

## Quality of Listening Assessment in Indonesian Book For SMA/SMK Class X Independent Curriculum

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### Abstract

*To measure the achievement of learning objectives, it is necessary to conduct an assessment. This study aims to describe and explain the assessment, the suitability of the assessment with learning achievement, the readability of the listening assessment aspect in the Indonesian language textbook Class X Curriculum Merdeka: Smart and Intelligent in Indonesian Language and Literature. The data in this study will be qualitative and presented in words and sentences. Sources of data obtained from documents. Data was collected by document analysis. The data were analyzed using an interactive analysis model (Milles and Huberman). The results show that there are two aspects of listening assessment in the textbook, namely knowledge and skills. The dominant knowledge technique uses the assignment technique, then the writing technique, and verbal techniques are not used while the skills aspect only uses one technique, namely performance; the listening assessment in the CCBBI book already contains the learning outcomes of listening elements in accordance with the Independent Curriculum; and the readability of the textbook is in accordance with the PUEBI rules and is easy to understand. Based on the data, listening activities are carried out through text read by friends and videos, but the videos that are played in the text only contain visuals without sound, including text transcripts; not in accordance with the level of development of school age. listening activities are carried out through texts read by friends and videos, but videos that are played in text only contain visuals without sound, including text transcripts; not in accordance with the level of development of school age. listening activities are carried out through texts read by friends and videos, but videos that are played in text only contain visuals without sound, including text transcripts; not in accordance with the level of development of school age.*

### Keywords

CCBBI textbooks; learning outcomes; readability



## I. Introduction

Based on the Ministry of Education and Culture of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery, the government gives freedom to educational units to choose the curriculum to be used. Determination of the curriculum to be applied is adjusted to the conditions and situations of each school. Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve

the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis et al, 2019).

The government has published textbooks to support the Independent Curriculum which is applied as a learning resource. The Indonesian textbook for Class X students is in the form of a static PDF, in which there is a link containing a video. Thus, students are really trained to listen. Students no longer listen to what the teacher or friends read in the book. If the book is not closed, students tend to read, not listen. So in the face of increasingly fierce competition in today's business world, it encourages accounting students to change. They are required to have more quality than other students to compete in the world of work.

However, in videos, students do not only listen to audio, but also have to pay attention to writing, dialogue, and visuals called multimodal text (Mulyadi and Wikanengsih, 2022: 48). It was further explained that in multimodal texts there is a combination of listening and viewing skills. If so, can students really listen well?

In textbooks, in addition to material, there is an assessment. In the 2013 Curriculum listening learning and assessment has not been clearly positioned because the KI formulation can be interpreted, the teacher can choose one, just oral or written and the teacher tends to develop a written assessment so that the listening assessment is neglected (Fawzi, 2016: 125-126). The 2013 curriculum refers to KI and KD, while the Independent Curriculum refers to Learning Outcomes. In the Indonesian language textbook, the Merdeka Curriculum, the language skills that students will learn are clearly visible in the learning outcomes.

To measure learning achievement, it is necessary to evaluate both formative and/or summative assessments. Formative assessment is carried out as long as learning activities are still ongoing at the end of several basic competencies or discussion units (Nurgiantoro, 2012: 114) while summative assessment is to measure learning outcomes. The assessment used must be appropriate in order to measure students' listening skills.

A student's motivation in learning activities plays a crucial role in increasing the There were several researches on the development of test instruments, such as online-based listening test instruments for grade IX junior high school students with google forms (Kharisma, Auzar, and Septyanti, 2022: 132), an assessment instrument for listening to Cultural-based Javanese plays in Middle School class IX (Prastya, Utami, and Fuadhiyah, 2019: 21). In addition, there is also the development of a listening test for beginner BIPA students in the form of a website (Puspitasari, Suyono, and Harsiati, 2021: 850) and a French listening ability test tool with web-based DELF and DALF (Batubara and Tanjung, 2019: 59).

There are several research results regarding Indonesian language textbooks in the 2013 Curriculum including: first, Indonesian language textbooks: Wahana Ilmu class VII it is known that the quality of the books is categorized as sufficient because there are several components that are not in accordance with BSNP standards (Asri, 2017: 70). Second, the content of the material and authentic assessment of the skill aspect dominates over the attitude and knowledge aspect (Santi, 2019: 33). Third, the techniques and forms of assessment include aspects of knowledge and skills (Rufaidah and Rochmiyati, 2018: 171). Fourth, the readability of grade VII textbooks is not appropriate, while grade VIII is appropriate based on the fry chart (Fadilah and Mintowati, 2015: 16). Based on the

previous research above, no one has researched Indonesian language books used at the Vocational High School (SMK) level.

