presented in Appendix B. Each row records one instructional segment, identified by its approximate start and end timestamp, together with a description of the segment drawn from the video transcript, the assigned ISCF code, an optional secondary code where two strategies co-occur, and the justification. Table 4.1 below consolidates these coding results by identifying, for each video, whether each of the six instructional strategies was present.

Table 4.1

Identification of Instructional Strategies in Teacher-Made YouTube Videos

Video ID	DI	MOD	SC	QUE	ENG	FB
V01	✓	✓	X	✓	✓	✓
V02	✓	✓	X	✓	✓	✓
V03	✓	✓	✓	X	✓	✓
V04	✓	✓	X	X	X	X
V05	✓	✓	X	X	✓	X
V06	✓	✓	X	✓	✓	X
V07	✓	✓	✓	✓	✓	✓
V08	✓	✓	✓	✓	✓	✓
V09	✓	✓	✓	X	✓	✓
V10	✓	✓	X	X	X	X

Table 4.1 identifies, for each of the ten teacher-made YouTube videos, whether the six instructional strategies defined in the Instructional Strategy Coding Framework (ISCF), Direct Instruction (DI), Modeling (MOD), Scaffolding (SC), Questioning Techniques (QUE), Student Engagement Strategies (ENG), and Feedback and Reinforcement (FB), were present (✓) or absent (X) in the segment-level analysis. The complete, segment-by-segment coding record from which this identification was derived is provided in Appendix B, while the corresponding frequency counts for each code across the ten videos are presented in Appendix C. Taken as a whole, Table 4.1 shows that Direct Instruction and Modeling were the only two strategies present in every video, whereas Scaffolding, Questioning

Techniques, Student Engagement, and Feedback and Reinforcement appeared selectively across the sample.

Direct Instruction, recorded in all ten videos and accounting for the largest share of coded instances in Appendix C (34 of 107, 31.8%), reflects Brown's (2007) characterization of explicit instruction as a foundational strategy for introducing new and linguistically complex content. Modeling was likewise present in every video and represented the second most frequent strategy overall (31 instances, 29.0%), consistent with Harmer's (2007) argument that modeling is indispensable in genre-based ELT; teachers consistently paired sample texts, worked examples, or model dialogues with their explanations, most visibly in V01, V07, and V10, where modeling directly supported the explicit content delivered through Direct Instruction. The near-universal presence of these two strategies indicates that the sampled videos were, first and foremost, structured as vehicles for the explicit transmission of linguistic content.

Scaffolding, present only in V03, V07, V08, and V09, was the least frequent strategy overall (5 instances, 4.7% in Appendix C), appearing exclusively in videos that also recorded Feedback and Reinforcement, an association consistent with Vygotsky's (1978) Zone of Proximal Development and with Nurul and Widhiyanto's (2022) finding that scaffolding functions most effectively when paired with responsive, step-by-step guided support. Questioning Techniques were identified in five videos (V01, V02, V06, V07, and V08), functioning largely as comprehension checks or guiding questions embedded before or after explanation, in line with Masruroh and Isbianti's (2022) observation that systematic questioning

promotes learner engagement beyond passive reception. Student Engagement Strategies were the most widely distributed of the remaining codes, present in eight of the ten videos and entirely absent only in V04 and V10; this pattern supports Jannah and Draji's (2021) conclusion that teachers who embed participation-oriented tasks in YouTube content generate higher levels of learner interaction. Feedback and Reinforcement, present in six videos, was consistently implicit, delivered through answer-key review rather than real-time correction, reflecting Rahimullah et al.'s (2022) observation that the non-interactive nature of video-based instruction constrains the form feedback can take. Video 4 and Video 10 stood apart from the rest of the sample as the only two videos in which Scaffolding, Questioning, Engagement, and Feedback were all marked absent, indicating a purely lecture-based instructional design confined to Direct Instruction and Modeling.

2. *Alignment with the English for Nusantara Textbook*

The complete English for Nusantara Textbook Alignment Framework (ENTAF) alignment sheet, rating all five Kurikulum Merdeka principles (Student-Centered Learning, Differentiated Instruction, Meaningful Learning, Technology Integration, and Learner Autonomy) for each of the ten videos, is presented in Appendix D. Each row records the Textbook's manifestation of the principle as established in Chapter II, the corresponding video evidence with its approximate timestamp, the alignment rating (Strong, Partial, or Absent), and the justification for that rating. Table 4.2 below summarizes these ratings by indicating, for each principle, which rating levels occurred across the sample.

Table 4.2

Alignment of Instructional Strategies between Teacher-Made YouTube Videos and the English for Nusantara Textbook

Code	Principle	Alignment Rating		
		Strong	Partial	Absent
SCL	Student-Centered Learning	✓	✓	✓
DIF	Differentiated Instruction	✓	✓	✓
MNL	Meaningful Learning	✓	✓	X
TEC	Technology Integration	✓	✓	✓
AUT	Learner Autonomy	✓	✓	✓

Table 4.2 presents, for each of the five instructional principles embedded in the English for Nusantara Textbook, Student-Centered Learning (SCL), Differentiated Instruction (DIF), Meaningful Learning (MNL), Technology Integration (TEC), and Learner Autonomy (AUT), whether that principle was rated Strong, Partial, or Absent in at least one of the ten teacher-made YouTube videos analyzed in this study. A check mark (✓) indicates that the rating occurred at least once across the sample, while an (X) indicates that the rating was never assigned to any video for that principle. The complete ENTAF alignment sheet detailing the evidence and justification behind every rating is provided in Appendix D, and the video-by-video distribution of ratings underlying this summary is presented in Appendix E.

Meaningful Learning is the only principle marked (X) in the Absent column, indicating that no video in the sample was ever rated as failing to reflect this principle; as detailed in Appendix E, nine of the ten videos were rated Strong and the remaining video Partial. This near-uniform alignment reflects the consistent use of culturally situated, Indonesian everyday-life examples across the sample, a pattern consistent with Setiawan and Wiedarti's (2023) account of meaningful learning as the connection of instructional content to learners' real-life experience and prior knowledge. By contrast, Student-Centered Learning, Differentiated Instruction, Technology Integration, and Learner Autonomy each display a full range, that is, at least one video rated Strong, at least one rated Partial, and at least one rated Absent, indicating that the videos in the sample varied considerably in how consistently they realized these four principles.

The variability marked in Table 4.2 aligns with the principle-specific evidence in Appendix D. Student-Centered Learning, grounded in the view that learners should actively construct knowledge rather than passively receive it (Andriani & Hamid, 2023), was realized inconsistently, with several videos, including V04 and V10, following a lecture format that offered no opportunity for learner response. Differentiated Instruction, understood as the provision of varied explanations and multiple entry points for diverse learners (Puspita & Suhartono, 2022), was similarly uneven, present strongly only where teachers offered multiple worked examples or simplified restatements. Technology Integration showed the widest spread toward the Absent end, consistent with Kemdikbud's (2022) definition of the principle as the purposeful rather than incidental use of digital

tools; most videos functioned as one-way narrated presentations rather than exploiting YouTube's interactive affordances. Learner Autonomy, defined by Kartikasari and Sumardi (2024) as learners' capacity to take responsibility for their own learning, was rated Absent in as many videos as it was rated Strong or Partial combined, reflecting the limited inclusion of self-directed practice prompts across most of the sample. Taken together, these patterns suggest that while the sampled videos consistently reflect the textbook's commitment to contextually meaningful content, they realize its more learner-directed principles, particularly technology integration and learner autonomy, far less consistently.

B. Discussion

Regarding the first research question on the instructional strategies employed in teacher-made YouTube videos, the findings reveal that Direct Instruction (DI) was the most consistently present strategy across all ten videos, often appearing as the primary code. This pattern aligns with Brown's (2007) observation that explicit instruction serves as a foundational strategy in EFL contexts, particularly when introducing new and linguistically complex content. The predominance of DI reflects the informational demands of text-type teaching at the junior high school level, where learners require clear explanations of genre structures, vocabulary, and grammar before engaging in productive tasks.

Modeling (MOD) emerged as the second most frequent strategy and appeared regularly as a secondary code paired with DI, confirming Harmer's (2007) argument that modeling is indispensable in genre-based ELT. The provision of sample texts, worked examples, and model dialogues gave learners concrete

reference points for understanding both the structural conventions and linguistic features of the target genres. This finding is consistent with the emphasis on the Genre-Based Approach (GBA) embedded in the English for Nusantara Textbook, where model texts function as central scaffolding tools in the teaching and learning cycle (Febriani & Suprihatiningrum, 2023).

