

**A CONTENT ANALYSIS OF LEARNING TASKS IN INDONESIA'S
ENGLISH FOR NUSANTARA KIDS COURSEBOOK SERIES GRADES 3-6
BASED ON PAUL NATION'S FOUR STRANDS**

A Thesis Presented to
The Graduate Program in English Language Studies
in Partial Fulfilment of the Requirements
for the Degree of
Magister Humaniora (M.Hum)
in
English Language Studies



Merry Christiana

(246332005)

Universitas Sanata Dharma

Yogyakarta

2026

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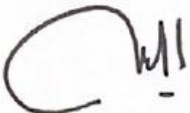
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Thesis Advisor


Yogyakarta, May 21st, 2026

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Student Number: 246332005

Was defended in front of the Thesis Committee
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and Declared Acceptable

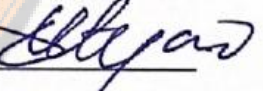
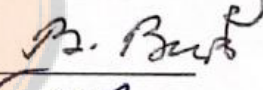
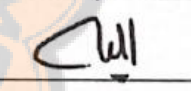
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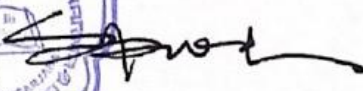
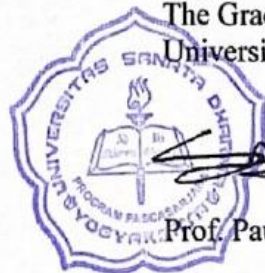
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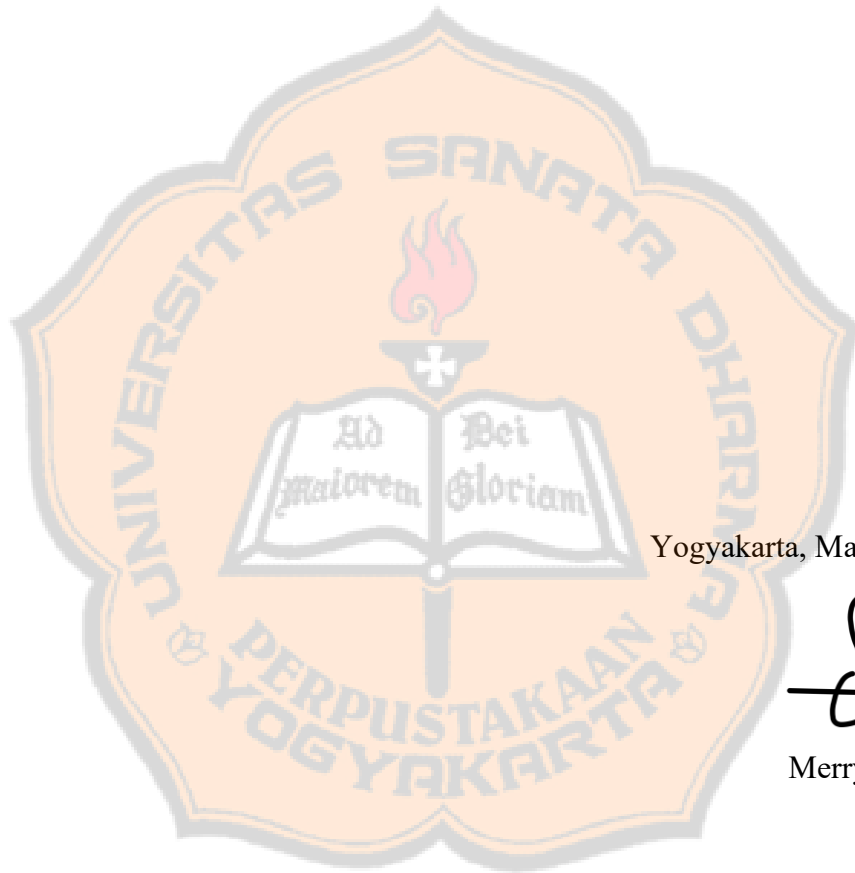
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Universitas Sanata Dharma



Prof. Paulus Sarwoto, Ph.D.

STATEMENT OF ORIGINALITY

This is to certify that all the ideas, phrases, and sentences, unless otherwise stated, are the ideas, phrases, and sentences of the thesis writer. The writer understands the full consequences, including degree cancellation if she took somebody else's ideas, phrases, or sentences without a proper reference.



Yogyakarta, May 21st, 2026

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Merry Christiana

DEDICATION PAGE

I dedicated my graduate thesis to:

MY DEAREST MOM AND DAD

“Mami, Ayah, tesisku sudah selesai.”



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First and foremost, my greatest gratitude goes to Jesus Christ for His abundant grace, strength, and the never-ending blessings that have carried me through this academic journey. I am deeply grateful for the privileged opportunities He has given me to learn and experience so many amazing things during my master's studies. Without His divine grace, this achievement would not have been possible.

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Merry Christiana

ABSTRACT

Christiana, Merry. 2026. *A Content Analysis of Learning Tasks in Indonesia's English for Nusantara Kids Coursebook Series Grades 3-6 Based on Paul Nation's Four Strands*. Yogyakarta: English Language Studies. Graduate Program. Universitas Sanata Dharma.

Coursebooks play a critical role in language education, especially in an English as a Foreign Language context like Indonesia, where they often serve as the primary source of language exposure for young students because most of the young learners have very little contact with the language outside of their classrooms. To make sure these coursebooks provide complete learning experiences, it is important to check if they offer a good balance of learning tasks.

By considering the importance of pedagogical balance, this study aimed at analyzing the learning tasks in the *English for Nusantara Kids* series based on Paul Nation's Four Strands. The research questions addressed in this study are "How are the learning tasks in the *English for Nusantara Kids* coursebook series for Grades 3, 4, 5, and 6 distributed across the Four Strands framework?" and "How does the distribution of the Four Strands shift across the grade levels from Grade 3 to Grade 6 in the *English for Nusantara Kids* coursebook series?"

The method used in this study was content analysis. The researcher applied purposive sampling to select two representative chapters from each of the four grade levels, focusing on units with the highest frequency of learning tasks. There were 210 learning tasks analyzed in total across the four books of the series.

The findings of this study show that the coursebooks prioritize Meaning-Focused Input, which increased from 32.08% in Grade 3 to a dominant 45.28% in Grade 6, and Language-Focused Learning, which began highest in Grade 3 at 43.40%. The least represented strand throughout the series was Fluency Development, which remained at 0% in Grades 3, 4, and 5, only appearing at 3.77% in the final grade. It can be concluded that the series is pedagogically imbalanced as it builds a strong vocabulary foundation but lacks sufficient practice for natural, automatic language use. Therefore, teachers must act as active facilitators to supplement these gaps with additional speaking and fluency activities to achieve the communicative goals of the national curriculum and achieve true Deep Learning.

Keywords: content analysis, learning tasks, *English for Nusantara Kids*, the Four Strands

ABSTRAK

Christiana, Merry. 2026. *A Content Analysis of Learning Tasks in Indonesia's English for Nusantara Kids Coursebook Series Grades 3-6 Based on Paul Nation's Four Strands*. Yogyakarta: Magister Kajian Bahasa Inggris, Universitas Sanata Dharma.

Buku pembelajaran memainkan peran krusial dalam pendidikan bahasa, khususnya dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL) seperti di Indonesia. Buku pembelajaran tersebut sering kali menjadi sumber utama paparan bahasa bagi siswa usia dini karena sebagian besar dari mereka memiliki kontak yang sangat sedikit dengan bahasa Inggris di luar kelas. Untuk memastikan buku pembelajaran ini memberikan pengalaman belajar yang menyeluruh, penting untuk memeriksa apakah buku tersebut menawarkan keseimbangan tugas pembelajaran yang baik.

Dengan mempertimbangkan pentingnya keseimbangan pedagogis, penelitian ini bertujuan untuk menganalisis tugas pembelajaran dalam seri *English for Nusantara Kids* berdasarkan teori *Four Strands* dari Paul Nation. Pertanyaan penelitian yang dibahas dalam studi ini adalah “Bagaimana tugas pembelajaran dalam seri buku teks *English for Nusantara Kids* untuk Kelas 3, 4, 5, dan 6 didistribusikan dalam kerangka *Four Strands*?” dan “Bagaimana pergeseran distribusi *Four Strands* di setiap jenjang kelas dari Kelas 3 hingga Kelas 6 dalam seri buku teks *English for Nusantara Kids*?”.

Metode yang digunakan dalam penelitian ini adalah analisis konten. Peneliti menerapkan teknik *purposive sampling* untuk memilih dua bab perwakilan dari setiap jenjang kelas, dengan fokus pada unit yang memiliki frekuensi tugas pembelajaran tertinggi. Terdapat total 210 tugas pembelajaran yang dianalisis dari keempat buku dalam seri tersebut.

