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Analysis of assignments in English for Nusantara 9th grade coursebook: Encouraging interactive learning through technology integration

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ABSTRACT

This research is motivated by the dominance of traditional methods in English language learning in Indonesia which tend to make assignments monotonous and minimal interactivity and the use of technology as a learning medium. This study aims to identify assignments in the "English for Nusantara" book for grade 9 of the Merdeka Curriculum that encourage interactive learning through technology integration. The subjects of the study were assignments listed in five chapters in the "English for Nusantara" book for grade 9. The method used was descriptive qualitative research with a documentary study approach. The results of the analysis showed that there were 22 assignments that emphasized interactivity through various games and group discussions, 21 technology-based assignments, especially listening activities with audio media, and only 11 assignments that combined elements of interaction and technology such as making voice notes, vlogs, and digital poster campaigns. In conclusion, the integration of technology in school assignments can enrich the interactive learning experience but more integrated assignments need to be developed that combine social and digital aspects. Practical recommendations include increasing the number of hybrid interactivity-technology assignments and digital literacy training for teachers to optimize implementation in the classroom.

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1. INTRODUCTION

In the context of education in Indonesia, there are still many learning practices that tend to be monotonous and rely on traditional methods, where assignments are still just given as questions. This condition is explained in the research of Gusmaniarti et al. (2024) which causes students to have less opportunity to develop creativity, think critically, and actively participate in the learning process. During rapid technological advances and changes in the dynamics of global education, it is necessary to integrate interactive assignments and the use of technology

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as a learning medium. This is the reason for the analysis of assignments from one of the government-issued books which will be a recommendation for assignments in learning by teachers. This is expected to not only increase interaction between teachers and students, but also encourage creativity, collaboration, and students' critical thinking skills in overcoming various problems.

In the context of an innovative curriculum, such as the Merdeka Curriculum, coursebook have been designed to actively engage students through tasks that challenge them to think critically and collaborate. Freeman in Aga, K (2024) found that interaction-based learning methods improve student learning outcomes compared to traditional teaching methods. Therefore, the existence and quality of these tasks are the main concerns in the effectiveness of the coursebook used. In addition to encouraging interaction, in today's digital era, it is important to integrate technology into the learning process to prepare students for the challenges of the 21st century. The use of technology, such as online learning platforms and other digital devices, can greatly enrich the English learning experience. According to Ortikov (2024), technology in language education serves as a bridge that facilitates students' participation in more global and contextual learning. In addition, research by Ertmer et al. (2012) emphasized the importance of instruction that explicitly involves technology to increase student motivation and engagement. In this regard, a good coursebook should not only present content but also include assignments that explicitly direct the use of technology in their learning process. Thus, the analysis of assignments in the book is important to achieve comprehensive learning objectives, the assignments in the book must be able to integrate interactive approaches and the use of technology effectively.

This study analysis the "English for Nusantara Grade 9" coursebook within the Merdeka curriculum, emphasizing the importance of prior research in understanding how the book promotes interactive learning and technology use. Cahyani and Depita (2024) examined technology-based English lessons and found significant improvements in student interaction when technology is integrated. This is supported by Rizki & Ahmad (2020), who noted that technology in teaching materials enables students to access dynamic learning resources. Furthermore, Setiono & Yuli Amaliyah (2024) indicate that interactive learning can be achieved through innovative teaching methods designed in coursebook. The findings from Oybek Rashov (2024) and Najdi (2022) show that technology involvement in coursebook creates engaging interaction opportunities for students. However, Syamsudin et al. (2021) found that many coursebook claim to use technology without effectively integrating it into classroom scenarios. Therefore, these studies establish a solid basis for examining the relationship between technology use in English learning and creating an interactive learning environment, despite variations in methods and results reported by different researchers.

A key difference between previous studies and this current research is its specific focus on the "English for Nusantara Grade 9" coursebook in the Merdeka curriculum, which has not been extensively covered in existing literature. Although studies by Ayu & Indrawati (2019) and Setiawan (2020) provide insights into the effectiveness of teaching materials in enhancing language abilities across various educational contexts, there is still limited analysis concerning the Merdeka curriculum. For instance, Thurzo et al. (2023) analyzed technology usage in traditional curricula and found that curriculum updates require a more systematic integration of technology elements. Consequently, this research aims to bridge existing gaps in literature by focusing on the specific context of coursebook usage in the Merdeka curriculum. The limited studies in this area highlight the need for further exploration to contribute significantly to understanding and implementing technology-based interactive learning in English education. This current study seeks to reinforce prior findings while identifying unique elements of using the "English for Nusantara Grade 9" coursebook within the Merdeka curriculum, which have not yet been fully articulated in previous research. Building on the findings mentioned, there

are notable differences between the past research and the current study. This research concentrates on the "English for Nusantara Grade 9" coursebook within the context of the Merdeka curriculum, a new initiative in Indonesia's education system.