## **II. Review of Literature**

### **2.1 The Nature of Textbooks**

Books are a medium for mastering knowledge. Books have a dominant role as a learning resource for students and books are the main instructional media in learning student. According to (Kemendikbud: 2019) textbooks are the main source of learning for basic competencies and core competencies. Textbooks are mandatory learning resources that should be owned or accessed by all students.

According to Ulumudin et al (2017: 23-25) there are several aspects that are assessed in the selection of textbooks according to the Minister of Education and Culture Number 8 of 2016 namely the feasibility of the content, language, presentation of material, and graphics. Presentation of textbooks: in a communicative style, using the words you, you, junior high. High school, you. Language must be fluid with dialogue language, communication style according to the development of the age and cognitive level of students. Textbooks should be able to make it easier for students to understand the things that are being studied by students.

According to Cunningsworth (1993: 3) there are several things that need to be considered when choosing:coursebooks, that is aims and approaches, the purpose of the textbook and the approach used,design and organization organizing or systematic presentation,language content, the language used,skills, expected skills,topic, topic or theme chosen, should be in accordance with current conditions,methodology, methodologies or methods used in the preparation of books,teacher's book, in the form of a handbook used by the teacher, andpractical considerationsor practicality factor.

### **2.2 Listening Skills**

Listening is a receptive activity in language skills. In learning activities, listening skills are needed by students to support students' language development in all levels of education.

Effective listening skills are also needed to sharpen students' cognitive skills. Critical listening skills involve students' cognitive in receiving information from what is being listened to. In addition, critical listening also involves a person's mental activity in understanding information that is heard orally. The concept of critical skills involves six points in critical thinking, namely interpretation, analysis, evaluation, inference, explanation, and self-regulation (Facione, 2013).

Quality listening skills are activities that involve students to be able to absorb information conveyed orally directly. In this case, students can get the perception and reception of what they are listening to. According to Sunendar in Syafrina (2017:707) listening skills have two goals, namely perception and reception. Perception is a cognitive characteristic of the listening process which is based on understanding knowledge about language. While the reception is interpreting the message received from the listening activity. In other words, in improving listening skills, students are required to understand what is being listened to and interpret what information or message is obtained from the results of the listening (Syafrina, 2017).

Educators need to consider the media used and design listening exercises. In addition, using two techniques for delivering oral texts, namely by playing videos and

reading texts directly. The feedback provided by the teacher is that students are asked to record the main things, answer questions, and arrange questions from what is heard.

### 2.3 Assessment of Listening Skills

Assessment can be interpreted as giving consideration or value (grading, valuing, value judgment) which in the world of education can consider student learning outcomes, teacher learning methods, learning activities, curriculum or educational programs, and so on (Nurdiyantoro, 2012:9). Furthermore, listening is an active process of constructing meaning, and this is done by applying knowledge to the incoming sound” (Buck, 2001: 1). From this understanding, listening skills are language skills whose ultimate goal is that students are skilled at interpreting what they hear by applying their knowledge. Thus, the assessment of listening skills is the assessment of student learning outcomes, teacher learning methods, learning activities, curriculum or educational programs on learning achievement in the skilled process of interpreting what they hear by applying their knowledge. Nurdiyantoro (2012:

In the assessment guide by the Education and High School Education Unit (2017: 23-24) knowledge assessment is an assessment to measure students' abilities in the form of factual, conceptual, procedural, and metacognitive knowledge, as well as low to high-level thinking skills. This assessment is related to the achievement of KD on KI-3 carried out by subject teachers. Various knowledge assessment techniques can be used according to the characteristics of each KD. The techniques commonly used are written tests, oral tests, and assignments. The knowledge assessment scheme can be seen in the following figure.

Based on the opinion above, the knowledge assessment in the discussion of this research includes: the form of assessment (written test, oral test, and assignment). Written test with true-false, multiple choice, matchmaking, filling, and description techniques. Oral tests use quizzes and question-and-answer techniques, while the assignment techniques are carried out individually or in groups at school and/or outside school, both formally and informally.