Temuan studi ini menunjukkan bahwa buku pembelajaran tersebut memprioritaskan *Meaning-Focused Input*, yang meningkat dari 32,08% di Kelas 3 menjadi 45,28% yang dominan di Kelas 6, serta *Language-Focused Learning* yang dimulai dengan angka tertinggi di Kelas 3 sebesar 43,40%. Bagian yang paling sedikit terwakili di seluruh seri adalah *Fluency Development*, yang tetap berada di angka 0% pada Kelas 3, 4, dan 5, serta hanya muncul sebesar 3,77% pada kelas terakhir. Dapat disimpulkan bahwa seri ini tidak seimbang secara pedagogis karena meskipun membangun fondasi kosakata yang kuat, seri ini kurang memberikan latihan yang memadai untuk penggunaan bahasa yang alami dan otomatis. Oleh karena itu, guru harus bertindak sebagai fasilitator aktif untuk melengkapi celah tersebut dengan kegiatan berbicara dan kefasihan tambahan guna mencapai tujuan komunikatif dari kurikulum nasional serta mewujudkan Pembelajaran Mendalam (*Deep Learning*) yang sesungguhnya.

Kata kunci: analisis konten, tugas pembelajaran, *English for Nusantara Kids*, *the Four Strands*

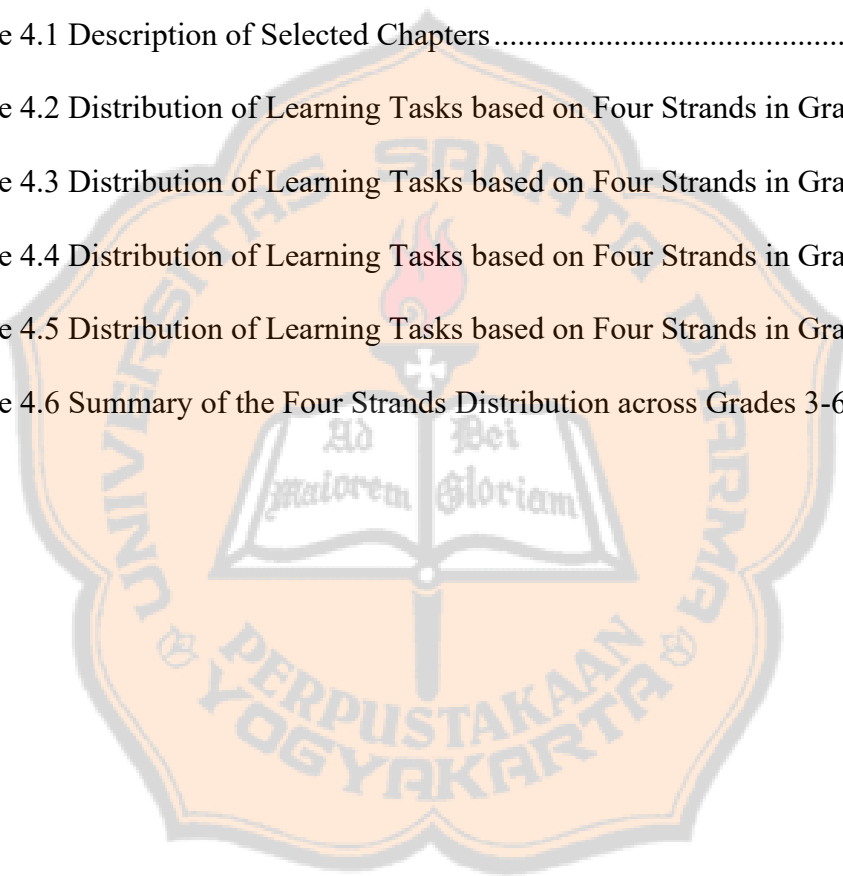
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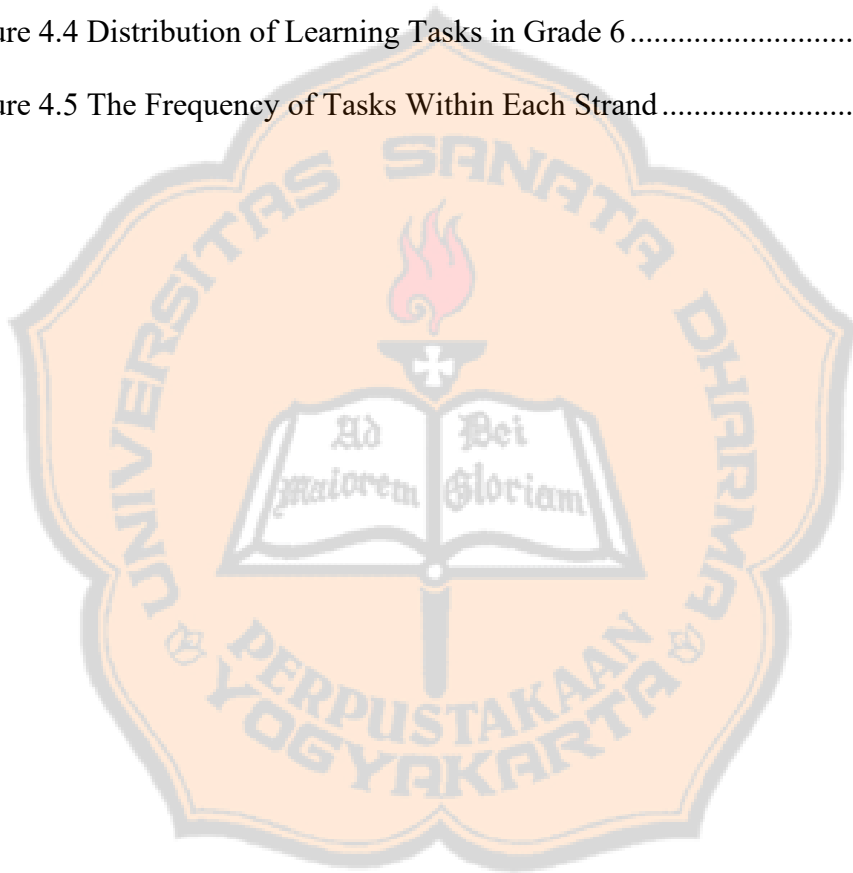
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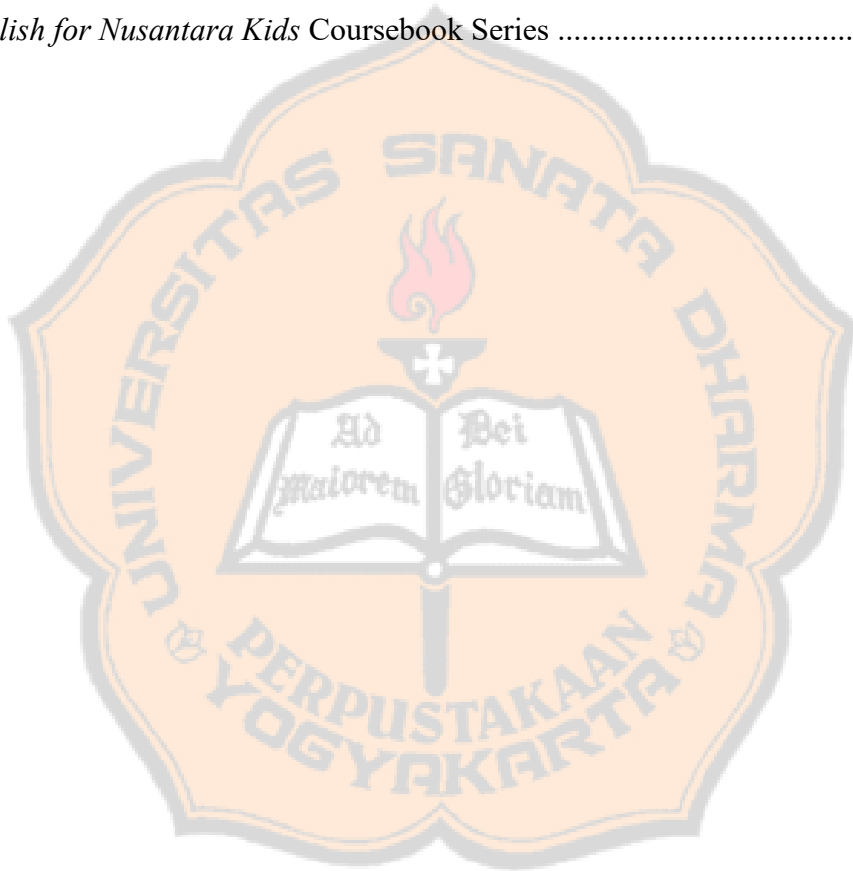
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LIST OF ABBREVIATIONS

- BKOF : Building Knowledge of the Field
- CEFR : Current European Framework of Reference
- EFL : English as a Foreign Language
- ELT : English Language Teaching
- ESL : English as a Second Language
- FD : Fluency Development
- GBA : Genre-Based Approach
- GRES : Get Ready for English on Stage
- ICOT : Independent Construction of the Text
- JCOT : Joint Construction of the Text
- LFL : Language-Focused Learning
- MFI : Meaning-Focused Output
- MFO : Meaning-Focused Input
- MOT : Modelling of the Text
- QR : Quick Response
- TBLT : Task-Based Language Teaching
- TEYL : Teaching English for Young Learners
- TLC : Teaching-Learning Cycle

CHAPTER 1

INTRODUCTION

This chapter presents an introduction to the study, including the background of the study, the place of the current study in the context of existing relevant studies, research delimitations, problem formulation, research goals, and benefits of the study.