2. METHODS

2.1. Research Design and Steps of the Research

The research design employed in this study is a qualitative descriptive, which represents a specific type of qualitative research. "Qualitative research is advantageous for uncovering new avenues of inquiry, particularly concerning significant topics that have not been previously explored or whose importance is yet to be determined" (Pyo, Lee, Choi, Jang, Ock, 2023). The focus of this study is to analyze the assignments contained in the textbook, namely "English for the Archipelago" for grade 9, as implemented in the Merdeka Curriculum. This study seeks to gain a comprehensive understanding of how the assignments in this textbook are structured to facilitate interactive learning and technology integration in the classroom. The initial step in this study involved identifying the research objectives, which included formulating explicit objectives to explore two main aspects present in the coursebook: interactivity and utilization of technology. After establishing the research objectives, the second step entailed data collection, which involved the process of collecting information directly from the “English for Nusantara” coursebook. At this stage, the data collected consisted of assignments prescribed for students in the book. The final step involved data analysis, where the collected data would be examined using an interpretive approach.

2.2. Sources and Type of Data

Primary data is information collected directly by researchers through methodology, as stated by Sugiyono (2018). The primary data used in this study is the book "English for Nusantara" for grade 9 which serves as the main source of information. Secondary data encompasses information derived from existing sources that have previously been documented (Sugiyono, 2018). This includes articles, journals, and earlier studies that bear relevance to topics. Such secondary data is indispensable in providing a broader context for the analysis, thereby facilitating an understanding of the evolution of prevailing theories and practices within the educational realm.

2.3. Data Collection Techniques

In this study, the data collection method used is document study. Document study involves collecting and examining various written materials, images, artwork, or digital files. After the documents are collected, they are then analyzed and synthesized to produce a clear and comprehensive picture, as explained by Nilamsari (2014). By using this method, researchers can obtain accurate and relevant information about the topic being studied. In addition, document study also allows researchers to analyze data in existing forms, making it easier to understand the context and issues that are the focus of the research. In the context of this study, researchers will analyze how these tasks are designed to enhance interactive learning, such as tasks that require collaboration between students, group discussions, or joint problem solving. By analyzing these components, researchers can understand how far the assignments are able to encourage active student participation and improve the quality of learning. In addition, this study will also examine how far the assignments integrate technology, either through digital devices such as learning applications, online platforms, or other interactive

media that can facilitate more effective learning. Thus, researchers can obtain a more complete picture of how assignments are designed not only to enhance learning interactions, but also to utilize technology as a means of supporting more innovative and interactive learning processes.

2.4. Data Analysis Techniques

In analyzing this data, the method used is based on research conducted by Enizah, Djunaidi, and Marleni (2024). They stated that the data analysis process can be divided into three main stages, namely data reduction, data presentation, and formulation of conclusions. This stage is an important part in ensuring that data analysis is carried out systematically and structured. At the first stage, the data that has been collected undergoes a process of selection, simplification, and concentration. The purpose of this stage is to ensure that only relevant and important information will be used in further analysis. Thus, the data owned becomes more focused and easy to process. Secondly, the data that has been reduced is then organized and displayed in an easy-to-understand format. This format can be in the form of tables, graphs, or descriptive narratives. This data presentation aims to facilitate the identification of patterns, relationships, or important findings that emerge from the data. Finally, Where the information that has been analyzed is evaluated comprehensively to produce meaningful interpretations. This interpretation must be able to answer research questions or achieve previously set goals. By following this structured process, data analysis can be carried out systematically, so that the validity of the results can be trusted.

3. RESULTS AND DISCUSSION

In the findings section of this study, tables are presented that groups assignments based on three main aspects, namely Assignments interactivity, Assignments involving technology, and Assignments that combine interactive learning and technology. These findings will be grouped into chapters, so that each group of assignments can be analyzed in more depth and presented with assignment images that will make it easier for readers.

