

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains the researchers' conclusions and recommendations based on the findings and discussions regarding the alignment of learning outcomes per element for phase D in the English textbook with the Merdeka curriculum.

A. Conclusions

1. The study aims to explain the accessibility of learning outcomes per element for phase D in English textbooks and to analyse the accordance in English textbooks based on the Merdeka curriculum for the seventh grade of SMPN 37 Medan. Content analysis is the method used in this research. The foundation of this study is based on the learning outcomes per element for phase D presented by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in 2022. The learning outcomes for phase D consist of three elements: listening-speaking, reading-viewing, and writing-presenting (Kementerian Pendidikan, Kebudayaan, Ristek, dan Teknologi, 2022).

2. Current research shows that the three elements of learning outcomes for phase D based on the Merdeka curriculum are found in the English textbook "English For Nusantara." There are a total of 186 task/instruction units that contain these three elements. The highest element in the textbook is the listening-speaking element, followed by the reading-viewing element, and the smallest is the writing-presenting element. The three elements of learning outcomes are realized in the content of the material and also in the

3. assignments. From the research, it was found that the learning outcomes presented in the English textbooks are in accordance with the learning outcomes provided by the Ministry of Education and Culture. The three elements of the learning outcomes are implemented through the content of the material and assignments, as seen from the sample assignment evidence and the content material. These three elements of learning outcomes are more prominently realized in the assignments than in the content material. Based on the results of the research and interviews, the book is in accordance with the standards of the independent curriculum. However, the content still needs to be refined to be suitable for use.

B. Suggestions

1. This book can be said to meet the standards of the Merdeka Curriculum, but there are still parts of the content that need to be revised and improved, considering that textbooks play a crucial role in the teaching and learning process. Through the learning outcomes implemented in the book, students are better able to hone and enhance their English language skills. Thus, the four skills present in the current curriculum, namely speaking, listening, writing, and reading, can be mastered by students and applied in everyday contexts, such as interacting or discussing with others, reading, and creating a text.
2. For teachers, this research can serve as a reference or consideration in the use of textbooks in learning-teaching process. The textbooks used must

contain learning outcomes and accordance with the curriculum currently being implemented.

3. This research can also be a reference for future researchers, especially for those interested in conducting studies on learning outcomes in English textbook. They can look at the Merdeka curriculum-based content analyses of various books that teachers utilize.