1.1 Background of the Study

The rise of English as a global language has led many nations to introduce English instruction from an early age (Mayasari, 2024). In Indonesia, this worldwide trend is reflected in the formal implementation of English language instruction in schools, starting from the primary level through to junior and senior high school (Ayu & Indrawati, 2018; Rahmah & Qamariah, 2023; Sulistiyo et al., 2020). It is also regulated in *Peraturan Menteri Pendidikan Dasar dan Menengah Nomor 13 Tahun 2025* concerning the Curriculum for Early Childhood Education, Primary Education, and Secondary Education. It states that English is introduced starting from grade 3 in elementary school (Kementerian Pendidikan Dasar dan Menengah, 2025c). A central reason for the introduction and popularity of early foreign language learning is the widespread understanding that starting in pre- or elementary school is not only “easier” but also creates a valuable, lasting foundation for young learners’ long-term language proficiency and intercultural development (Jaekel, Schurig, & Ritter, 2022; Jaekel, Schurig, Van Ackern, et al., 2022). A key reason for the global trend of teaching English to young learners is the widely held assumption that an early start is more effective for foreign language acquisition (Copland et al., 2014; Rich, 2014). Additionally, the cognitive abilities of students

aged three to twelve are deemed optimal for language acquisition, constituting the so-called “golden age,” which is the moment when the human brain works like a sponge, absorbing many things easily, including language development (Rich, 2014). Language learners who begin acquiring a second language in childhood are typically more proficient than those who start learning it in adulthood (Amin et al., 2023).

This focus on early English education in Indonesia is now reinforced by new national policies that aim to improve the quality of learning. The government has introduced a “Deep Learning” approach which emphasizes three main elements: Mindful, Meaningful, and Joyful learning (Kementerian Pendidikan Dasar dan Menengah, 2025b). For English subjects, this means the curriculum is no longer just about memorizing words, but about helping students develop “Communicative Competence” so they can interact in real-life situations (Kementerian Pendidikan Dasar dan Menengah, 2025a).

However, in the Indonesian context, English is not widely spoken in daily life. People in Indonesia usually talk in Indonesian or in their local languages. Therefore, it is challenging for both parents and teachers to create a supportive English language-learning environment for their children and students. This means children have very few opportunities to hear or use English naturally outside of the classroom, which makes it harder to learn. Another challenge is low motivation. Renandya (2012) states that motivation is essential in learning. He also mentioned that motivated learners are those who are eager to put in a lot of effort to reach their goal and do not give up easily until they accomplish it. Many reasons motivate learners to study English, one of which is the rise of technology, which allows

students to access and learn through social media. Social media is commonly used by students not only for entertainment but also as a platform to learn and even to teach (Khoirunnisa & Anjaniputra, 2024). However, in many EFL (English as a Foreign Language) contexts, especially in rural areas, children may struggle to understand why learning English is relevant to their lives. They may have very little contact with English speakers, which can make it difficult for them to stay motivated. Therefore, collaboration between home-based upbringing and classroom instruction is essential to support children's language acquisition (Pujiani et al., 2022). Despite these challenges, instructional materials, particularly coursebooks, play a crucial role in shaping students' exposure to and engagement with the language. Research consistently shows that well-designed coursebooks play a crucial role in shaping student achievement. They offer structured content, scaffolded exercises, and clear guidance for both teachers and students, which can enhance engagement and motivation in learning (Solhi et al., 2020, 2021).

In Indonesian primary schools, both teachers and learners can use government-provided coursebooks available on the official government website or commercially available coursebooks from the market (Pemerintah Pusat Republik Indonesia, 2017), as coursebooks play an essential role in the teaching and learning process. Cunningsworth (1995) explains that a coursebook is a resource for presenting materials and providing students with practice in areas like vocabulary, pronunciation, grammar, listening, reading, speaking, and writing. In short, a coursebook helps teachers apply the curriculum because it is based on what the curriculum requires and gives students opportunities to learn (Ayu & Indrawati, 2018). Therefore, the coursebooks should represent the curriculum, the instructor,

and the students in order to guarantee that the learning process goals may be met. Furthermore, it is important to make sure the coursebooks align with the curriculum, the teacher, and the students. When selecting suitable coursebooks, both learners and teachers should take into account how language focus is distributed in order to ensure balanced development of skills and knowledge (Abi Anandi & Mukarto, 2024).

The primary instructional material provided by the Indonesian Ministry of Education and Culture for the *Kurikulum Merdeka* is the *English for Nusantara Kids* coursebook series. As the official, government-published coursebooks, they serve as the foundational model for English language teaching in elementary schools nationwide. While schools may use other materials, those are considered complementary and are expected to align with the pedagogical principles and structure set by the *English for Nusantara Kids* coursebook series. Therefore, analyzing the *English for Nusantara Kids* coursebook series is not just relevant; it is essential for understanding the government's intended standard for English education at the elementary level. The choice of this series is further justified by its public accessibility and the fresh perspective that an analysis through Nation's Four Strands framework can offer.

Therefore, the *English for Nusantara Kids* coursebook series is important to study. First, since it is published by the government. It means that this coursebook series serves as the foundational model for English language teaching and learning in elementary schools nationwide. In addition, it shows what the Indonesian government wants to achieve with early English education. Checking how they match with well-known learning principles, like Nation's Four Strands, helps us

understand what the official instructional materials do well to represent the curriculum's goals and what areas could be improved. Second, since the *English for Nusantara Kids* coursebook series is accessible through the *Sistem Informasi Perbukuan Indonesia* website and free of charge, many teachers and learners rely on it now. Lastly, this particular coursebook series is considered new because it was officially accessible on the website in 2025, and no known research has yet been conducted to analyze it. Therefore, analysing this coursebook series can help improve how it is used in real classrooms.

Furthermore, the selection of Nation's Four Strands framework for this analysis is grounded in its principle, which emphasizes balance across four critical components: meaning-focused input (exposure to language through listening/reading/viewing), meaning-focused output (producing language through speaking/writing/presenting), language-focused learning (explicit grammar/vocabulary instruction), and fluency development (practicing language use smoothly and confidently) (Nation, 2007). Unlike other methods that often focus only on one part, like grammar or vocabulary drills, this framework checks if coursebooks help students grow in all four areas. This is very important for young learners, especially during their "golden age" of learning languages. If the learning is not balanced, they might not fully develop their ability to use English as a tool for real communication (Copland et al., 2014). By using this framework, the study looks deeper into whether the coursebooks truly support complete language learning, not just memorizing words or passively reading, which is what mostly happens in places where English is not used daily.

However, evaluating how tasks are distributed in learning should not rely only on counting how often they appear. In the context of the current national curriculum (*Kurikulum Merdeka*), this distribution needs to be assessed based on its ability to support Deep Learning (Kementerian Pendidikan Dasar dan Menengah, 2025b). In Indonesian EFL classrooms, where students have limited exposure to English, surface learning, such as memorizing vocabulary, often does not lead to real communication skills (Irawan & Daud, 2021). For this reason, it is important to understand why certain types of tasks are given more emphasis than others. This study aims to examine whether the current task distribution reflects a clear teaching intention. In this study, this intention is directly defined by the official learning outcomes, or *Capaian Pembelajaran*, of the *Kurikulum Merdeka* (Kementerian Pendidikan Dasar dan Menengah, 2025a). For young learners in primary school, these national targets are divided into two distinct developmental stages. For Grades 3 and 4, which fall under *Fase B*, the curriculum intends for students to understand and respond to simple oral, written, and visual texts using basic vocabulary, visual aids, and non-verbal communication. At this stage, the teaching focus is on helping children interact in daily social and classroom settings (Kementerian Pendidikan Dasar dan Menengah, 2025a).

As learners progress to Grades 5 and 6, which fall under *Fase C*, the teaching intention shifts. The curriculum requires students to use simple English to communicate in familiar, routine situations. It also expects them to understand sound-letter relationships so they can produce their own simple oral, written, and visual texts using models or examples (Kementerian Pendidikan Dasar dan Menengah, 2025a). Therefore, this study evaluates the coursebook task distribution

to see if it successfully fulfils these official curriculum goals. This analysis helps determine whether the coursebooks provide meaningful language experiences so that Indonesian students do not merely learn about English grammar rules, but are actually equipped to use the language in their everyday social and academic lives.

1.2 Place of Current Study in the Context of Existing Relevant Studies

Research on English Language Teaching (ELT) coursebooks has employed a variety of evaluative approaches. Some studies utilize content-specific analysis, where researchers examine a particular aspect of a coursebook's content, such as its representation of gender and culture (Parlindungan et al., 2018; Pettersson, 2023), its visuals and characters (Guo et al., 2018; Sari & Ma'rifatulloh, 2024), or the complexity of its questions (Abdelrahman, 2014). One of the most relevant approaches to this study is framework-based pedagogical evaluation, which is a way of evaluating instructional materials by comparing them to a certain language learning theory to see how well they support teaching and learning.