Student Engagement Strategies (ENG) appeared with notable frequency, especially in V09, where multiple pause-and-complete tasks were embedded throughout the lesson. The distribution of ENG across the sample suggests that some teachers actively designed their videos to invite viewer participation, moving beyond the passive delivery model typical of lecture-based content. This finding partly supports Jannah and Drajiati's (2021) conclusion that EFL teachers who embed engagement-oriented strategies within YouTube content generate higher levels of learner interaction. However, the variation in ENG across videos also reflects the broader challenge of designing interactive learning experiences within a one-way video format.

Scaffolding (SC), Questioning Techniques (QUE), and Feedback and Reinforcement (FB) appeared less frequently but were significant when present. Scaffolding was particularly evident in videos that provided step-by-step guided support before inviting independent learner production (Nurul & Widhiyanto, 2022). Questioning techniques were often embedded as comprehension checks or guiding questions, consistent with Masruroh and Isbianti's (2022) finding that EFL teachers use questioning to stimulate analytical thinking. Feedback was largely implicit, delivered through the review of correct answers rather than real-time

correction, a limitation inherent to the non-interactive nature of video-based instruction (Rahimullah et al., 2022).

Regarding the second research question on the extent of alignment between the videos and the English for Nusantara Textbook, the findings reveal a clear hierarchy across the five ENTAF principles. Meaningful Learning (MNL) demonstrated the strongest alignment, receiving a Strong rating in nine of ten videos. This result reflects the consistent use of culturally situated examples drawn from Indonesian everyday life, school activities, environmental issues, cooking, and local fauna, that closely mirror the textbook's practice of grounding English instruction in familiar, locally relevant contexts (Setiawan & Wiedarti, 2023). This finding suggests that Indonesian EFL teachers naturally gravitate toward contextually meaningful examples when designing video content for junior high school learners.

Student-Centered Learning (SCL) showed moderate alignment, with three videos receiving a Strong rating and five a Partial rating. Videos such as V03, V06, and V09 actively invited learner participation through discussion prompts, pre-instruction response tasks, and independent production activities, reflecting the textbook's emphasis on positioning learners as active knowledge constructors (Andriani & Hamid, 2023). However, videos V04 and V10 followed a pure lecture format throughout, providing no opportunity for learner response, which represents a significant departure from the SCL principle. This variation is consistent with Dewi and Kurniawan's (2023) finding that while Indonesian EFL teachers are

generally aware of the Merdeka Curriculum's student-centered principles, sustained application remains uneven.

Differentiated Instruction (DIF) demonstrated similarly moderate alignment, with three Strong, four Partial, and three Absent ratings. Strong DIF alignment was observed in videos that provided multiple varied examples and explicitly simplified explanations for different proficiency levels. However, the majority of videos delivered instruction through a single uniform approach without alternative entry points, falling short of the textbook's practice of offering tiered tasks and varied examples (Puspita & Suhartono, 2022). This finding reflects Murtiningsih's (2022) observation that differentiated instruction remains one of the Merdeka Curriculum principles most inconsistently applied in practice.

Technology Integration (TEC) showed the weakest overall alignment across the sample, with only two Strong ratings and five Absent ratings. Most videos functioned primarily as one-way narrated slide presentations, using YouTube as a delivery channel rather than exploiting its multimodal, interactive affordances. Only V07 and V09 demonstrated purposeful multimodal integration V07 through sequenced embedded audio recordings coordinated with worksheet tasks, and V09 through an authentic peer-produced video embedded as an enrichment model. This finding aligns with Rahmawati and Cahyono's (2023) identification of a gap between teachers' instructional intentions and their actual capacity to create technology-rich digital content, attributed partly to limited formal training in digital instructional design.

Learner Autonomy (AUT) also showed weak overall alignment, with two Strong ratings and four Absent ratings. V09 was the clearest exemplar of AUT alignment, with its multi-stage enrichment writing challenge explicitly guiding learners through independent planning, drafting, and production. V02 also achieved Strong alignment through its four-step independent writing task. Most other videos, however, concluded without explicit self-reflection prompts or suggestions for further independent practice, limiting the opportunities for learners to develop self-directed learning habits as envisioned by the Merdeka Curriculum (Kartikasari & Sumardi, 2024).

Taken together, the alignment findings suggest that while teacher-made YouTube videos for junior high school English consistently reflect the textbook's commitment to culturally meaningful content, they vary considerably in their operationalization of the remaining four Merdeka Curriculum principles. This pattern is consistent with Widiati and Febriani's (2023) observation that the degree to which supplementary digital resources reflect the textbook's instructional principles remains empirically underexplored, and suggests that targeted professional development in digital instructional design could meaningfully enhance the curriculum coherence of teacher-made video content.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

This study set out to identify the instructional strategies employed in teacher-made YouTube videos designed for junior high school English Language Teaching and to examine the extent to which these strategies align with the instructional principles embedded in the English for Nusantara Textbook under the Kurikulum Merdeka. Using qualitative content analysis of ten teacher-made videos, the study applied two self-developed frameworks, the Instructional Strategy Coding Framework (ISCF) and the English for Nusantara Textbook Alignment Framework (ENTAF), to answer these two research questions. The conclusions below synthesize the principal findings generated through this analysis.

With regard to the first research question, the study concludes that teacher-made YouTube videos for junior high school English Language Teaching are predominantly organized around explicit, teacher-directed instruction. Direct Instruction and Modeling together constitute the core instructional approach adopted across the sample, reflecting a strong reliance on explanation and demonstration as the primary means of introducing new genre-based content. Strategies that invite learner participation, namely Student Engagement, Scaffolding, Questioning Techniques, and Feedback, are present but occupy a secondary and unevenly distributed role, appearing consistently in only a small

number of videos. This pattern indicates that while teachers are generally proficient in delivering content-focused instruction, comparatively few have extended their instructional design to incorporate strategies that actively engage learners or provide graduated, dialogic support.

Concerning the second research question, the study concludes that the alignment between teacher-made YouTube videos and the instructional principles of the English for Nusantara Textbook is uneven across the five Merdeka Curriculum principles examined. Alignment is strongest for Meaningful Learning, indicating that teachers are consistently successful in grounding their instruction in culturally familiar, everyday contexts. Student-Centered Learning and Differentiated Instruction are realized inconsistently, present in some videos but largely absent in others, while Technology Integration and Learner Autonomy remain the least developed principles overall. The videos that demonstrated the broadest range of instructional strategies, particularly those incorporating Student Engagement and Scaffolding, were also the videos that achieved the strongest alignment across all five principles, suggesting that strategic diversity in instructional design is closely linked to curriculum alignment.

Taken together, these conclusions indicate that teacher-made YouTube videos represent a pedagogically meaningful but incompletely realized extension of the Merdeka Curriculum into digital instructional spaces. The consistent presence of contextually grounded, explanation-based instruction demonstrates that teachers are able to translate core curriculum values into accessible digital content. However, the limited integration of interactive, differentiated, technology-rich, and

autonomy-supporting strategies suggests that teacher-made videos have not yet fully exploited the pedagogical possibilities of the medium. This study therefore contributes to the field of English Language Teaching by offering an empirically grounded account of how the instructional strategies embedded in a national curriculum-aligned textbook are, and are not, being reproduced in teacher-generated digital supplementary materials, an area of increasing relevance as digital content assumes a larger role in Indonesian junior high school English instruction.

B. Recommendations

Based on the conclusions above, the following recommendations are proposed for three groups of stakeholders: English teachers, curriculum developers and educational institutions, and future researchers.

1. Recommendation for English Teachers

English teachers who produce instructional YouTube videos are recommended to deliberately diversify their instructional strategies beyond Direct Instruction and Modeling. Specific, achievable steps include embedding brief pause-and-respond tasks or guiding questions at regular intervals to promote Student Engagement, providing step-by-step scaffolded support before independent practice, and closing each video with a short reflective or independent task that encourages learners to apply what they have learned. Teachers are further encouraged to incorporate simple multimodal elements, such as supplementary audio, links to practice materials, or short interactive prompts, to strengthen the technological and learner-autonomy dimensions of their videos while remaining aligned with the pedagogical principles of the English for Nusantara Textbook.

2. Recommendations for Curriculum Developers and Educational Institutions

Curriculum developers and educational institutions are recommended to provide structured professional development specifically targeting the design of digital instructional materials, with particular attention to technology integration and the promotion of learner autonomy, the two principles found to be least consistently realized in this study. Practical support, such as simple design guidelines or checklists based on the Merdeka Curriculum's instructional principles, could help teachers translate curriculum values more consistently into the digital videos they produce, thereby strengthening the coherence between classroom-based instruction, textbook content, and teacher-generated supplementary materials.