Furthermore, the complete skill assessment is described in Kemdikbud (2017: 23-24) Skills assessment is an assessment carried out to assess the ability of students to apply knowledge in performing certain tasks. Skills in the 2013 curriculum include abstract skills (thinking) and concrete skills (kinesthetic). In relation to the fulfillment of competencies, skills assessment is an assessment to measure the achievement of student competencies against basic competencies in KI-4. Skills assessment can be carried out using various techniques including practice/performance assessment, projects, portfolios, or products. Other assessment techniques can be used according to the characteristics of KD in KI-4 of the subjects to be measured. The instrument used is a check list or rating scale (rating scale) with a rubric. Based on the explanation above, this study uses skills assessment guidelines with various techniques including practice/performance assessment, projects, portfolios, or products.

### 2.4 Readability

Understanding readability according to Fadilah, Rohana and Maria Mintowati (2015: 33) is a measure of the suitability of a reading text for target students in terms of the difficulty or ease of reading text. Indicators of difficulty and ease of reading text based on the frequency of use of long sentences and long words in reading texts. Reading Ease( RE) is a readability model with a sample of 100 words in a reading text. The considerations for reading difficulties are long sentences, long words, and the number of syllables. Long

sentences consist of 5 words or more. Long words consist of 4 or more syllables. The reading text is sampled with a fragment of 100 words.

Spelling accuracy is also known as diction or word choice. With the combination of the right choice of words will make a good sentence. Sentences with word choice will affect the meaning. Keraf (2008:22-23) argues that word choice does not only end in the relationship of the words, nor does it state which words are appropriate to express ideas or ideas, but word choice includes phraseology, language style, and expressions.

### III. Research Method

This study uses a qualitative approach with a qualitative descriptive research strategy. The object of the research is the textbook for class X Indonesian Language: Smart and Intelligent in Indonesian Language and Literature which is prepared by the government in the context of implementing the Independent Curriculum. The data in this study will be qualitative and presented in words and sentences. Sources of data obtained from documents. Data was collected by document analysis. The data were analyzed using an interactive analysis model (Milles and Huberman: 2014: 33)

### IV. Result and Discussion

In the Smart Cergas book in Indonesian Language and Literature (CCBBI) contains six (6) chapters and there are listening activities that students must do. In each chapter, there is at least one listening activity. This can be seen in the following table.

**Table 1.** Listening Skills in CCBBI Books

Chapter	Listening Skills	Page
I	Listening to the text of the Observation Result Report (LHO) entitled	3
	<i>Grasshopper Orchid</i> read aloud and audiovisual texts have YT and QR links	7
	Listening to the LHO text entitled <i>Cicadas</i> (there is and a command to listen, there is no order to be read by a friend and there is no video)	
II	Listening to aural anecdotes text (text, no friend read commands, YT and QR links)	29
	Listen to the text anecdote entitled <i>Protector of Love</i> (there are and orders to listen, there are no orders to be read by friends and there are no videos)	32
III	Listening to the text of the saga entitled <i>Tale of Sa-ijaan Swordfish</i> read aloud and audiovisual text there is a YT . link	55
IV	Listen to the negotiation demonstration entitled <i>Buying Shoes</i>	85
	Listen to the reading of the negotiating text entitled <i>Buying a New Laptop</i>	87



V	Listening to the reading of the biographical text <i>Ki Hadjar Dewantara</i> there are YT and QR links	119
	View the biographical text entitled <i>Cut Nyak Dien: Female Fighter from Aceh</i> (there is a YT link)	125
	View the biographical text entitled <i>Bung Hatta: Simple Personal</i> (there is a YT link)	129
VI	Listen to the reading of the poem entitled <i>You too, Mother</i>	164, 172

Based on table 4.1, it is known that there are instructions for reading materials to be read, but students who are listening are not asked to close the book. It is possible that students do not fully listen, but read the text contained in the book. Therefore, in the learning process the teacher can complete by asking other students who are reading to close the book.

In the CCBBI book there are texts to listen to, but there are no instructions to read so there is ambiguity. However, there are listening materials that are asked to be demonstrated. In addition, there are instructions for viewing the biographical text with a link *Youtube*. Reading material is presented by reading it or in audiovisual form equipped with a link *Youtube* and/or QR code. If the reading material is presented in video form, not only in audio form. However, there are visuals and some are equipped with text, students do not only use the sense of sight.