Among the various pedagogical frameworks, such as the Criteria of Task by Ellis (2003), the Components of a Task by Nunan (2004), or Bloom's Taxonomy, I decided to use Paul Nation's Four Strands framework for assessing the balance of language-learning aspects within a coursebook. Abi Anandi & Mukarto (2024) used the Nation's Four Strands to analyse the learning tasks in the *New Total English* Coursebooks, concluding that the coursebook series provided a balanced distribution of tasks. In addition, Nazeer et al. (2015) also applied the same framework to their research, finding that some coursebooks were imbalanced and disregarded certain strands.

The current study adopts a framework-based pedagogical approach. It applies Paul Nation's Four Strands framework to conduct a content analysis of the learning tasks within the government-issued *English for Nusantara Kids* coursebook series for Grades 3-6. To the best of my knowledge, no known research has yet been conducted to analyze the pedagogical balance of the *English for Nusantara Kids* coursebook series using this framework. This study is necessary to find out whether these important national coursebooks give young learners in Indonesia a balanced and complete foundation for learning English.

Furthermore, the research gap is not only about the absence of the Four Strands framework in this particular coursebook series, but also about the absence of an analysis of how these strands support Deep Learning within a text-based curriculum. Previous studies have mostly focused on the "what," such as whether certain elements are present or not. In contrast, this study focuses on the "why," examining the teaching purpose behind how the learning tasks are distributed. By placing the Four Strands within the wider context of *Kurikulum Merdeka*, this research goes beyond simple description and instead evaluates whether the coursebook series truly helps students move from basic vocabulary recognition to a deeper and more meaningful mastery of English.

1.3 Research Delimitation

The scope of this study was intentionally defined to ensure its feasibility and depth within the given timeframe. As this research was conducted independently, it was necessary to establish clear boundaries for the analysis. Therefore, the study was methodologically delimited to a content analysis guided by Nation's (2007) Four Strands framework: Meaning-Focused Input, Meaning-Focused Output,

Language-Focused Learning, and Fluency Development. The materials for this analysis were confined to representative samples from a single coursebook series, specifically the *English for Nusantara Kids* coursebook series for grades 3 through 6. The focus is solely on the language learning tasks within the selected chapters. Other aspects of the coursebooks, such as illustrations and layout design, are not included in this analysis. To allow for a detailed investigation through this theoretical lens, the scope was further concentrated on two selected chapters from each of the four coursebooks, rather than evaluating every chapter in its entirety. This decision is not only practical but also strategic, as it allows for closer attention to units that are particularly rich in learning tasks. By focusing on these sections, the study can move beyond a general overview and instead develop a more in-depth evaluation of how learning is structured within the series.

As a result, the analysis centers specifically on learning tasks rather than on visual design or layout, based on the understanding that tasks are one of the main drivers of Deep Learning. By limiting the focus to these instruction-heavy units, the researcher is better able to examine the learning tasks. This approach makes it possible to explore whether the coursebook simply offers technical exercises or whether it encourages students to engage in real communication that connects with their cognitive and social experiences as young EFL learners in Indonesia.

1.4 Research Goals

Based on the background of the study stated in the previous parts, the researcher proposes three research goals for conducting this study. The first goal of this study is to find out the distribution of the learning tasks across the Four Strands framework in the *English for Nusantara Kids* coursebook series for Grades 3, 4, 5,

and 6. The second goal is to find out the pattern of progression and shifts in the distribution of the Four Strands across the grade levels (from Grade 3 to Grade 6) in the coursebook series.

The third goal of this study is to examine the pedagogical rationale behind the patterns of distribution and progression that have been identified. This includes assessing how these patterns align with the principles of Deep Learning in the current national curriculum. Through this analysis, the study seeks to determine whether the coursebook functions simply as a set of learning tasks or as a well-designed pedagogical tool that supports authentic language learning.

1.5 Problem Formulation

The researcher has proposed two different research questions, which are as follows:

1. How are the learning tasks in the *English for Nusantara Kids* coursebook series for Grades 3, 4, 5, and 6 distributed across the Four Strands framework?
2. How does the distribution of the Four Strands shift across the grade levels from Grade 3 to Grade 6 in the *English for Nusantara Kids* coursebook series?

1.6 Benefits of the Study

This study brings several benefits to different people involved in education. First, it helps to understand how the learning tasks in the *English for Nusantara Kids* coursebook series are distributed based on Nation's Four Strands framework. It shows which strand is used the most and which one is used the least. This helps to find out whether the coursebooks give a balanced English learning experience or

if some parts, like fluency practice or meaning-focused activities, are missing. Beyond simply identifying these patterns, this understanding makes it possible to evaluate the teaching rationale behind how they are distributed. It helps in assessing whether the dominant strands genuinely support meaningful language learning, or whether they remain at a technical surface level that does not fully engage students' cognitive and social experiences.

Second, for coursebook designers, the results can be useful in creating better coursebooks that follow good language learning principles. Even if the curriculum changes later, this study gives a useful example of how to evaluate future coursebooks. By noticing trends, like too much focus on vocabulary and too little on fluency, the findings can help future coursebook creators avoid making the same mistakes. Furthermore, by identifying these strands, coursebook designers can better ensure that learning tasks are carefully planned to support Deep Learning. This shift helps future materials move beyond rote exercises and instead promote authentic communication, in line with the Deep Learning emphasized in the national curriculum. Teachers can also see which parts of the coursebooks need extra support, so they can add extra activities to help students learn better, especially if the coursebooks do not give enough practice in certain areas.

For the academic community, this study contributes to the broader understanding of early English education in Indonesia. Conceptually, this study builds a connection between Paul Nation's Four Strands and the Indonesian Genre-Based Approach (GBA). It offers a model that can be used in other studies to assess how a text-based curriculum can be examined using a widely recognized language learning framework, ensuring a strong and "meaningful" progression from primary

to secondary education. Building on this foundation, further researchers may investigate the practical implementation of these coursebooks in actual classroom settings, explore other linguistic or cultural components within the books, or conduct similar analyses on materials for secondary or senior high school. In the end, this study provides useful data that can help improve English teaching and learning in Indonesia. It supports future decisions with real findings, so improvements can continue even when the curriculum changes.



CHAPTER 2

LITERATURE REVIEW

This chapter is divided into three sections. The first section presents a review of the theories that are utilized and applied in this study. The second section provides a review of related studies, discussing several previous studies that are relevant to this study. The last section is the theoretical framework that provides how the researcher used the theories in this study to answer the problem formulations.

2.1 Theoretical Review

This part provides a review of theories used in this research. This part consists of several sections, namely Young EFL Learners in Indonesian Context, English Coursebook for Indonesian Elementary School, *English for Nusantara Kids* Coursebook Series, Learning Tasks, Content Analysis, The Four Strands, The Genre-Based Approach (GBA) in Indonesia's *Kurikulum Merdeka*, and Deep Learning in Indonesia's English Language Education

2.1.1 Young EFL Learners in the Indonesian Context

There is no single definition for a "young learner," as the term is used differently based on a writer's purpose. The term "young learners" in language education generally refers to children learning a foreign or second language during their primary school years, typically between the ages of 5 and 12 (Nunan, 2017). Meisani et al. (2020) also states that young learners usually include children from the ages of 5 or 6 up to around 12 or 13. The current study focuses on grades 3-6 in Indonesia, which include elementary school students aged 8 to 12. Previous research highlights several key characteristics of young learners. They tend to learn

best through direct experiences and hands-on activities rather than abstract explanations (Musthafa, 2010). Additionally, unlike adult learners who are able to focus on a topic for long periods of time, young learners can usually maintain their attention for only about 15 to 20 minutes (Musthafa, 2010). Halliwell (1993) explains that young learners come to the classroom with helpful characteristics. In terms of language, they are skilled at interpreting meaning even without understanding all the words, and are creative in using the limited language they know. Their learning style is also unique; they frequently learn indirectly rather than directly, are highly motivated by finding and creating fun in their activities, and have a ready imagination (Halliwell, 1993). Most importantly, Halliwell (1993) states that young learners take great delight in talking.

Recent Indonesian government guidelines clarify that English for young learners must prioritize “Deep Learning” (Kementerian Pendidikan Dasar dan Menengah, 2025b). This approach requires teachers to move away from “surface learning,” which only focuses on facts, and move toward “deep learning,” where students construct their own meaning and connect lessons to their daily lives (Kementerian Pendidikan Dasar dan Menengah, 2025b). This is important for children in Grades 3 to 6, as they need to see English as a meaningful tool for communication rather than just a school subject.