3. Recommendations for Future Researchers

Future researchers are recommended to extend this study by examining a larger and more varied sample of teacher-made instructional videos, including those produced for other educational levels or other digital platforms beyond YouTube. Future studies could also complement content analysis with teacher interviews to understand the pedagogical reasoning behind instructional design choices, or investigate the relationship between the instructional strategies identified in such videos and measurable student learning outcomes. Such directions would build upon the descriptive foundation established in this study and provide a fuller understanding of how digital instructional materials contribute to curriculum implementation in Indonesian EFL contexts.

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APPENDICES

Appendix A

List of Selected YouTube Videos for Analysis

No.	Video Title	Channel Name	Topic	Duration	URL
1	Unit 1. My Class Schedule ~ Chapter 4. My School Activities ~ English for Nusantara Grade VII	Miss Putri's English Class @MissPutri EnglishClass	My school activities (Descriptive text)	11:42 minutes	YouTube .com
2	Unit 3. My Study Habits ~ Chapter 4. My School Activities ~ English for Nusantara Grade VII	Miss Putri's English Class @MissPutri EnglishClass	My school activities (Descriptive text)	9:34 minutes	YouTube .com
3	Unit 1. Look at My New Creation ~ Chapter 4. Upcycling Used Materials, English for Nusantara IX	Miss Putri's English Class @MissPutri EnglishClass	Upcycling used materials (Descriptive text)	11:19 minutes	YouTube .com

4	Chapter 3. Journeys to the Fantasy World Materi Bahasa Inggris Kelas IX SMP/MTs English for Nusantara	Irfan Suryana @IrfanSuryana	Journeys to the Fantasy World (Narrative text)	15:42 minutes	YouTube .com
5	Unit 3. Independence Day at SMP Merdeka Bahasa Inggris Kelas 8 SMP Chapter 1 Kurikulum Merdeka	Irfan Suryana @IrfanSuryana	Celebrating independence day (Recount text)	11:11 minutes	YouTube .com
6	Unit 1. Look Around You Bahasa Inggris Kelas 8 SMP Chapter 3 Love Our World Kurikulum Merdeka	Irfan Suryana @IrfanSuryana	Love our world (Procedure text)	18.47 minutes	YouTube .com
7	ENGLISH FOR NUSANTARA KELAS 9 - CHAPTER 1 EXPLORING FAUNA OF	Poetri Ardhifa @Poetri.Ard hifa	Exploring fauna of Indonesia (Report text)	20:08 minutes	YouTube .com

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8	Bahasa Inggris Kelas 8 SMP Chapter 4 Halaman 203210 Kurikulum Merdeka.	Lulu's Learning @lulus_lear ning	What happened to the sea animals? (Recount text)	15:21 minutes	YouTube .com
9	A Procedure Text! Learn How to Write a Recipe in English Easily! (Kelas 7 SMP)	Lilis Suryani @lilissuryan i_xn8uf	A secret recipe (Procedure text)	20:02 minutes	YouTube .com
10	Chapter 2 Taking Trips Materi Bahasa Inggris Kelas IX SMP/MTs English for Nusantara	Irfan Suryana @IrfanSurya na	Taking trips (Recount text)	17:56 minutes	YouTube .com

Appendix B

ISCF Coding Sheet for the Ten Teacher-Made YouTube Videos

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
V0 1	1	00:0 0	00:5 9	The teacher greets viewers and explicitly states the unit's learning objectives: the function (describing a class schedule), the language features to be studied (simple present tense, question words, short answers), and the target skills (listening, speaking, reading).	DI		Explicit, structured delivery of the lesson's scope and objectives is given before any learner response is invited, matching the DI inclusion rule.
V0 1	2	00:5 9	01:4 2	The teacher asks the viewer a series of guiding questions ("Do you see this	QUE	DI	Directing questions are posed to the viewer prior to explanation,

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				around?", "What do you call this chart?", "What do you see in the class schedule?" and then explains the components of a class schedule (time period, days of the week, school subjects).			matching QUE's guiding-question indicator; the explanation that follows is direct instruction, warranting the secondary code.
V0 1	3	01:4 5	02:1 2	Using the schedule picture as a reference, the teacher names each school subject in turn (mathematics, physical education, natural science, religious education, art	MOD		A concrete visual reference (the schedule picture) is used to anchor vocabulary comprehension, matching MOD's inclusion rule for concrete,

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				and culture, English).			observable instances of target language.
V0 1	4	02:3 2	02:4 5	Three short model dialogues (Dialog 1, 2, 3) illustrating question-and-answer exchanges about class schedules (e.g., "Do you have natural science on Wednesday?") are presented in sequence.	MOD		Sample dialogues are presented as reference models of the target communicative function, matching MOD's sample-text indicator.
V0 1	5	02:4 5	04:3 3	The teacher reads the longer Galang–Sinta dialogue line by line and translates each line into Bahasa Indonesia,	DI	MOD	The line-by-line translation and meaning explanation is structured, explicit delivery (DI);

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				explaining the intended meaning of each exchange.			the dialogue itself continues to function as a model text (secondary MOD).
V0 1	6	04:3 3	06:1 9	Five true/false comprehension questions about the Galang-Sinta dialogue are posed and immediately answered, with the teacher correcting likely misreadings (e.g., "this is false... actually Galang wants to borrow Sinta's dictionary").	QUE	FB	The items are comprehension-check questions (QUE); the explicit correction of a probable misunderstanding matches FB's correction indicator.
V0 1	7	06:1 9	10:1 9	The teacher explains how to form questions about a	DI	MOD	The structured grammar explanation

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				schedule using What, What time, and When, paired with does/has for singular subjects, supported by several worked example sentences.			constitutes DI; the paired example question- answer sentences provided alongside it function as MOD.
VO 1	8	10:1 9	11:2 6	The teacher reads Monita's class-schedule descriptive paragraph aloud as a model text, then invites viewers to answer the accompanying comprehension questions independently using the answer key	MOD	ENG	The paragraph is a sample descriptive text (MOD); inviting viewers to attempt the questions on their own matches ENG's participation- prompt indicator.

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
provided at the end of the video.							
V0 2	1	00:0 0	00:2 3	The teacher greets viewers and announces the unit's topic, Chapter 4 Unit 3, "My Study Habits."	DI		Explicit, structured presentation of the lesson topic with no learner response yet invited, matching the DI inclusion rule.
V0 2	2	00:2 3	00:4 7	The teacher asks "What things do you see in this room?" and then lists the objects shown (desk, books, pen, desk lamp, glasses, chair, book cabinet, box).	QUE	DI	A guiding question is posed to the viewer (QUE) followed immediately by vocabulary presentation (DI).
V0 2	3	00:4 7	02:1 0	The teacher reads Monita's descriptive text	MOD		A complete sample descriptive

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				about her study habits (having a study area, keeping things organized, reviewing lessons, making flash cards, having a study buddy) as a complete model paragraph.			text is read aloud as a reference for comprehension and later production, matching MOD's inclusion rule.
V02	4	02:10	03:09	A true/false comprehension exercise about Monita's text is reviewed item by item, with the teacher confirming or correcting each answer (e.g., clarifying that the statement about not having a mind map is false).	QUE	FB	The exercise consists of comprehension-check items (QUE); confirming and correcting each answer matches FB's reinforcement indicator.