3.1. Interactive Assignments

Table 1. Activity of Interactive Assignments

Chapter	Amount	Pages	Name of Activity	Interactive Learning Characteristics
1	3	39, 56, 72	Game “what animal am i?”, board game, guessing game.	Collaboration and Discussion.
2	6	84, 95, 98, 100, 140, 141	Speaking activity, whisper game, interview a classmate, show and tell, writing activity, haiku poem activity.	Collaboration, Discussion, feedback.
3	3	165, 179, 203	Make a dialogue, tic- tac- toe game, present your ending story.	Collaboration, Discussion, feedback.
4	7	227, 228, 243, 262, 229	Hot seats game, present activity, shopping game, selling recycled products, write a text activity, following game, observing the images.	Collaboration, Discussion, feedback, Problem based approach, project-based approach
5	3	280, 329, 332	Speaking activity, viewing activity, real or fake game	Collaboration and Discussion.

Total	22

Table 1 shows that there is a total of 22 assignments spread across five chapters, from chapter 1 to chapter 5, with a variety of activities that emphasize collaboration and discussion. In chapter 1, for example, there are three game activities such as "What Animal Am I?", a board game, and a guessing game that involve interaction between classmates. Chapter 2 presents six speaking activities, a whisper game, an interview, a show and tell presentation, writing, and a haiku poem, all designed to encourage direct feedback and discussion. Chapter 3 again presents three assignments such as creating a dialogue, tic-tac-toe, and an ending story presentation that also focus on collaboration and feedback. Increasingly complex in chapter 4, there are seven activities ranging from hot seats games to image observation, where problem-based and project approaches are introduced alongside discussion and collaboration. Meanwhile, in chapter 5, three activities such as speaking, viewing, and the "real or fake" game close the series of assignments with an intense discussion atmosphere. Thus, this table shows that the assignments in this book encourage interactive learning through their characteristics of continuous enhancement of collaboration and communication, from simple games to projects that require creative problem solving.

The distribution of these activities suggests that interactivity is represented primarily through face-to-face participation rather than through digital mediation. Games, interviews, presentations, and collaborative writing create opportunities for learners to exchange information, negotiate meaning, and respond to their peers. These processes are important in language learning because learners use English to accomplish a shared purpose, not merely to reproduce isolated language forms. From a constructivist and interactionist perspective, such tasks may provide opportunities for peer scaffolding and the co-construction of meaning (Halid, 2024; Alharbi, 2023). However, the presence of a group or game format does not automatically guarantee meaningful interaction. The quality of interaction also depends on how the teacher organizes participation, distributes roles, and encourages learners to use English rather than allowing a few confident students to dominate. Therefore, the 22 activities indicate a substantial opportunity for interaction, while their actual classroom effectiveness remains dependent on implementation.

3.2.Assignments Involving Technology

Table 2. Activity of Technology Use

Chapter	Amount	Pages	Name of Activity	Use of Technology
1	5	24, 27, 30, 33, 60	Listening activity	Source digital learning
2	4	80, 91, 94	Listening activity	Source digital learning
3	4	154. 155, 162, 163	Listening activity	Source digital learning
4	4	212, 217, 223, 225	Listening activity	Source digital learning
5	4	270, 273, 282, 285	Listening activity	Source digital learning
Total	21			

Table 2 shows that there are 21 listening assignments spread evenly across the five chapters, and interestingly, all these activities use only one type of learning technology, namely a dedicated digital audio platform. In each chapter, from chapter 1 (pages 24, 27, 30, 33, and 60) to chapter 5 (pages 270–285), students always rely on the digital audio platform to listen to the material, without any variation of other tools such as interactive videos or external podcasts.

Although the 21 technology-based assignments demonstrate that digital resources are incorporated throughout all five chapters, the pattern is relatively narrow because the identified technology use is concentrated on audio-supported listening. This integration is pedagogically relevant: recorded speech allows learners to encounter spoken English beyond the teacher's immediate classroom talk and to practice listening to pronunciation, vocabulary, and spoken messages. Nevertheless, technology functions mainly as a delivery channel for input in these tasks. The assignment descriptions do not indicate whether learners are asked to respond to the audio through recording, online discussion, collaborative annotation, or the creation of a follow-up product. Consequently, access to digital audio should not be equated with fully interactive technology-enhanced learning. This distinction is consistent with the need to evaluate technology integration in relation to learning design and student activity, rather than simply its presence in instructional materials (Luo et al., 2024; Selwyn, 2020).