However, in Indonesia, English is learned as a Foreign Language (EFL). This means that English is primarily studied within the classroom setting and is not widely used for daily communication in the broader community, unlike in English as a Second Language (ESL) contexts, where English often serves as an official language or lingua franca (Damayanti, 2008; Nufus, 2018). This EFL status

significantly influences the learning experience for Indonesian children and presents several challenges for teaching English to young learners in Indonesia. One major issue is the limited exposure students have to English outside the few hours of classroom instruction each week (Damayanti, 2008; Musthafa, 2010). This lack of a supportive language environment makes acquisition more difficult compared to ESL settings. Another significant challenge is the readiness and qualification of teachers. Many primary school teachers tasked with teaching English do not have a specific background in English language education (Karea, 2017; Musthafa, 2010; Mutiah et al., 2020). This can affect teachers' confidence in using English in the classroom and their ability to implement appropriate teaching methods for young learners (Mutiah et al., 2020). Additionally, schools often lack adequate facilities and learning resources specifically designed for young English learners (Mutiah et al., 2020). Despite these challenges, the belief that starting English early provides significant benefits for future proficiency remains strong, and the implementation of teaching English to young learners continues in the Indonesian education system.

2.1.2 English Coursebooks for Indonesian Elementary School

Tsiplakides (2011) mentioned that the coursebook is a common component used in teaching English as a second or foreign language. For teachers, a coursebook provides many benefits, especially for those who may not be English specialists. According to Halliwell (1993), a coursebook offers a clearly structured program with logical sequencing and revision, which gives the teacher a sense of security. It also saves a great deal of preparation time by providing a wide range of materials, practical teaching ideas, and a basis for homework. Furthermore, it includes work that students can do on their own, so the teachers do not have to be

the center of attention all the time (Halliwell, 1993). For the learners, the main benefit comes from having a teacher who is more secure because of the coursebook. (Halliwell, 1993) also points out that the coursebook directly helps learners by giving them a clear sense of purpose, progression, and progress, so they can see what they are learning and where they are going. It gives them a sense of security, allows them to work independently, and serves as a useful reference for checking and revising their work (Halliwell, 1993).

In an EFL (English as a Foreign Language) context, such as Indonesia, English is not commonly used in daily life. Because of this, the coursebook is often the main and sometimes only source of English input and exposure for students. A coursebook acts as a guide for the teacher, helping them manage the class and deliver lessons that match the curriculum's goal. In the Indonesian context, general English learning focuses on students' language skills based on their stage of development. It includes receptive skills (listening, reading, and viewing) and productive skills (speaking, writing, and presenting) (Kementerian Pendidikan Dasar dan Menengah, 2025a). Since the current study analyzes elementary school coursebooks from Grade 3 to Grade 6, it covers two key stages of the Indonesian *Kurikulum Merdeka*. Under this curriculum, there are learning outcomes for each phase. Phase B includes Grades 3 and 4. In this phase, learning is focused on developing oral English skills and introducing written language. A key goal for educators at this stage is to help students understand that English pronunciation is often different from its written form. Following this, Phase C covers Grades 5 and 6. In this final elementary stage, learning focuses on developing both oral and written English abilities related to everyday topics. For both Phase B and Phase C,

the expected language ability for students is equivalent to the A1 level of the CEFR (Kementerian Pendidikan Dasar dan Menengah, 2025a). The newest English subject guide confirms that coursebooks must support six main language skills: listening, speaking, reading, writing, viewing, and presenting (Kementerian Pendidikan Dasar dan Menengah, 2025a). The goal is to ensure that by the end of Phase C (Grade 6), students can communicate their basic needs and share simple information about themselves and their environment in a joyful and stress-free way (Kementerian Pendidikan Dasar dan Menengah, 2025a).

Based on Indonesian regulations for the educational book system, coursebooks used in schools are officially categorized into two types: main coursebooks and supplementary coursebooks. The supplementary coursebooks are those developed by the community or private publishers. It is important to note that while these books are produced independently, they are still required to be based on the applicable national curriculum and must receive official approval from the government to ensure they meet educational standards (Pemerintah Pusat Republik Indonesia, 2017). Some examples of these coursebooks from private publishers available for elementary schools include *Grow with English*, *Let's Speak Up*, and *Make It Fun* from Penerbit Erlangga, *English* from Penerbit Bumi Aksara, and *Bahasa Inggris* from Penerbit Grafindo Media Pratama.

Main coursebooks, on the other hand, are defined as mandatory instructional resources based on the prevailing curriculum and provided by the government, which are free of charge (Pemerintah Pusat Republik Indonesia, 2017) to ensure that all students have access to essential learning materials. As for the elementary-

level English subject in the current curriculum, the designated main coursebook series provided by the government is *English for Nusantara Kids*.

2.1.3 *English for Nusantara Kids* Coursebook Series

As states in *Undang-Undang Republik Indonesia Nomor 3 Tahun 2017 Tentang Sistem Perbukuan*, “Books can serve as one of the main means to foster the intellectual life of the nation, which ultimately contributes to the improvement of public welfare, as mandated in the *Pembukaan Undang-Undang Dasar Negara Republik Indonesia Tahun 1945*” (Pemerintah Pusat Republik Indonesia, 2017). *English for Nusantara Kids* is a series of Indonesian elementary school English coursebooks published by *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia*. The series consists of four books for grades 3 through 6. *English for Nusantara Kids* coursebook series can be accessed publicly and free of charge on the official website of *Sistem Informasi Perbukuan Indonesia*, as Pemerintah Pusat Republik Indonesia (2017) states that “the public has the right to easy access to quality books and information about publishing.” Each coursebook consists of six chapters, which are used for a full year, with three chapters for the odd semester and the last three chapters for the even semester. Each chapter covers two main learning topics. These coursebooks feature the same main characters throughout the series, representing Indonesia’s diversity. They are Pipit, Bara, Mita, and Ferdinand. There are also different supporting characters in each coursebook. The beginning of the coursebook explains each character, along with pictures and the context of the story.

The development of the *English for Nusantara Kids* coursebook series involved different teams of five authors for each grade level’s coursebook. While

the specific teams change, some authors contributed to multiple coursebooks in the series, ensuring a degree of continuity. For example, Ika Lestari Damayanti worked on the book for Grades 3, 4, 5, and 6, Deden Rahmat Hidayat worked on Grades 3 and 4, Yusnita Febriyanti worked on Grades 4 and 5, and Iyen Nurlaelawati worked on Grades 3 and 6. Having the same authors involved across different grades suggests they likely shared similar ideas and beliefs about how to teach English, especially for young learners in Indonesia, aiming for the coursebooks to follow a consistent path.

The *English for Nusantara Kids* coursebook series provides a clear structure and template, and also learning objectives in each chapter. The coursebooks incorporate a variety of engaging activities, colorful visuals that match young learners, and QR codes to access the listening audios. Throughout the series, there are seven important parts. First, the I Spy section encourages students to act as detectives who identify new words and expressions related to each subtopic. Second, the Song Time section provides opportunities for students to listen to and sing songs that reinforce the target vocabulary, while the Story Time helps them explore how words and expressions are used in short narratives. Next, through the Game Time section, students engage in interactive games to deepen their understanding enjoyably. Moreover, the My Turn section provides opportunities to apply the learned language in communicative tasks, followed by the I Can Do It section, which promotes reflection on learning progress. Lastly, the I Can Do More offers additional practice to strengthen mastery of the materials. Additionally, the coursebooks also include two special chapters titled Get Ready for English on Stage

(GRES), which serve as review chapters to review and strengthen students' understanding of the lessons from the previous three chapters.

2.1.4 Learning Tasks

According to Cunningsworth (1995), a coursebook is a resource designed to help achieve specific goals based on learners' needs. He highlights that coursebooks have several essential roles, including serving as a source of activities for learner practice and communication, as well as a reference for learners on grammar, vocabulary, and pronunciation. In language learning, "activities" offered in coursebooks are frequently called "tasks." However, the definitions of these terms vary depending on pedagogical perspectives.

From the perspective of Task-Based Language Teaching (TBLT), Nunan (2004) defines a pedagogical task as a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on meaning rather than form. In this strict definition, rather than merely practicing a particular grammatical rule, the primary objective of a task is to convey a message or achieve a communication goal.

To further communicatively clarify this concept, Ellis (2003) provides several criteria that define a task. First, a task is a work plan. It serves as a plan for learner activity, whether based on teaching materials or created by the teacher, even though the actual activity that happens in the class might differ from the original plan. Second, a task focuses primarily on meaning. It aims to engage learners in using language to communicate, rather than just showing off that they understand grammar rules. This usually involves an "information gap," which creates a genuine need for communication. Instead of just practicing grammar, learners are using

English as a tool to share missing information. Learners feel a real need to talk to each other to solve problems or share ideas. Third, a task involves real-world processes of language use. Even if the activity itself is artificial, like finding differences between two pictures, the interaction and language processes used to complete it reflect how language is used in the real world. Fourth, a task can involve any of the four language skills. It may require learners to listen, read, speak, or write, either individually or in combination. Fifth, a task engages cognitive processes. Learners must use thinking skills such as selecting, classifying, ordering, or reasoning, which guide their language use but still allow them to choose their own words. Finally, a task has a clearly defined communicative outcome. The plan sets a specific non-linguistic goal that serves as the way to determine when the task is finished (Ellis, 2003).