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
V0 2	5	03:0 9	04:1 5	The teacher presents a second model text describing Andre's study habits (limiting screen time, developing a study plan, writing down homework, setting study goals, breaking down assignments).	MOD		A second sample text is presented as an additional reference model for the same descriptive-text type, matching MOD's inclusion rule.
V0 2	6	04:3 2	07:0 0	The teacher explains the structure of a descriptive text (identification and description) and the simple present tense rule for verb agreement (do for plural subjects, does +	DI	MOD	The structured grammar and text-structure explanation is DI; the paired example sentences drawn from the model texts

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				-s/-es for singular subjects), supported by example sentences from both model texts.			function as MOD.
V0 2	7	07:00	08:20	The teacher explains adverbs of frequency (always, usually, often, sometimes, occasionally, hardly ever, never) together with their approximate percentage meanings.	DI		Explicit, structured delivery of new vocabulary content with no example text shown for this segment, matching the DI inclusion rule.
V0 2	8	08:20	09:13	In the "Your Turn Writing" section, viewers are instructed to produce their own descriptive	ENG		Viewers are explicitly invited to perform a structured writing task

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				text about their study habits through four steps: planning and brainstorming, outlining and drafting, and writing and editing.			of their own, matching ENG's inclusion rule for tasks requiring the learner to do something.
V0 3	1	00:3 4	01:0 3	The teacher instructs viewers to look at pictures of used materials and "discuss with a friend" what the items are and what they are made of.	ENG		Viewers are explicitly invited to perform a discussion task with a peer, matching ENG's participation-prompt indicator.
V0 3	2	01:0 3	02:0 2	A recorded peer dialogue among classmates (Galang, Andre, Monita, and	MOD		A complete model conversation illustrating the target

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				others) brainstorming what to make from recycled water bottles and used pipes is played as a model conversation.			communicati ve function is presented, matching MOD's inclusion rule.
V0 3	3	02:0 2	02:1 4	Viewers are told to listen again to Audio 4.1 and then choose the correct answer for the following comprehension items.	ENG		Viewers are explicitly directed to perform a listening- and- answering task, matching ENG's inclusion rule.
V0 3	4	02:3 6	05:5 1	The teacher explains the order of adjectives (opinion, size, age, shape,	DI	MOD	The explicit grammar- rule explanation is DI; the several

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				color, origin, material, purpose) before a noun, illustrated with several worked example sentences (e.g., "a unique colorful fabric bag," "a beautiful new round wooden table").			worked example sentences accompanying it function as MOD.
V0 3	5 1	07:1 1	09:5 1	The teacher guides viewers through arranging given adjectives into the correct order one item at a time (e.g., "old plastic big bottle" → "big old plastic bottle"), checking each	SC	FB	Step-by-step guided support that is intended to move learners toward independent ordering matches SC's inclusion rule; the correction of

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				attempt against the rule and correcting an intentionally wrong example.			the intentionally wrong example matches FB.
V0 3	6 1	09:5 1	10:0 3	The teacher reassures viewers that "adjective order is about what sounds natural, not about memorizing many rules," and simplifies the requirement to using only two or three adjectives consistently.	SC		A simplified, lower-pressure version of the rule is offered as temporary support to reduce cognitive load, matching SC's guidance indicator.
V0 3	7 3	10:0 3	10:5 3	A recorded monologue by a student (Gilang) describing his "robotic arm" creation made of cardboard,	MOD	ENG	The recorded description is a sample text illustrating the target descriptive language

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				straws, elastic, and string is played, followed by an invitation for viewers to answer questions about it.			(MOD); the follow-up invitation to answer questions matches ENG.
V0 4	1	00:0 0	02:0 0	The teacher greets viewers and announces the chapter and lesson roadmap: Chapter 3, "Journeys to the Fantasy World."	DI		Explicit, structured presentation of the lesson topic with no learner response yet invited, matching the DI inclusion rule.
V0 4	2	02:0 0	04:2 5	A first set of vocabulary items is presented (was suk, brave, ordinary person, knight outfit), followed by an	DI	MOD	The grammar-rule explanation is DI; the accompanying example sentences

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				explanation of was/were usage (was for singular subjects, were for plural subjects) with example sentences such as "There was a strange message from the game" and "They were also gloves on his hands."			function as MOD.
V0 4	3	04:56	07:00	Two further vocabulary sets are presented in sequence: curiosity, sophisticated, button, fasten, glow, dizzy; and warehouse, lecturer, electrical	DI		Explicit, structured delivery of new vocabulary content with no example text shown for this segment, matching the

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				engineering, convince, future.			DI inclusion rule.
V04	4	06:00	11:06	The teacher explains the conversion of direct speech to indirect speech, covering yes/no questions (using if/whether) and WH-questions (using what, where, why, who, when, how), demonstrated through five worked transformations involving Princess Pipit and Monita.	DI	MOD	The structured grammar explanation is DI; the five worked transformation examples function as MOD.
V04	5	11:12	11:39	A third vocabulary set is presented (excited, create, press, observe, tiny).	DI		Explicit, structured delivery of new vocabulary content with

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
							no concrete example shown for this segment, matching the DI inclusion rule.
V0 4	6	11:3 9	15:0 9	The teacher explains narrative text and its four stages orientation (setting and characters), complication (a sequence of unusual or problematic events), resolution (efforts to solve the problem), and coda (an optional overall evaluation).	DI		Explicit, structured delivery of conceptual knowledge about generic text structure with no concrete sample narrative shown, matching the DI inclusion rule.

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
V05	1	00:00	01:10	The teacher greets viewers and introduces the day's topic, Unit 3 "Independence Day" within Chapter 1.	DI		Explicit, structured presentation of the lesson topic with no learner response yet invited, matching the DI inclusion rule.
V05	2	01:10	03:33	A vocabulary list is presented and defined: foundation, platform, fall, lead/led, beat, thrilled, tight, steady, hilarious.	DI		Explicit, structured delivery of new vocabulary content with no concrete example text shown for this segment, matching the DI inclusion rule.
V05	3	03:38	06:31	The teacher explains the three-part	DI		Explicit, structured delivery of

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				structure of a recount text orientation (background information), record of events (chronological events), and comment (an evaluation of the events' significance).			conceptual knowledge about generic text structure with no concrete sample text shown yet, matching the DI inclusion rule.
V0 5	4	06:31	09:49	The teacher walks through a sample Independence Day recount text, pointing out which sentences correspond to the orientation stage (who, when, where) and which belong to the record of events.	MOD	DI	A concrete sample text is used as the reference for identifying generic structure, matching MOD's inclusion rule; the accompanying labelling

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
							explanation is also DI.
V0 5	5	09:52	10:31	The teacher closes by inviting viewers to write any questions, opinions, or ideas in the comments column, saying "please don't be shy... we learn together on this platform."	ENG		Viewers are explicitly invited to take a specific action (write in the comments), matching ENG's participation-prompt indicator.
V0 6	1	02:18	04:00	The teacher poses four situational questions to viewers ("What do you usually do when your hands are dirty?", when holding a used plastic bag, when seeing a	QUE	MOD	Questions are directed at the viewer to stimulate reflection (QUE); the example answer given for each situation functions as a modeled

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				running tap, when a light is left on) and provides her own example answer for each.			response (MOD).
V0 6	2	06:01	07:09	A vocabulary list is presented and defined: reduce, container, environment, trash, trash bin, plastic waste, full, leaving, reminding, littering.	DI		Explicit, structured delivery of new vocabulary content with no concrete example text shown for this segment, matching the DI inclusion rule.
V0 6	3	07:12	07:59	Before explaining what a presentation is, the teacher asks viewers to write their own definition of "presentation" in	ENG		Viewers are explicitly invited to perform a specific written task before instruction is

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				the comments column.			given, matching ENG's participation-prompt indicator.
VO 6	4	08:08	14:08	The teacher explains the four-stage structure of an oral presentation opening, stating the goal, showing the steps, and closing with two to three alternative example expressions provided for each stage.	DI	MOD	The structured explanation of presentation stages is DI; the multiple alternative example expressions for each stage function as MOD.
VO 6	5	14:08	17:06	A recorded student presentation by Alif Hendra on	MOD		A complete authentic example of the target

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				how to wash hands without wasting water is played, explicitly mapped onto the four presentation stages just taught.			spoken genre is presented as a reference model, matching MOD's inclusion rule.
V0 6	6	17:10	18:01	The teacher closes by inviting viewers to ask questions or share opinions and suggestions in the comments and to subscribe to the channel.	ENG		Viewers are explicitly invited to take specific actions (comment, subscribe), matching ENG's participation-prompt indicator.
V0 7	1	01:28	02:53	The teacher poses three picture-based questions ("What animal is it?", "What do	QUE	MOD	Questions directed at the viewer match QUE; the model answers

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				you know about this animal?", "Can you name other animals native to Indonesia?") and provides model answers for each (bekantan; "it's like a monkey"; Komodo, Bali starling).			supplied for each question function as MOD.
V0 7	2	03:00	04:28	Worksheet 1.1, a fill-in-the-gap listening task about Bekantan's physical features, is reviewed with the teacher reading the completed sentences (weight, head	ENG	FB	The worksheet requires the viewer to listen and complete gaps, matching ENG's structured-practice indicator; reviewing and

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				length, scientific name).			confirming each answer matches FB.
V0 7	3	04:28	08:24	Worksheet 1.2's six true/false statements about Bekantan's habitat are read aloud, with the teacher stating the correct answer and a brief corrective reason for each false item (e.g., "the statement is false because there are actually many bekantan in the Borneo forest").	QUE	FB	The items are comprehension-check questions (QUE); the corrective reasoning given for each false statement matches FB's correction indicator.
V0 7	4	08:28	10:39	Using a dialogue about Bekantan's behavior, diet, and predators,	SC	ENG	The pre-organized categories function as a graphic-