3.3.Assignments with Combination of Interactive Learning and Technology

Table 2. Activity of Combined Assignments

Chapter	Amount	Pages	Name of Activity	The Combination of Interactive Learning with Technology
1	3	41, 72, 37	Language focus activity, make a voice note, make a report text	Discussion with digital learning sources, feedback with social media for learning, project based approach with social media for learning
2	2	118, 141	Write a review, rewrite story	Feedback with online learning app/web, Project based approach with social media for learning
3	2	160, 184	Listening and draw sketches	Collaboration with digital learning sources, project-based approach with digital learning sources
4	1	263	Create a flyer	Project-based approach with online learning app/web
5	3	299, 323, 338	Create a mini book, design a bookmark, create posters	Project-based approach with digital learning, project-based approach with online learning app/web, collaboration and project-based

		approach with digital learning sources
Total	11	

In the table above, there are 11 tasks in five chapters that combine interactivity with technology to create a more dynamic learning experience. Chapter 1 presents three activities such as language focus activity, making voice notes, and making report text, where discussions based on digital sources and feedback via social media are used to support the project approach. Chapter 2 with two activities writing reviews and rewriting stories using online learning applications or websites, also utilizes social media for project collaboration. Chapter 3 has two listening and sketching tasks that combine digital learning sources with project-based teamwork. While in chapter 4, one flyer-making task brings students to use online applications to design and collaborate online. Finally, chapter 5 presents three creative activities by making mini books, bookmark designs, and posters that combine social media and digital learning applications for collaboration and digital source-based projects.

The 11 combined assignments are particularly important because they connect language practice, social participation, and digital production. Activities such as making voice notes, writing reviews, rewriting stories, designing flyers, and creating posters can require learners to make decisions about language and content while producing an artefact for an audience. In this sense, technology is not used only to present information; it can become a medium through which learners communicate, collaborate, and express ideas. This interpretation is compatible with research emphasizing the potential of online project-based learning to support communication and engagement (Al-Bahadli et al., 2023), and the role of digital technologies in promoting collaborative creativity in language education (Selfa-Sastre et al., 2022). At the same time, the relatively smaller number of combined tasks suggests that the social and digital dimensions are not integrated as consistently as they could be across the coursebook.

Taken together, the three categories reveal an uneven pattern of integration. The coursebook offers many opportunities for classroom interaction and includes technology-supported listening in every chapter, but fewer assignments explicitly bring these two dimensions together. This pattern matters because interaction and technology can serve complementary purposes: digital resources can provide input and tools for production, while peer interaction can create opportunities to interpret, negotiate, and improve that production. The findings therefore point to a distinction between technology being available in a task and technology being meaningfully embedded in an interactive learning sequence. Rather than treating the number of digital tasks as the sole indicator of innovation, coursebook users and teachers should consider whether each task has a clear communicative purpose, requires active learner decision-making, and creates opportunities for feedback and revision.

These interpretations should be understood within the scope of a documentary analysis. The counts describe the assignments identified in the five chapters; they do not measure students' actual engagement, language achievement, or access to devices and connectivity. Nor can the analysis establish whether teachers implement the suggested activities as written. In addition, the categories represent the study's analytical grouping, so the numerical distribution should be read as a description of identified task features rather than as evidence that one category produces better learning outcomes than another. Classroom observation, teacher interviews, or learner feedback would be useful in future research to examine how these tasks are enacted and experienced in different school contexts.

4. CONCLUSION

Based on the results of the analysis of the assignments in the book "English for Nusantara" for grade 9, several main conclusions can be drawn. First, the dominance of interactive assignments reaching 22 types shows that the author of the book is trying hard to facilitate social and collaborative learning in the classroom. Various activities such as the "Whisper Game", "Show and Tell", and board games have been proven to be able to build self-confidence, strengthen relationships between students, and facilitate the absorption of vocabulary and grammatical structures naturally. This is in line with the theory of constructivism which emphasizes the importance of social scaffolding for the internalization of new language knowledge.

Second, assignments that only rely on technology, especially in the form of 21 types of audio listening activities, are indeed effective in training listening skills, such as capturing intonation, pronunciation, and vocabulary. However, without a discussion session or group feedback, students tend to be passive recipients who only mark answers without experiencing the process of reflection or active re-production of material.

Third, the integration of interactivity and technology is still minimal, only 11 combined assignments. In fact, recent research shows that synergy between social activities and digital media such as making voice notes, group vlogs, or online poster campaigns can improve digital literacy as well as language creativity. With more combined tasks, students are not only accustomed to communicating in English, but also skilled at processing multimedia, collaborating across spaces, and managing digital content.

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