The definitions above distinguish strictly between a “task” and an “exercise,” where an exercise typically concentrates on linguistic form, such as specific vocabulary or grammar structures (Nunan, 2004). This study adopts a broader operational definition to align with Nation’s (2007) Four Strands framework. Nation’s framework explicitly says that a balanced language course must include a “Language-Focused Learning” strand, which requires direct attention to formal features like vocabulary and grammar.

Therefore, for the purpose of this content analysis, the term “learning task” is used as an umbrella term that encompasses both communicative “tasks” (meaning-focused) and linguistic “exercises” (form-focused). As an example, a role-play where learners must buy a plane ticket is a meaning-focused task, whereas a fill-in-the-blank activity that assesses verb tenses is a form-focused task or

exercise. Since both types are essential components of the Four Strands, specifically for the Meaning-Focused strands and the Language-Focused Learning strand, respectively, both are included as the unit of analysis in this study. In the context of analyzing coursebooks, the “input” (what the learners are read, hear, or view) and the “task” (what the learners are instructed to do, whether focusing on meaning or form) are the visible and critical elements to examine.

2.1.5 Content Analysis

Content analysis is used in this study to find out the distribution of learning tasks within the *English for Nusantara Kids* coursebook series. Content analysis, according to Fraenkel et al. (2012), is a research technique that enables researchers studying human behavior in an indirect way through an analysis of their communications. As noted by Ary et al. (2010), the material analyzed involves coursebooks, newspapers, web pages, speeches, television programs, advertisements, and other types of documents. In addition, Krippendorff (2019) defines content analysis as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.” By utilizing content analysis, researchers can break down the complex contents of a coursebook into manageable categories to draw valid conclusions about its pedagogical value.

In the education field, content analysis has been most typically used for certain specific purposes. Ary et al. (2010) list those purposes to include the identification of bias, prejudice, or propaganda in coursebooks, the analysis of types of errors made by students in their writings, and a description of prevailing practices. They further note that it is an excellent tool for discovering the degree of

material difficulty in coursebooks and for determining the relative importance or interest attached to certain topics (Ary et al., 2010).

The studies conducted by Sulistiyo et al. (2021), Bulqiyah & Ambarwati (2023), and Hidayah & Zahro (2025) utilize content analysis to evaluate Indonesian coursebooks. According to these studies, content analysis is a form of qualitative research that is used to examine the content of particular resources, such as coursebooks, in order to determine their quality and applicability. Content analysis is employed in these studies to examine the organization of various book components, such as reading texts, illustrations, audio files, and exercises. In order to accomplish this, researchers read, classify, and evaluate the data using a predetermined set of guidelines. By using content analysis, the studies clarify whether coursebooks are suitable for both students and teachers in the classroom and how well they align with educational requirements.

2.1.6 The Four Strands

The Four Strands is a framework that was first introduced by Paul Nation in 1996. Nation (1996) suggests that a well-rounded language course should equally include four key strands. Each strand should ideally take up around 25% of the total course time (Nation, 2007). These strands include 1) meaning-focused input, 2) meaning-focused output, 3) language-focused learning, and 4) fluency development. Macalister & Musgrave (2015) also states that The Four Strands is applicable in a wide range of teaching and learning contexts. Below is the explanation of each strand.

2.1.6.1 Meaning-Focused Input

The first strand, meaning-focused input, occurs when learners pay attention to the message primarily to understand the ideas or information, rather than to study the language itself. Only under certain conditions does this strand exist. Learners should already be familiar with most of the input, allowing them to focus on meaning rather than struggling with unfamiliar language. The content should be interesting and engaging so that the learners are motivated to understand it. Ideally, only a small portion of the language used should be unfamiliar. Learners should also be able to use context and their background knowledge to make sense of the unfamiliar parts. Finally, they need to be exposed to a large amount of input to support language development effectively (Nation, 2007).

The input should be just slightly above the learner's current level. As explained by Krashen (1981), input involves understanding language through listening and reading at a level that is just beyond the learner's current ability, known as $i+1$. In this formula, "i" represents the learners' current level (interlanguage), and "+1" is the next level (Krashen, 1981). Nation (2007) states that understanding, learning, and enjoying what they listen to and read should be the learners' primary goals and areas of interest. Moreover, he mentions that this strand typically involves extensive reading, shared reading, listening to stories, watching TV or movies, and participating in conversations.

2.1.6.2 Meaning-Focused Output

Meaning-focused output is the language learning process that involves speaking and writing activities where the learners focus on conveying their ideas and messages to others (Nation, 2007). The conditions for meaning-focused output

are similar to those of meaning-focused input and include learners speaking or writing about familiar topics, having the primary objective of effectively conveying their message to someone else, using limited language that is unfamiliar to them, having access to resources such as communication strategies, dictionaries, or prior input to fill any gaps in their productive language knowledge, and having enough opportunities for speaking and writing (Nation, 2007).

2.1.6.3 Language-Focused Learning

The other strand in the Four Strand framework is language-focused learning. This strand focuses on giving attention to features of the language. Learners convey not only the messages but also the spoken and written form, the general meaning, the patterns which they fit into, or their correct use (Nation, 1996). Furthermore, Nation (1996) states that language-focused learning is realized through attention to the sounds and spelling of language, direct vocabulary study, grammar exercises and explanation, and deliberate attention to text features.

Nation lists several typical activities in this strand. They are practicing pronunciation, using substitution tables and drills, and using word cards for vocabulary learning, intensive reading, translation, memorizing dialogues, and getting feedback on writing. Furthermore, guessing from context or from a dictionary is included in this strand, as it is categorized as a deliberate learning strategy. This strand has a positive effect on learning and language use (Nation, 2007). The conditions of language-focused learning are:

- a) The language-focused learning strand emphasizes the importance of learners giving deliberate attention to linguistic features.

- b) The learners are encouraged to engage in deep and thoughtful processing of these features.
- c) To optimize language learning, it is essential to provide opportunities for spaced and repeated attention to the same linguistic features.
- d) The features chosen for study should be simple and not reliant on prior developmental knowledge that the learners may lack.
- e) The linguistic features studied in the language-focused strand should also be prevalent in the other three strands of the course.

In the language-focused learning strand, the learners deliberately give attention to language features, such as vocabulary, grammar, punctuation, and other language features. Thus, the language-focused learning strand is not included in the meaning-focused strands. However, this strand can also occur in meaning-focused tasks (Nation, 2007).

2.1.6.4 Fluency Development

Fluency Development should involve all four language skills, namely listening, speaking, reading, and writing. The focus of activities in this strand is not to learn and understand new knowledge, but to train learners to practice the language they already know to improve their language skills by using it repeatedly (Nation, 2007). The characteristics of fluency according to Nation (1996) are:

- a) Real-time language processing is involved. Fluency occurs when learners take part in meaning-focused activities with speed and ease and without holding up the flow of talk.
- b) Learners are not required to use the language based on great attention and effort.

- c) Fluency is a skill aspect of language use. Even though it is highly dependent on the knowledge of language a learner has, it also involves making the best possible use of what is already known.

The fluency development strand exists if several conditions are present. First, the learners are generally familiar with what they are listening to, reading, speaking, or writing. In other words, the language, topics, and text features should not feel unfamiliar to them. Second, the learners' attention is focused on acquiring or communicating meaning rather than on form. Third, there is some motivation or pressure to perform more quickly, encouraging the development of fluency. Finally, there is a significant amount of input or output involved in the activity (Nation, 2007).

While Nation (2007) defines fluency development through strict structural requirements for classroom activities, other language acquisition scholars view fluency through a broader, more communicative lens. For instance, Brumfit (1984) argues that fluency is simply 'natural language use.' In his view, fluency development occurs anytime students focus entirely on delivering a message to a listener, even if they make minor grammatical mistakes or use slightly unfamiliar words. From a cognitive perspective, Segalowitz (2010) explains fluency development as building up cognitive fluency. This means training the brain's internal pathways to process words quickly and smoothly from an idea into actual spoken language. Similarly, Skehan (1998) defines fluency as a student's real-time ability to use their existing language resources to communicate meaning for a communicative purpose.

From these perspectives, fluency is not restricted to activities using 100% familiar language. Instead, it is developed through any meaningful, message-focused interaction that trains the brain to process speech smoothly. Acknowledging these alternative definitions is important because coursebook designers may adopt these broader communicative or cognitive views of fluency rather than Nation's strict operational criteria. Nation's Four Strands model provides a strong foundation for a balanced curriculum. However, applying it strictly in real classrooms can be challenging. Previous studies note that following the model exactly is not always possible, particularly the rule about splitting class time equally. Therefore, previous studies have highlighted the limitations of this framework and suggested that it often needs to be adapted to accommodate different teaching situations. Tsubaki (2018) argues that Nation's rule of splitting class time equally (25% for each strand) is often impossible to follow in real classrooms, especially when students have low English proficiency. She found that her students needed more time for Language-Focused Learning and Fluency Development because they lacked the vocabulary to handle difficult content. Therefore, in her analysis, she suggests that the time for each strand should not be allotted equally in the Cross-Cultural communication class.