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				viewers are guided to sort information into the pre-labelled categories (behavior, diet, predators) on worksheets 1.3 and 1.4.			organizer support that helps learners process the dialogue, matching SC; the requirement to actively sort the information matches ENG.
V0 7	5	10:4 3	13:3 9	The teacher explains noun groups (a head noun modified by one or more adjectives, e.g., "a long-nose monkey," "a reddish brown monkey") and then walks through a worksheet	DI	MOD	The grammar-concept explanation is DI; the underlined example sentences used as reference instances of noun groups

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				exercise underlining noun groups in five example sentences.			function as MOD.
V0 7	6	13:4 3	19:1 1	Audio 1.5, an information report about orangutans and helmeted hornbills, is used to complete worksheet 1.6 (appearance, habitat, behavior, diet, predators, conservation status), with the teacher supplying each answer in turn.	MOD	ENG	The completed information- report template functions as a reference model of the target genre (MOD); the listening task itself requires active viewer engagement (ENG).
V0 7	7	19:1 1	19:5 3	The teacher invites viewers to play a guessing game with classmates,	ENG		Viewers are explicitly invited to perform a peer activity

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				taking turns describing an animal's features ("Is it big? Is it a mammal? Is it a reptile?") for others to identify.			beyond the video itself, matching ENG's participation-prompt indicator.
V0 8	1	00:4 2	02:1 0	Picture-based vocabulary matching (dolphin, sea lion, sea turtle) is followed by the questions "What happened to the sea animals in the pictures?" and "How do you think it happened?", each answered with a model response (their home is polluted	QUE	DI	The questions directed at the viewer match QUE; the surrounding vocabulary and concept explanation is DI.

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				by plastic waste; some people are not aware of how their actions can harm the environment).			
V0 8	2	02:4 3	04:3 3	A dialogue among Andre, Monita, and Galang about plastic pollution in the oceans is read aloud as a complete model conversation.	MOD		A complete model dialogue illustrating the target content and reported-speech source material is presented, matching MOD's inclusion rule.
V0 8	3	04:4 4	06:3 3	Using a table that organizes "what was said/asked" and "who said/asked it," the teacher	SC	DI	The pre-structured table functions as a support frame that

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				models how to convert lines from the dialogue into reported speech (e.g., "Monita said that...", "Andre asked that...").			helps learners apply reported speech to the dialogue, matching SC; the modeling of each conversion is also direct instruction.
V08	4	06:36	08:00	Viewers are asked to describe, in Indonesian if needed, what type of plastic item (plastic bag, fishing net, plastic straw) is troubling each sea turtle shown in the pictures.	ENG		Viewers are explicitly invited to produce their own description in response to the pictures, matching ENG's participation-prompt indicator.
V08	5	08:00	09:11	Two further picture-based	QUE	MOD	The picture-based

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				questions about turtles holding a "no more plastic" sign are posed and answered (the turtles look sad because their home is polluted by plastic waste; the sign asks people to protect the environment).			comprehension questions match QUE; the model answers supplied for each function as MOD.
V08	6	09:56	12:04	The reading text about a team of scientists rescuing an injured sea turtle with a plastic straw lodged in its nose is read aloud and translated sentence by sentence.	MOD	DI	The reading text is a complete sample narrative used as a reference for comprehension (MOD); the line-by-line translation is structured

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
							direct instruction.
V0 8	7	12:04	15:19	An eight-item true/false comprehension exercise based on the reading text is reviewed, with the teacher giving the correct answer and a corrective explanation for each false item (e.g., "false, because the team was from Texas University, not Costa Rica").	QUE	FB	The exercise items are comprehension-check questions (QUE); the corrective explanation provided for each false item matches FB's correction indicator.
V0 9	1	01:24	01:57	Cooking-utensil vocabulary (ladle, spoon, fork, wok, saucepan, spatula, stove, pan, tongs, knife, napkin,	ENG		Viewers are explicitly invited to perform an action alongside the teacher (repeat

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				chopsticks) is introduced with "Let's say them together. Listen and repeat."			aloud), matching ENG's inclusion rule.
V0 9	2	02:2 1	02:4 7	Action-verb vocabulary (heat, cut, stir, mix, turn on, pour, put in) is introduced with the same "listen and repeat" practice instruction.	ENG		Viewers are again explicitly invited to repeat the vocabulary aloud, matching ENG's inclusion rule.
V0 9	3	02:4 8	03:5 7	Viewers are told to pause the video and complete worksheet 2.19, matching each action verb to its suitable description (e.g., "heat the oil in the pan"), with	ENG	FB	Viewers are explicitly directed to pause and complete a structured matching task (ENG); the subsequent answer

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				answers reviewed afterward.			review matches FB's reinforcemen t indicator.
V0 9	4	04:0 3	05:3 0	A complete fried- rice recipe (cooking utensils, ingredients, and steps) is read aloud as a model procedure text.	MOD		A complete sample procedure text is presented as a reference model, matching MOD's inclusion rule.
V0 9	5	05:3 5	06:2 3	The teacher explains what a procedure text is and its three- part structure goal, materials/ingred ients, and steps using sequencing connectors (first, then, next, after	DI	MOD	The structured explanation of generic structure is DI; mapping it onto the previously read recipe text functions as MOD.

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				that, finally), mapping the fried-rice recipe onto this structure.			
V0 9	6 1	08:4 1	09:5 6	The teacher explains how to form positive imperatives (bare verb at the start), negative imperatives (don't + verb), and polite imperatives (with please), then has viewers pause and write instructions for five given situations before reviewing the answers.	DI	ENG	The grammar-rule explanation is DI; the pause-and-write practice task that follows matches ENG's inclusion rule.
V0 9	7 8	11:4 8	13:0 1	Viewers are told to pause the video and arrange a set of	ENG	MOD	The pause-and-sequence task requires

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				pictures into the correct order for making banana fritters; the teacher then reviews the correct sequence and writes out the full procedure text.			active viewer participation, matching ENG; the resulting completed procedure text functions as MOD.
V0 9	8 2	13:5 2	16:5 1	In a guided "Your Turn - Writing" section, the teacher elicits ingredients, tools, and action verbs for a sweet-potato-fritters recipe from viewers before jointly constructing the full procedure text.	SC	ENG	The step-by-step elicitation before revealing the model answer functions as temporary support that fades toward independent construction, matching SC; the requirement

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
							for active viewer contribution matches ENG.
V0 9	9	17:0 1	18:3 5	In the closing "Enrichment Writing" challenge, viewers are guided through planning, drafting, and editing an original procedure text on a food of their choice, and encouraged to record a video presenting it, followed by an example video of a real student cooking and narrating her own recipe.	ENG	MOD	Viewers are explicitly invited to independently produce and record their own text, matching ENG; the authentic student-made video functions as a further reference model (MOD).

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
V1 0	1	01:13	02:05	A vocabulary list (walk, observe, take notes, label, get into, fly, tree, flower, clipboard, herbal plant) is presented and defined.	DI		Explicit, structured delivery of new vocabulary content with no concrete example text shown for this segment, matching the DI inclusion rule.
V1 0	2	02:05	04:50	The teacher explains how to form past-tense questions using did, when, and how, paired with model question-answer pairs (e.g., "Did you go to the National Park?" / "Yes, I did").	DI	MOD	The grammar-rule explanation is DI; the accompanying question-answer pairs function as MOD.
V1 0	3	04:50	07:39	The teacher explains how to	DI	MOD	The grammar-

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				answer past-tense questions using positive and negative sentences, including the didn't contraction rule, with several example sentences.			rule explanation is DI; the accompanying example sentences function as MOD.
V1 0	4	07:3 9	14:2 0	Three further vocabulary sets are presented in sequence: travel-related terms (excursion, important, scary, depart/departed, pack/packed, excited, north, thrilling); connectors (once, as soon as, before, after); and	DI		Explicit, structured delivery of new vocabulary content across three consecutive sets with no example text shown, matching the DI inclusion rule.