#### 4.1 Assessment of Listening Learning

The Smart Book of Indonesian Language and Literature (CCBBI) contains six (6) chapters. In each chapter, there is a listening activity. The aspects, techniques, and forms of assessment found in this textbook are as follows.

**Table 2.** Assessment Aspects of Listening in the CCBBI Textbook

Aspect	Technique and Form	CHAPTER I	CHAPTER II	CHAPTER III	CHAPTER IV	CHAPTER V	CHAPTER VI
Knowledge	Writing Technique	✓		✓	✓	✓	
	True False	✓		✓			
	Matchmaking	-					
	Description	✓✓		✓	✓	✓	
	Technique Oral						
	Quiz						
	List Question						
	Technique Assignment	✓	✓✓✓	✓	✓	✓	
	Individual	✓	✓✓	✓			
	Group		✓	✓	✓	✓	

Skills	Work method			✓		✓✓✓	✓
	Individual					✓	
	Group			✓		✓✓	✓
	Project						
	Portfolio						
	Other Techniques						

Based on the table above, the assessment of the textbook includes two things, namely from the aspect of knowledge and skills. In the aspect of knowledge, the assessment techniques used are written techniques and assignment techniques.

The writing technique used is in the form of true-false and description, while the matching form is not used. The dominant assessment technique used is a writing technique in the form of a description. While the use of oral techniques is not found in textbooks. It is possible for educators to apply oral techniques directly in the learning process, but they are not made explicit in textbooks. In addition to written and oral techniques, there are individual and group assignment techniques to increase knowledge (*assessment for learning*) listening skills. This book mostly uses assignment techniques that can be proven in Chapter IV. Most of the assignments are done by watching videos at the links listed in the textbook.

The skill aspect used in this textbook is only in the form of performance both in the form of individuals and groups, no projects, portfolios, and other techniques have been found. Performances are carried out by presenting in groups in front of the class. For example, students are asked to rewrite important information or things about Ki Hadjar Dewantara in the form of a summary or commentary about the character. After that, the students presented it in front of the class.

The book found several important points that need to be considered in the listening assessment process. **First**, this textbook provides material for viewing in the form of videos. For example, in Chapter I, students were asked to listen to a video of the observation report, but in this textbook, the reading text is also provided. Thus, it is possible for students to understand information through texts that have been read and videos that are not the result of watching. Therefore, explicit instructions are needed that ask students to close the textbook when listening. **Second**, in the reading material (in the form of a video) of the biographical text of Cut Nyak Dien, there is a text transcript. **Third**, in the viewing material (in the form of a video) cartoon entitled *Hikayat Sa-ijaan dan Fish Sword*, is considered less appropriate for use at the high school age level. **Fourth** In the textbook, it is found not only listening skills but also viewing skills. The viewing activity is found in the video viewing activity *Bung Hatta: Simple Personal* and watching poetry musicalization videos.

## 4.2 Appropriateness of Listening learning assessment with Learning Outcomes in the Independent Curriculum

Books used by educators and students in the learning process must be in accordance with the applicable curriculum or use. The material refers to the learning outcomes that must be mastered. In the Independent Curriculum the development of student competencies is adjusted to the age phase. Class X SMA/MA/Package C is included in phase E. Learning outcomes in phase E are listening elements, namely students are able to

evaluate and create information in the form of ideas, thoughts, feelings, views, directions or accurate messages from listening to various types of texts (nonfiction and fiction) in the form of monologues, dialogues, and speeches.

After listening, students are asked to evaluate and create information based on what they have listened to. This is contained in all chapters and can be seen in the following table 2.