On the other hand, Robb (2022) focuses on how online teaching often fails to use the model correctly. He points out that most teachers spend too much time "spoon-feeding" grammar (Language-focused Learning) and not enough time letting students actually practice using the language. He argues that 75% of learning time should be for practice, but traditional teaching methods often miss this goal. In addition, he also highlights a practical problem with online learning, which is

hard to grade students based on the quality, accuracy, or correctness of what students submit as their work.

2.1.7 The Genre-Based Approach (GBA) in Indonesia's *Kurikulum Merdeka*

The implementation of English language learning in Indonesian primary education explicitly requires the use of a text-based approach, also known as the Genre-Based Approach (GBA). This policy reflects a major shift from traditional grammar-focused methods toward a functional view of language, where language is understood not simply as a set of sentences, but as a social semiotic system. In this perspective, language is considered functional because it performs specific “work” within particular social and cultural contexts (Feez, 1999).

English language instruction in the Indonesian primary context is primarily based on the Genre-Based Approach (GBA), also known as the text-based approach. According to Feez (1999), language is understood as a social semiotic system, meaning that it is functional and closely connected to its cultural context. Within this perspective, language is not taught as a set of abstract grammar rules, but as a resource used to achieve specific social purposes, often referred to as genres. In line with this view, the Indonesian Ministry of Education formally supports this approach, emphasizing that real-world communication takes place at the level of whole texts, where meaning is shaped by social function rather than by isolated sentences.

To put the Genre-Based Approach (GBA) into practice, educators follow what is known as the Teaching-Learning Cycle (TLC), which consists of four key stages (Kementerian Pendidikan Dasar dan Menengah, 2025a). First, in the Building Knowledge of the Field (BKOF) stage, students are introduced to the

cultural context of the topic while also developing the necessary vocabulary. This is followed by the Modelling of the Text (MOT), where learners examine a sample text in order to understand its structure and language features. In the Joint Construction of the Text (JCOT) stage, students work together with their peers and the teacher to produce a text collaboratively. Finally, in the Independent Construction of the Text (ICOT), learners create their own texts independently once they are considered ready (Kementerian Pendidikan Dasar dan Menengah, 2025a).

The use of GBA in the *English for Nusantara Kids* coursebook series is closely connected to the idea of Deep Learning. Unlike surface-level learning, which focuses mainly on memorization, the TLC encourages students to understand meaning before producing language. Through scaffolding, or gradual support from the teacher, students are guided to internalize how a genre works by first receiving input and then gradually moving toward producing their own output. This process aligns with Paul Nation's (2007) Four Strands framework. For example, the BKOF and MOT stages mainly involve Meaning-Focused Input (MFI), while JCOT and ICOT emphasize Meaning-Focused Output (MFO). Therefore, analyzing how these strands are distributed is not just about counting tasks, but also about evaluating whether the coursebook effectively follows the TLC in supporting meaningful, deep English learning for young learners in Indonesia.

2.1.8 Deep Learning in Indonesia's English Language Education

Based on the Indonesian English teaching guidelines, Deep Learning is closely linked to text-based instruction (Kementerian Pendidikan Dasar dan Menengah, 2025a). Deep Learning or *Pembelajaran Mendalam* is introduced as a teaching approach to improve the quality of education for all students. It is not a

new curriculum, but a way to make sure that learning is more than just memorizing facts. Instead of just mastering “textual” content, students are encouraged to connect their lessons to “contextual real-life situations (Kementerian Pendidikan Dasar dan Menengah, 2025b).

Kementerian Pendidikan Dasar dan Menengah (2025a) defines this approach through three core principles that guide how a teacher should manage the classroom, which are Mindful (*Berkesadaran*), Meaningful (*Bermakna*), and Joyful (*Menggembirakan*). A Mindful learning experience happens when students are aware of their own progress and take an active role in their studies. They learn how to manage themselves and understand their goals, which gives them the inner drive to find their own ways to succeed and helps them become lifelong learners. This is paired with Meaningful learning, where students do not just memorize information but actually use it in real-life situations. By connecting lessons to their daily environment and the local community, students can remember what they learn more easily and understand their responsibility to the world around them. Finally, a Joyful atmosphere is necessary to create a positive space where students feel safe and excited to learn. When students feel happy and supported, it is much easier for them to understand new ideas, stay creative, and reach their full potential (Kementerian Pendidikan Dasar dan Menengah, 2025a).

In an English as a Foreign Language (EFL) context, the teacher’s role is to ensure that the learning tasks in the coursebook do not remain at a “surface level.” For example, even if a coursebook is heavy on vocabulary exercises (Language-Focused Learning), it is the teacher’s responsibility to adapt those learning tasks so they become meaningful and joyful to the learners. By doing this, the teacher helps

learners move beyond simple memorization and toward a deeper understanding of the language. In this study, Deep Learning is not used as a tool to analyze each learning task, but is instead viewed as one of the goals of the “human teacher.” While the Four Strands framework is used to analyze the distribution of learning tasks in the coursebooks, the principles of being Mindful, Meaningful, and Joyful serve as the standard for how those tasks should be implemented in a real classroom setting to achieve true pedagogical quality.

2.2 Review of Related Studies

Several related studies have been conducted before this study. This section provides a review of previous studies relevant to this study because they also focus on coursebooks as their primary subject. The purpose is to build a foundation for this study by examining existing studies on coursebook analysis, the study of learning tasks, the application of Paul Nation’s Four Strands framework, and the specific context of Teaching English to Young Learners in Indonesia.

2.2.1 Analysis of Indonesian Curriculum and Social Values in Coursebooks

One common way to evaluate coursebooks is to check how well they match a country’s curriculum and social values. Several studies on *English for Nusantara* coursebooks for junior high school have found that they include national priorities. In their content analysis, Sari & Ma’rifatulloh (2024) concluded that the coursebook had a very high relevance (95%) to the *Pancasila* Student Profile, which is a key part of the *Kurikulum Merdeka*. In addition, a study by Parlindungan et al. (2018) on a different government-issued coursebook called *When English Rings A Bell* also found that it promoted local cultural values like politeness and discipline. These

studies show that Indonesian coursebooks are one of the tools for teaching national character and moral values.

While these studies show that Indonesian coursebooks successfully include national character and moral values, they mainly focus on the “what” (the content itself) rather than the “how” (how the content is taught). There is still an important gap in understanding whether these values are simply presented as information or actually used to support Deep Learning. If cultural values are not built into tasks that encourage students to think critically, they may remain at a surface level and fail to support students’ communication skills and overall cognitive development.

2.2.2 Analysis of Learning Tasks in Coursebooks

Another important area of coursebook evaluation is the analysis of the learning tasks themselves. These studies look at whether the activities in a coursebook are well-designed and balanced. Research often shows that even when a coursebook follows the curriculum, its learning tasks can have weaknesses. For instance, a content analysis of Jordanian English coursebooks by Abdelrahman (2014) found that over 55% of the questions were at the lowest cognitive levels of Bloom’s Taxonomy, focusing only on remembering and understanding. A similar imbalance was found in the junior high school version of *English for Nusantara*. In their content analysis using Nunan’s typology, Damayanti & Mukarto (2024) reported that the tasks were unbalanced, with the Grade 7 coursebook focusing on cognitive tasks and the Grade 8 coursebook on interpersonal tasks, while almost completely ignoring creative and affective tasks.

The findings of Abdelrahman (2014) and Damayanti & Mukarto (2024) highlight a broader issue in coursebook design, namely the dominance of low-level

cognitive tasks. Therefore, this pattern suggests a risk of encouraging surface learning, where students are trained to memorize and recall information rather than to analyze, connect, and evaluate it. This situation strengthens the need for the present study to closely examine the *English for Nusantara Kids* coursebook series in order to determine whether the tasks require enough cognitive effort to support genuine language independence.

While a different study by Ayu & Indrawati (2018) on a senior high school coursebook found a good distribution of tasks. The coursebook includes a range of tasks aimed at improving students' English skills in listening, reading, speaking, and writing. Furthermore, a descriptive qualitative content analysis by Kurniawati et al. (2021) on a Grade 5 English coursebook in Indonesia found that the learning materials are presented through short, simple sentences and texts, supported by colorful pictures.

2.2.3 The Four Strands Framework in Coursebook Analysis

Another way to measure the pedagogical balance of a coursebook is by using a specific theoretical framework, like Paul Nation's Four Strands framework. This framework argues that a course should provide an equal balance of meaning-focused input, meaning-focused output, language-focused learning, and fluency development (Nation, 2007). A key example is the research by Abi Anandi & Mukarto (2024), who used content analysis to study the learning tasks in the *New Total English Coursebooks*. They found that the series was well-balanced, with each strand taking up roughly 25% of the tasks. This study provides a clear model for how to apply the Four Strands and a good example of what a balanced coursebook looks like. In contrast, Nazeer et al. (2015) used a similar approach to evaluate

English coursebooks in Pakistan and found a major flaw. The coursebooks completely ignored listening and speaking skills, which meant that the meaning-focused input and output strands were missing. Together, these two studies show that the Four Strands framework is an appropriate tool for checking if a coursebook is truly designed to help students develop language ability.