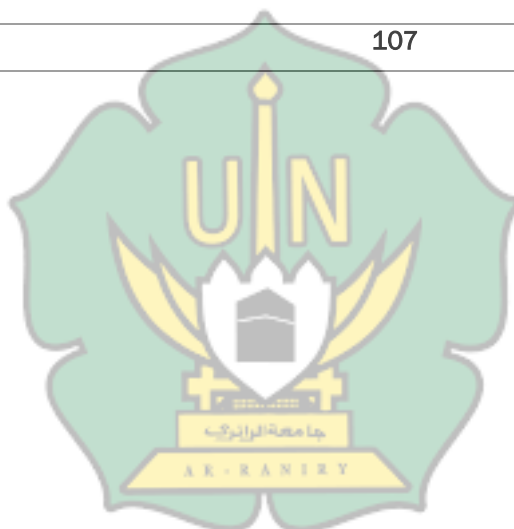
ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
				nature/adventure terms (hike/hiked, realize/realized, landscape, peak, treasures, snorkeling).			
V10	5	14:34	15:18	The teacher explains how to combine past continuous and past tense to describe two events occurring at the same time in the past, illustrated with one worked example about turtles swimming.	DI	MOD	The grammar-rule explanation is DI; the single worked example sentence function as MOD.
V10	6	15:36	15:59	The teacher lists the features of a recount text: title, orientation, record of events, and comment.	DI		Explicit, structured delivery of conceptual knowledge about

ID	Seg No.	Start	End	Description / Transcript Excerpt	ISCF Code	2nd Code	Justification
							generic structure with no example text shown, matching the DI inclusion rule.
V1 0	7	16:0 1	17:2 3	The teacher explains the haiku structure (three lines with a 5-7-5 syllable pattern) and verifies the syllable count of a sample haiku about a sea turtle line by line.	DI	MOD	The structural rule explanation is DI; the worked syllable-count verification of the sample haiku functions as MOD.

Appendix C

Overall Frequency of Each Instructional Strategy

Code	Strategy	Total Instances	% of Total Instances
DI	Direct Instruction	34	31.8%
MOD	Modeling	31	29.0%
SC	Scaffolding	5	4.7%
QUE	Questioning Techniques	10	9.3%
ENG	Student Engagement Strategies	20	18.7%
FB	Feedback and Reinforcement	7	6.5%
Total		107	100.0%



Appendix D

ENTAF Alignment Sheet for the Ten Teacher-Made YouTube Videos

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
V01	SCL	Manifested through inquiry tasks, collaborative activities, and reflection sections that position learners as active knowledge constructors.	The video includes guiding questions ("Do you see this around?") and comprehension-check items, but all are answered immediately by the teacher with no space for independent inquiry or peer collaboration.	00:59; 04:33	Partial	Reflective and comprehension questions engage the viewer cognitively, consistent with SCL, but no independent inquiry or collaborative task is offered as the Textbook describes, so alignment is Partial.
V01	DIF	Addressed through tiered	Each grammar point (e.g.,	06:19–10:19	Absent	No varied explanations, tiered tasks, or

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		tasks and varied examples offering multiple entry points to the same learning objective.	question-word usage) is delivered through a single uniform explanation with no alternative example, simplified version, or tiered task for differing proficiency levels.			alternate entry points to the same content are observed, showing no evidence of differentiation as defined by DIF.
VO 1	MNL	Exemplified through culturally situated examples drawn from Indonesian everyday life.	Examples are built around a class schedule, common school subjects, and a dialogue between students	01:45; 02:45	Strong	The schedule and student dialogue are authentic, culturally familiar situations directly drawn from Indonesian learners'

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
			Galang and Sinta about borrowing a dictionary.			everyday school life, closely matching how the Textbook manifests MNL.
V0 1	TEC	Textbook directs students to digital supplementary activities and multimodal resources.	On-screen visual aids (the schedule chart, subject pictures) support vocabulary instruction, but function only as static images without further interactive or annotated multimodal elements.	01:19; 01:45	Partial	YouTube's visual affordance supports vocabulary instruction, but its use is limited to static image display without further multimodal interactivity, so alignment with TEC is Partial.
V0 1	AUT	Fostered through self-	At the end, viewers are told to "try to	11:15	Partial	A brief independent-practice prompt

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		reflection tasks, independent practice sections, and prompts to seek additional learning beyond the textbook.	answer the questions below... you can see the key at the end of this video," prompting independent practice without step-by-step teacher guidance.			is present, consistent with AUT, but it is not accompanied by explicit self-monitoring or reflection guidance, so the alignment is Partial.
V02	SCL	Manifested through inquiry tasks, collaborative activities, and reflection sections that position learners as	The "Your Turn Writing" section requires viewers to plan, outline, draft, and edit their own descriptive text about their own study habits.	08:20	Partial	A production task requiring active learner output is present, consistent with SCL, but it is an individual writing task without the collaborative or inquiry-based scaffolding the

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		active knowledge constructors.				Textbook provides, so Partial.
V0 2	DIF	Addressed through tiered tasks and varied examples offering multiple entry points to the same learning objective.	Two parallel example texts (Monita's and Andre's study habits), using different phrasing and content, are presented as two reference points for the same descriptive-text objective.	00:47; 03:09	Partial	Two varied examples offer more than one entry point to the same concept, but no explicitly tiered or leveled tasks for differing abilities are provided, so Partial.
V0 2	MNL	Exemplified through culturally situated examples	The Monita and Andre examples (organizing a study corner,	00:47; 03:09	Strong	The examples are drawn directly from everyday Indonesian

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		drawn from Indonesian everyday life.	using flash cards, limiting screen time, doing homework after school) reflect authentic, relatable Indonesian student routines.			student life and study routines, closely matching the Textbook's MNL manifestation through culturally situated, real-life examples.
V0 2	TEC	Textbook directs students to digital supplementary activities and multimodal resources.	The video consists of spoken narration over static slide text with background music, with no embedded audio dialogue or other	through out	Absent	No purposeful multimodal affordance beyond plain narrated text is observed; the video functions purely as a one-way delivery channel, showing no evidence of TEC.

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
			interactive digital element.			
V02	AUT	Fostered through self-reflection tasks, independent practice sections, and prompts to seek additional learning beyond the textbook.	The closing "Your Turn Writing" section requires learners to independently plan, draft, and edit their own text through a four-step process without teacher-led modeling of the learner's own content.	08:20	Strong	The explicit four-step independent writing process requires learners to take ownership of producing their own text, closely matching the Textbook's independent-practice manifestation of AUT.
V03	SCL	Manifested through inquiry tasks, collaborative	Viewers are explicitly invited to "discuss with a friend" the upcycling	00:34; 01:03	Strong	The discussion prompt positions the learner as an active co-constructor of

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		activities, and reflection sections that position learners as active knowledge constructor s.	pictures and to brainstorm possible product ideas before the teacher's own explanation is given.			ideas with a peer prior to receiving content, closely matching the Textbook's inquiry/collaborative-task manifestation of SCL.
V03	DIF	Addressed through tiered tasks and varied examples offering multiple entry points to the same learning objective.	Adjective order is explained through several worked examples of increasing complexity, and the rule is then explicitly simplified ("use two or three adjectives	04:07 – 05:51; 09:51 – 10:03	Strong	Multiple varied examples plus an explicit simplified version for SMP-level learners offer multiple entry points to the same objective, closely matching the Textbook's tiered-task manifestation of DIF.

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
			only... be consistent and focus on meaning").			
V03	MNL	Exemplified through culturally situated examples drawn from Indonesian everyday life.	The upcycling discussion uses items available at the learners' own school (water bottles, used pipes), and the robotic-arm model is made from cardboard, straws, and string.	01:22; 10:03	Strong	The upcycling examples are grounded in materials and contexts directly available in Indonesian students' everyday school environment, matching the Textbook's culturally situated MNL manifestation.
V03	TEC	Textbook directs students to digital supplementary activities	The video embeds a recorded peer dialogue (Audio 4.1) and a	01:03; 10:03	Partial	Embedded audio segments add a multimodal listening component consistent with

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		and multimodal resources.	separate recorded monologue about the robotic arm as multimodal listening materials integrated into the lesson sequence.			TEC, but their use is limited to passive listening without further interactive digital tasks, so Partial.
V03	AUT	Fostered through self-reflection tasks, independent practice sections, and prompts to seek additional learning	No explicit self-reflection prompt or independent-study suggestion beyond the assigned comprehension questions tied to the listening	through out	Absent	The video provides guided comprehension tasks but no explicit prompt encouraging learners to monitor their own understanding or seek further learning independently, so no evidence

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		beyond the textbook.	segments is present.			of AUT is observed.
V04	SCL	Manifested through inquiry tasks, collaborative activities, and reflection sections that position learners as active knowledge constructors.	The lesson is delivered entirely direct vocabulary and grammar explanation; no question is posed to the viewer and no task invites a learner response.	through out	Absent	The entire video follows a pure-lecture format with no inquiry task, discussion prompt, or learner-response opportunity, showing no evidence of the active-participation principle that defines SCL.
V04	DIF	Addressed through tiered tasks and varied examples offering multiple	Direct/indirect-speech transformation is illustrated through five separate worked	06:00–11:06	Partial	Multiple worked examples provide varied entry points into the same grammar rule, but they follow a single

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		entry points to the same learning objective.	examples (Princess Pipit's question, two of Monita's questions, yes/no, and WH-question types).			explanatory approach without simplified alternatives or tiered tasks, so Partial.
VO 4	MNL	Exemplified through culturally situated examples drawn from Indonesian everyday life.	Example sentences use a fantasy-narrative character (Princess Pipit) and Monita's questions about a fictional school (SMP Merdeka) rather than the learner's own real-life experiences.	06:00–10:23	Partial	While Monita's questions reference a recognizably Indonesian school name, the fantasy-narrative framing of the examples is not grounded in students' own authentic communicative situations, so Partial.