**Table 3.** Suitability of Learning Outcomes

<b>Learning Outcomes in Curriculum Independent</b>	<b>Learning Outcomes in Language Smart Books and Indonesian Literature</b>	<b>Page</b>
<b>Evaluating information in the form of ideas, thoughts</b>	PIG Activity 1 Determine whether a statement is true or false Compare Show proof Comparing work Identifying and analyzing parts of the LHO text (written test)	<b>3</b>     <b>7</b>
	CHAPTER II Determine the theme, problem, element of humor, and the message conveyed in the stabbed anecdote text.	<b>30</b>  <b>30</b> <b>32</b>
	CHAPTER III Activity 1 Identify the important things in the saga that is being listened to	<b>55</b>
	CHAPTER VI Determining figure of speech, imagining, concrete words, connotative words	<b>171</b>
<b>Evaluating information in the form of feelings</b>	CHAPTER III Activity 2 Determine the character's feelings	<b>58</b>
<b>Evaluating information in the form of a view</b>	CHAPTER III Discuss the relevance of the social problems raised with real life	<b>30</b>

Based on table 3, it is known that in the CCBBI book, students evaluate listening



information in the form of ideas and thoughts with learning activities to determine whether a statement is true or false and determine or discuss content, compare, prove, identify and analyze.

Evaluating information in the form of feelings is reflected in the activity of determining the feelings of the characters in the Hikayat story. Evaluating information in the form of views during discussions to see the relevance of the problems in the text to reality, responding, and expressing opinions.

Evaluate information in the form of directions or messages that are accurate, visible when determining the message contained in the saga. Based on the text that has been listened to, students create the information contained in it. Students summarize the saga that has been listened to and summarize and present the biographical text. Therefore, the CCBBI book contains all learning achievements in the listening element.

#### 4.3 Readability Assessment Aspect Listening

Spelling accuracy is an important part in the feasibility of Indonesian textbooks, so it is hoped that there will be no spelling errors. In this study, the results of the study of spelling accuracy are found in the following data quotations.

**Table 4.** Spelling Accuracy

<b>Chapter I Revealing the Facts Nature Objectively</b>	<b>Spelling Accuracy</b>	<b>Page</b>
Listening Text Report Critical Observation	<i>Tentukan apakah empat pernyataan berikut benar atau salah!</i>	3
	<i>Bandingkan jawaban kalian dengan jawaban teman-teman kalian!</i>	3
	<i>Bandingkan hasil analisismu dengan penjelasan berikut!</i>	6
<b>Chapter 2 Expressing Criticism Through a Smile</b>	<b>Spelling Accuracy</b>	<b>Page</b>
Identify Messages On Text monologue which Contains Social Criticism	<i>Sekarang, simaklah dengan saksama lawakan tunggal yang akan dibacakan teman kamu berikut. Lalu, identifikasikanlah hal-hal berikut dari lawakan tunggal yang kalian simak.</i>	29
<b>Chapter 3 Tracing Values In A Story Through The Ages</b>	<b>Spelling Accuracy</b>	<b>Page</b>
Identifying Ideas and Meaning Words in Saga	<i>Pusatkan perhatian pada teks hikayat yang dibacakan oleh temanmu.</i>	55
	<i>Gunakanlah isian pada tabel kalian untuk membuat ringkasan cerita yang terdiri atas minimal 200 kata.</i>	55

<b>Chapter 4 Study</b> <b>Become</b> <b>Master Negotiator</b>	<b>Spelling Accuracy</b>	<b>Page</b>
Listening Critically to the Negotiation Text	<i>Silakan minta salah satu teman kalian untuk membacakannya dan simaklah dengan saksama.</i>	87
	<i>Sekalipun demikian, kedua belah pihak sering kali mengupayakan negosiasi dengan menghadirkan pihak ketiga sebagai penengah.</i>	89
	<i>Pihak penengah atau perantara dianggap pihak netral atau pihak yang tidak memiliki kepentingan apapun.</i>	89
<b>Chapter 5 Drawing</b> <b>Exemplary</b> <b>From Hero Biography</b>	<b>Spelling Accuracy</b>	<b>Page</b>
Understanding and Analyzing Main Idea and Explanatory Idea	<i>Siapkan indra pendengaran dengan fokus dan konsentrasi pada teks yang dibacakan!</i>	118
	<i>Siapkan alat tulis dan catatlah hal-hal penting atau informasi rinci!</i>	
	<i>Pahami hal-hal umum atau pokok informasi dari teks simakan!</i>	
	<i>Siapkan beberapa pertanyaan prediksi yang jawabannya bisa ditemukan dalam teks!</i>	
<b>Chapter 6 Creating and</b> <b>Expressing Through Poetry</b> <b>Spelling Accuracy</b>	<b>Spelling Accuracy</b>	<b>Pages</b>
Understanding Diction in the Text of the Poetry Read	<i>Bacalah dengan saksama kutipan teks puisi tersebut, kemudian tentukan jenis citraan dan efeknya bagi pembaca.</i>	165

On data **chapter I** there is a spelling inaccuracy that is shown in the words "tentukan" and " bandingkan ". In accordance with the general guidelines for enhanced spelling, the writing of the words -lah, -kah, and -tah is written in series with the word that precedes it (PUEBI, 2016:25). The correct writing should be define and compare.