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
V04	TEC	Textbook directs students to digital supplementary activities and multimodal resources.	Vocabulary and grammar content is presented as narrated text on slides, with no embedded audio dialogue, interactive annotation, or other multimodal element.	through out	Absent	The video functions purely as a one-way narrated slide presentation without purposeful use of YouTube's multimodal affordances, showing no evidence of TEC.
V04	AUT	Fostered through self-reflection tasks, independent practice section, or independent practice sections, and prompts to seek	No self-reflection task, independent-practice section, or prompt to study further is included; the lesson proceeds	through out	Absent	The lesson contains no explicit suggestion for self-directed practice or self-monitoring, so no evidence of AUT is observed.

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		additional learning beyond the textbook.	directly through content delivery to closing remarks.			
V05	SCL	Manifested through inquiry tasks, collaborative activities, and reflection sections that position learners as active knowledge constructors.	The teacher invites viewers to write questions, opinions, or ideas in the comments column ("please don't be shy... we learn together on this platform").	10:15	Partial	The invitation for learner voice shows some intent toward active participation consistent with SCL, but it arrives only as a closing remark rather than an embedded inquiry or collaborative task, so Partial.
V05	DIF	Addressed through tiered tasks and	Each vocabulary item and structural	through out	Absent	No varied examples, tiered tasks, or multiple entry

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		varied examples offering multiple entry points to the same learning objective.	stage of the recount text is explained only once, in a single explanatory pass, with no alternative phrasing or simplified version offered.			points to the same content are observed, showing no evidence of differentiation per DIF.
V05	MNL	Exemplified through culturally situated examples drawn from Indonesian everyday life.	The recount text example is built around Indonesia's Independence Day (17 August) celebration, a nationally significant event experienced by the	06:31	Strong	The topic and example text are directly grounded in a culturally significant Indonesian event experienced by students, closely matching the Textbook's MNL manifestation through

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
			students themselves.			culturally situated examples.
V05	TEC	Textbook directs students to digital supplementary activities and multimodal resources.	The video is delivered as narrated text on slides with no embedded audio/visual interactive component beyond basic text display.	through out	Absent	No purposeful multimodal affordance beyond narration over static slide text is observed, so no evidence supports TEC.
V05	AUT	Fostered through self-reflection tasks, independent practice sections, and prompts to seek additional learning	The closing invitation to comment with questions, opinions, or suggestions offers learners an avenue to extend their own engagement	10:15–10:31	Partial	The comment-section invitation is a minimal nudge toward learner-initiated engagement consistent with AUT, but it lacks an explicit self-reflection or structured independent-

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		beyond the textbook.	beyond the video, though briefly and informally.			practice task, so Partial.
V06	SCL	Manifested through inquiry tasks, collaborative activities, and reflection sections that position learners as active knowledge constructors.	Viewers are asked situational questions and explicitly invited to write their own definition of "presentation" in the comments before the official explanation is given.	02:18; 07:12	Strong	Inviting learners to generate their own definition before receiving instruction positions them as active knowledge constructors, closely matching the Textbook's inquiry-based manifestation of SCL.
V06	DIF	Addressed through tiered tasks and varied	Each of the four presentation stages is illustrated	08:08–14:08	Strong	Multiple alternative expressions are explicitly provided for

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		examples offering multiple entry points to the same learning objective.	with two to three alternative example expressions (e.g., two ways to open a presentation, three ways to state a goal).			each stage, giving learners several equally valid ways to achieve the same communicative goal, closely matching DIF's varied-examples manifestation.
V06	MNL	Exemplified through culturally situated examples drawn from Indonesian everyday life.	The model presentation is about handwashing without wasting water, a daily hygiene practice directly relevant to students' everyday lives and the chapter's	14:08	Strong	The practiced topic is an authentic, everyday practice relevant to Indonesian students' daily routines and the unit's environmental theme, closely matching MNL's everyday-life manifestation.

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
			environmental theme.			
V06	TEC	Textbook directs students to digital supplementary activities and multimodal resources.	An embedded recording of a real student's own presentation is included as supplementary audio-visual material alongside the teacher's slide narration.	14:08	Partial	The embedded student-recorded example adds a degree of authentic multimodal material, but the rest of the video remains largely a one-way slide lecture, so alignment with TEC is Partial.
V06	AUT	Fostered through self-reflection tasks, independent practice sections,	Viewers are invited to write their own definition of "presentation" independently	07:12; 17:10	Partial	The activity briefly requires learners to generate their own response before correction, consistent with

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		and prompts to seek additional learning beyond the textbook.	y before being shown the answer, and the closing remarks invite further independent engagement via comments.			AUT, but it lacks a structured self-monitoring or extended independent-practice task, so Partial.
V07	SCL	Manifested through inquiry tasks, collaborative activities, and reflection sections that position learners as active knowledge	Viewers are asked to answer open picture-based questions themselves and are invited to play a peer guessing game using descriptive clues at the end.	01:28; 19:11	Partial	Open-ended questions and a peer game both invite active participation, consistent with SCL, but most of the video consists of teacher-led worksheet review rather than learner-driven inquiry, so Partial.

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
constructor s.						
V07	DIF	Addressed through tiered tasks and varied examples offering multiple entry points to the same learning objective.	Information about Bekantan, orangutans, and helmeted hornbills is each delivered through an identical procedural sequence (listening audio, fill-in worksheet, teacher-provided answer).	through out	Absent	All three animals are processed through the same fixed template without varied difficulty levels or alternative approaches, showing no evidence of differentiation as defined by DIF.
V07	MNL	Exemplified through culturally situated examples drawn from	The lesson focuses on Bekantan (from Kalimantan) and	00:36; 02:35	Strong	The content is explicitly grounded in Indonesia's own native wildlife and ecological

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		Indonesian everyday life.	orangutans (from Borneo), connecting language content to Indonesia's own native wildlife and conservation issues.			context, closely matching the Textbook's culturally situated MNL manifestation.
V07	TEC	Textbook directs students to digital supplementary activities and multimodal resources.	Multiple distinct embedded audio recordings (Audio 1.1 through 1.5) are purposefully sequenced with their corresponding worksheet tasks throughout the video.	03:13; 13:46	Strong	Several distinct embedded audio segments are purposefully integrated with corresponding worksheet tasks, reflecting intentional multimodal use consistent with TEC's video-indicator criteria.

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
V07	AUT	Fostered through self-reflection tasks, independent practice sections, and prompts to seek additional learning beyond the textbook.	The closing guessing-game activity invites learners to "play this activity with your classmates," encouraging continued practice beyond the video itself.	19:11	Partial	A prompt for further independent peer practice is present, consistent with AUT, but it lacks an explicit self-monitoring or reflective component, so Partial.
V08	SCL	Manifested through inquiry tasks, collaborative activities, and reflection sections that position	Viewers are asked open questions about the cause of ocean plastic pollution and invited to describe pictured plastic items in their own	01:57; 06:36	Partial	Open-response questions inviting personal interpretation support active participation, consistent with SCL, but the bulk of the video remains teacher-led

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		learners as active knowledge constructors.	words, Indonesian if needed.			worksheet review rather than learner-driven inquiry, so Partial.
V08	DIF	Addressed through tiered tasks and varied examples offering multiple entry points to the same learning objective.	For the picture-description task, learners may answer "in Bahasa Indonesia or English," explicitly accommodating different language-proficiency levels for that one task.	06:36	Partial	Allowing either language for one task offers a flexible entry point consistent with DIF, but this accommodation is not extended across the rest of the video's exercises, so Partial.
V08	MNL	Exemplified through culturally situated examples	The lesson addresses ocean plastic pollution and its impact on	00:42; 09:56	Strong	The marine-plastic-pollution topic is an authentic, real-life

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		drawn from Indonesian everyday life.	sea animals, a real-world environment al issue with direct relevance to Indonesia as an archipelagic nation.			environmental issue directly relevant to students' lived context, closely matching the Textbook's MNL manifestation.
V08	TEC	Textbook directs students to digital supplementary activities and multimodal resources.	The video is delivered through narrated slides with static picture displays, with no embedded audio dialogue or other interactive multimodal element.	through out	Absent	The video functions as a one-way narrated presentation with images serving only as illustration, with no further purposeful multimodal affordance observed, so no evidence supports TEC.
V08	AUT	Fostered through	No explicit invitation for	through out	Absent	The lesson consists entirely

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		self-reflection tasks, independent practice sections, and prompts to seek additional learning beyond the textbook.	independent study, self-reflection, or further inquiry beyond the assigned worksheet items is present anywhere in the video.			of teacher-guided worksheet completion without any explicit prompt for learners to monitor their own understanding or pursue further learning independently, so no evidence of AUT is observed.
V09	SCL	Manifested through inquiry tasks, collaborative activities, and reflection sections that	The video repeatedly pauses for viewers to complete tasks independently before answers are revealed (matching	02:48; 11:48; 17:01	Strong	Multiple embedded pause-and-complete tasks plus an authentic student-produced example position learners as

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		position learners as active knowledge constructor s.	exercise, sequencing exercise, imperative writing, and the final open writing challenge), and closes with a real student's own recipe video.			active producers of content, closely matching the Textbook's task-based, learner-centered manifestation of SCL.
V09	DIF	Addressed through tiered tasks and varied examples offering multiple entry points to the same learning objective.	The same procedure-text structure is practiced through three recipes of increasing learner responsibility : fried rice as a fully modeled example, banana	04:03; 13:52; 17:01	Strong	The graduated sequence from fully modeled to guided to independent practice offers multiple entry points and scaffolded levels of support for the same objective, closely matching DIF's

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
			fritters as a guided co-construction, and sweet potato fritters as an independent "your turn" task.			tiered-task manifestation.
VO 9	MNL	Exemplified through culturally situated examples drawn from Indonesian everyday life.	The lesson centers on cooking fried rice and fritters, everyday food-preparation activities common in Indonesian households, and closes with a real student cooking and narrating her own recipe.	04:09; 18:42	Strong	The cooking content and the authentic student-made video are directly grounded in everyday domestic activity and learners' real lives, closely matching the Textbook's MNL manifestation through culturally

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
						situated, real-life examples.
V09	TEC	Textbook directs students to digital supplementary activities and multimodal resources.	An authentic video of a real student cooking and narrating her own recipe in English is embedded as a model of the target task, in addition to the teacher's own slides and narration.	18:42–19:36	Strong	The embedded peer-made video adds an authentic, purposefully integrated multimodal resource beyond simple narration, reflecting intentional use of YouTube's affordances to enhance learning, consistent with TEC.
V09	AUT	Fostered through self-reflection tasks, independent practice	The closing "Enrichment Writing" section guides viewers through	17:01–18:35	Strong	The explicit multi-stage independent writing and self-recording challenge requires

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		sections, and prompts to seek additional learning beyond the textbook.	planning, drafting, and editing their own original procedure text, and further encourages them to record a video presenting it.			learners to take ownership of producing and sharing their own work beyond the video, closely matching the Textbook's self-directed practice manifestation of AUT.
V10	SCL	Manifested through inquiry tasks, collaborative activities, and reflection sections that position learners as active	The entire video is delivered as continuous vocabulary and grammar exposition; no question is posed to the viewer and no task invites a response,	through out	Absent	The lesson follows a pure-lecture format from beginning to end with no learner-response opportunity of any kind, showing no evidence of the active-participation

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		knowledge constructor s.	write, or discussion.			principle defining SCL.
V10	DIF	Addressed through tiered tasks and varied examples offering multiple entry points to the same learning objective.	Each grammar point (past-tense questions, positive/negative answers, past continuous + past tense combination) is illustrated with one or two worked examples following an identical explanatory pattern.	through out	Partial	A small number of paired examples offer minimal variation in entry point, but no genuinely differentiated approaches or tiered tasks for varying learner levels are present, so Partial.
V10	MNL	Exemplified through culturally situated	Example sentences use travel-related,	02:30; 14:34	Strong	The travel and nature-exploration examples are

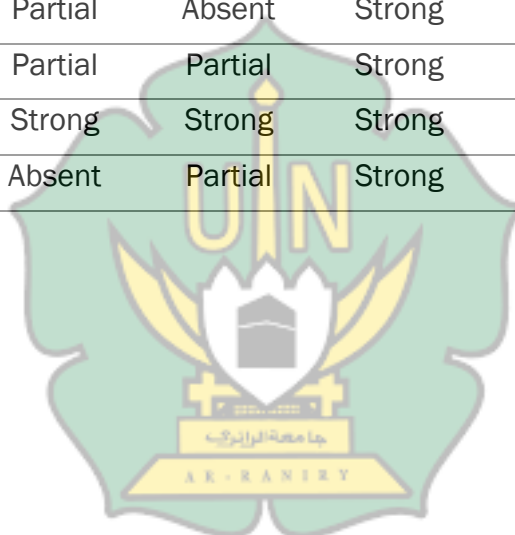
ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
		examples drawn from Indonesian everyday life.	ecotourism contexts (national park visits, hiking, snorkeling, green sea turtles) reflecting authentic travel and nature-exploration experiences.			grounded in authentic, real-world communicative situations relevant to students' own potential travel experiences, closely matching the Textbook's MNL manifestation.
V10	TEC	Textbook directs students to digital supplementary activities and multimodal resources.	The video is delivered entirely through narrated slides with vocabulary lists and example sentences in text form; no embedded audio	through out	Absent	No purposeful multimodal affordance beyond plain narrated slide text is observed throughout the video, so no evidence supports TEC.

ID	Principle	Textbook Manifestation (Ch. II)	Video Evidence / Excerpt	Time-stamp	Rating	Justification
			dialogue, video clip, or other multimodal element is used.			
V10	AUT	Fostered through self-reflection tasks, independent practice sections, and prompts to seek additional learning beyond the textbook.	No self-reflection task, independent-practice section, or suggestion for further study is included; the lesson proceeds directly from grammar explanation to closing remarks.	through out	Absent	The video contains no explicit prompt encouraging learners to monitor their own understanding or pursue learning independently beyond the lesson content, so no evidence of AUT is observed.

Appendix E

Alignment Rating by Video and Principle

Video ID	SCL	DIF	MNL	TEC	AUT
V01	Partial	Absent	Strong	Partial	Partial
V02	Partial	Partial	Strong	Absent	Strong
V03	Strong	Strong	Strong	Partial	Absent
V04	Absent	Partial	Partial	Absent	Absent
V05	Partial	Absent	Strong	Absent	Partial
V06	Strong	Strong	Strong	Partial	Partial
V07	Partial	Absent	Strong	Strong	Partial
V08	Partial	Partial	Strong	Absent	Absent
V09	Strong	Strong	Strong	Strong	Strong
V10	Absent	Partial	Strong	Absent	Absent



Appendix F Autobiography (Daftar Riwayat Hidup penulis)

CURRICULUM VITAE

Name : Fathiya Rahma
 Gender : Female
 Place/Date of Birth : Meureudu / 13 Januari 2001
 Address : Jln. Punge Blang Cut, Banda Aceh, Jaya Baru, Aceh.
 23233
 Nationality : Indonesian
 Religion : Islam
 Status : Student
 Faculty / Department : Faculty of Tarbiyah and Teacher Training / English
 Language Education Study Program
 Phone No. : 083125935407
 Email : fattrahma@gmail.com

Educational Background

Elementary School (Year) : MIN Dayah Kruet (2007 - 2009)
 Elementary School (Year) : SDN 18 Banda Aceh (2009 - 2013)
 Junior High School (Year) : SMPN 17 Banda Aceh (2013 - 2016)
 Senior High School (Year) : SMAN 3 Banda Aceh (2016 - 2019)

Parental Information

Father's Name : Hasballah M
 Father's Occupation : Administration Staff
 Mother's Name : Marlina Ilyas
 Mother's Occupation : Business Owner
 Address : Jln. Punge Blang Cut, Banda Aceh, Jaya Baru, Aceh.
 23233