On data **chapter II** there is a spelling inaccuracy that is shown in the sentence

"Sekarang, simaklah dengan saksama lawakan tunggal yang akan dibacakan teman kamu berikut." and "kemudian tentukan jenis citraan dan efeknya bagi pembaca." In accordance with general guidelines for enhanced spelling, an exclamation mark is used to end an expression or statement in the form of an exclamation or command that describes seriousness, disbelief, or strong emotions. (PUEBI, 2016:51). The correct writing should be 1) Now, listen carefully to the single joke that your friend will read below! 2) Then, identify the following things from the single joke that you listen to!

On data **chapter III** there is a spelling inaccuracy that is shown in the word "pusatkan ". In accordance with the general guidelines for enhanced spelling, the writing of the words Particles -lah, -kah, and -tah are written in series with the words that precede them (PUEBI, 2016:25). The correct writing should be the center.

On data chapter IV there is a spelling inaccuracy that is shown in the sentence

" **Silakan** minta salah satu teman kalian untuk membacakannya dan simaklah dengan saksama". In accordance with the general guidelines for enhanced spelling, the writing of the words Particles -lah, -kah, and -tah are written in series with the words that precede them (PUEBI, 2016:25). The correct writing should be please. 2) **Sekalipun** demikian, kedua belah pihak sering kali mengupayakan negosiasi dengan menghadirkan pihak ketiga sebagai penengah. The writing is correct because conjunctions to mark the opposite of meaning; though; though. 3) Pihak penengah atau perantara dianggap pihak netral atau pihak yang tidak memiliki kepentingan **apa pun**. The spelling of the word is correct, the particle is written separately from the word that precedes it.

On data **chapter V** there is a spelling inaccuracy that is shown in the words "siapkan" and " pahami ". In accordance with the general guidelines for enhanced spelling, the writing of the words -lah, -kah, and -tah is written in series with the word that precedes it (PUEBI, 2016:25). The correct writing should be " siapkanlah " and " pahamiilah ".

On data **chapter VI** there is a spelling inaccuracy that is shown in the sentence "Bacalah dengan saksama kutipan teks puisi tersebut, kemudian tentukan jenis citraan dan efeknya bagi pembaca ". In accordance with the general guidelines for enhanced spelling that an exclamation mark is used to end an expression or statement in the form of an exclamation or command that describes seriousness, disbelief, or strong emotions (PUEBI, 2016:51). The correct writing should be read carefully the excerpt of the text of the poem, then determine the type of imagery and its effect on the reader!

**Table 5.** Spelling accuracy assessment results

<b>Spelling Usage</b>			
	<b>T</b>	<b>KT</b>	<b>ST</b>
Chapter 1	✓	-	-
chapter 2	✓	-	-
Chapter 3	✓	-	-
Chapter 4	✓	-	-
Chapter 5	✓	-	-
Chapter 6	✓	-	-

Information:

T :Precise (use of punctuation and capital letters throughout the book is correct and appropriate).

KT :Less Accurate (the use of punctuation and capital letters in the book is mostly correct and precise).

ST :Incorrect (use of punctuation and capital letters in the book is partly correct and correct).

Based on the research data on the accuracy of spelling in the book Smart Book of Indonesian Language and Literature (CCBBI) published by the Ministry of Education and Culture of the Republic of Indonesia, it can be concluded that the use of spelling is correct in accordance with the improved General Guidelines for Indonesian Spelling (PUEBI) issued by the Language Center of the Ministry of Education. National Year 2000.

## V. Conclusion

1. There are two aspects of listening assessment in textbooks, namely knowledge and skills. Knowledge techniques include writing techniques and assignment techniques, while skills aspects include performance techniques.
2. Listening assessment is in accordance with the learning achievement of the listening elements contained in the Merdeka Curriculum
3. The readability of the CCBBI textbook is correct and in accordance with the PUEBI rules.

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