However, the idea of having an equal 25% distribution for each strand, as suggested by Nation (2007) and noted by Abi Anandi & Mukarto (2024), needs to be carefully reconsidered in relation to the specific learning context. In an Indonesian EFL setting, where students have limited exposure to English outside the classroom, a planned “imbalance” that gives more emphasis to Meaning-Focused Input (MFI) in the early stages may actually be more effective in building a strong foundation for Deep Learning. Therefore, this study will examine whether the distribution found in the *English for Nusantara Kids* coursebook series reflects a lack of balance or whether it represents a deliberate and well-planned design that follows the stages of the Genre-Based Approach (GBA).

The previous studies show that coursebook evaluation is an important field of research. In Indonesia, studies have confirmed that the government-issued *English for Nusantara* series for junior high school includes national character and moral values. In addition, research on learning tasks has shown that coursebooks in Indonesia and other countries can have pedagogical imbalances, such as focusing too much on low-level skills or ignoring certain types of tasks. The Four Strands framework has been proven to be an appropriate tool to analyze these kinds of imbalances.

Despite these previous studies, there is a clear gap in the literature. While many studies have analyzed the junior high school version of the *English for Nusantara* series, there is a lack of research on the learning tasks designed for elementary school students: the *English for Nusantara Kids* coursebook series. Furthermore, while the Four Strands framework has been used to analyze other coursebooks, it has not yet been applied to the *English for Nusantara Kids* series. This study will fill this research gap by conducting the first systematic content analysis of the learning tasks in the *English for Nusantara Kids* coursebook series (Grades 3-6) using Paul Nation's Four Strands framework.

The research gap addressed in this study is not simply about examining a new coursebook series, but about applying a more comprehensive analytical approach. While previous studies have tended to look at strands or cognitive levels separately, this study brings these elements together to evaluate the depth and meaningfulness of learning tasks. In this way, it moves beyond simply counting how often tasks appear and instead offers a more critical analysis of how the government's instructional design supports learning for the next generation of Indonesian students.

The distribution of learning tasks is essential to analyze because it ensures language development happens in a balanced and systematic way, rather than being concentrated on only one type of skill or activity. A coursebook could help students in learning particular language items more efficiently if it concentrates more on a single strand, such as language-focused learning. However, it does not provide students with the broader advantages of skill improvement and enjoyment that come from activities that are focused on meaning. Therefore, maintaining a proportional

distribution of approximately 25% for each strand is important to ensure that development in language teaching does not lead to unbalanced instructional design, which may negatively affect students' language development (Nation, 2007). By doing so, this study will determine whether Indonesia's official coursebooks for young learners provide the balanced set of language learning opportunities needed for language development.

2.3 Theoretical Framework

This section presents the framework of this study. After reviewing the related theories, the researcher created a framework, specifically the framework of how the research questions were answered. In this study, the research questions are "How are the learning tasks in the *English for Nusantara Kids* coursebook series for Grades 3, 4, 5, and 6 distributed across the Four Strands framework?" and "How does the distribution of the Four Strands shift across the grade levels from Grade 3 to Grade 6 in the *English for Nusantara Kids* coursebook series?". Below is the diagram containing the framework for this study.

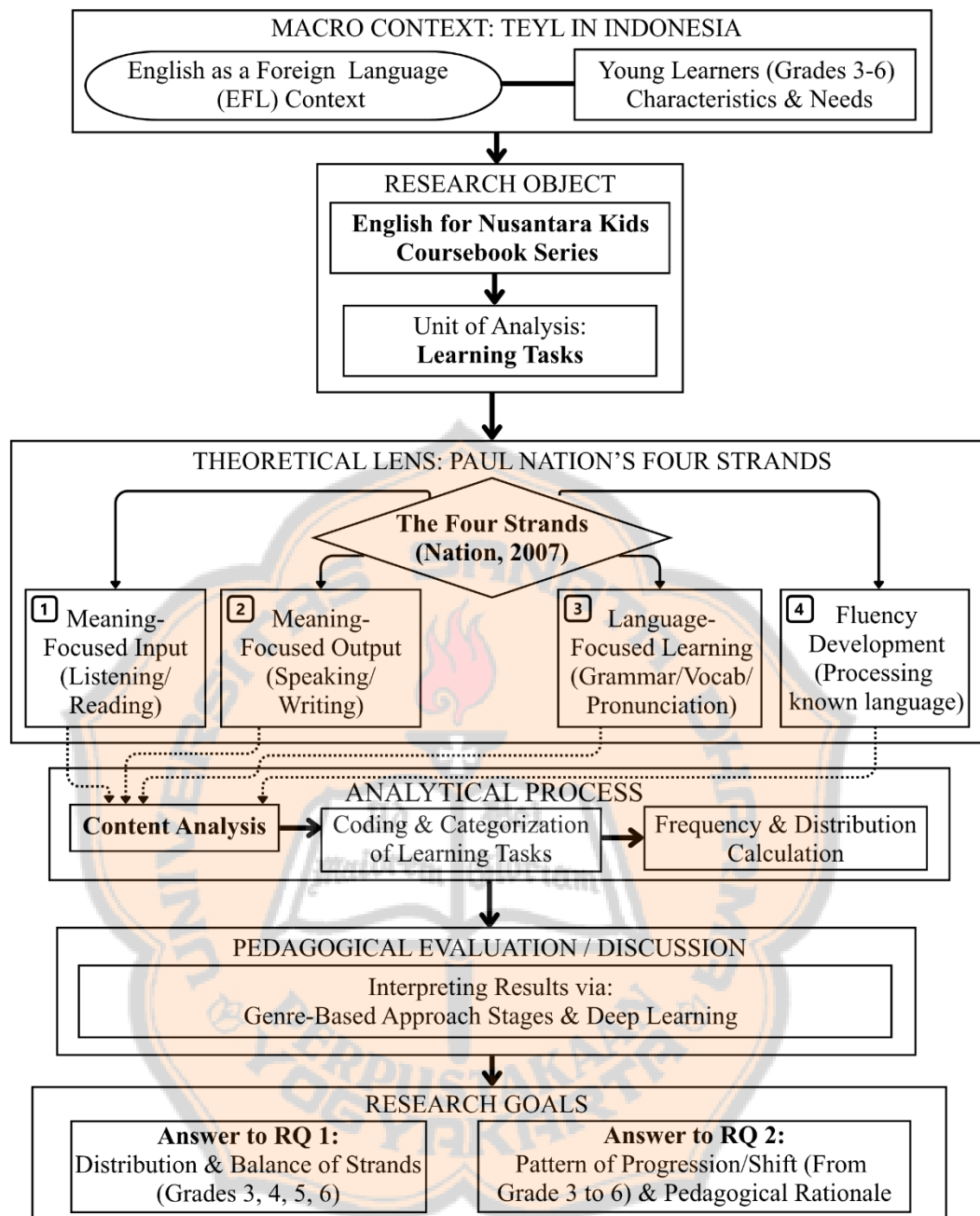


Figure 2.1 The Diagram of the Analysis of Learning Tasks in the *English for Nusantara Kids Coursebook Series*

The analysis of the learning tasks in the *English for Nusantara Kids* coursebook series based on Nation’s Four Strands is the main focus of this study. From the diagram above, the framework begins with the Macro Context: Teaching English for Young Learners (TEYL) in Indonesia. This part highlights that the study

is situated within the context of English as a Foreign Language (EFL), where learners have limited exposure to English. Therefore, the characteristics and needs of young learners (Grades 3-6) are the foundation of this study.

Then, this study focuses on a specific research object, which is the *English for Nusantara Kids* coursebook series. Using these coursebooks as the object, the study does not examine everything, but specifically focuses on the learning tasks contained within them. Thus, to analyze these learning tasks, this study applies a framework, which is Paul Nation's Four Strands. This framework splits into four specific categories used to classify the learning tasks which are Meaning-Focused Input (listening/reading/viewing), Meaning-Focused Output (speaking/writing/presenting), Language-Focused Learning (grammar/vocabulary), and Fluency Development.

The dotted arrows flowing from the Four Strands down to the next section represent the application of the framework into practice. These arrows lead to the analytical process using content analysis to examine the learning tasks. The process includes identifying and classifying the learning tasks according to the Four Strands, followed by calculating their frequency and distribution. Finally, the analysis leads to the research goals. This shows that the results of the calculation are used to answer the research questions: determining the distribution of strands and identifying the pattern of progression from grade 3 to 6.

Importantly, this framework adds a second layer of evaluation so that the analysis goes beyond simply counting how often tasks appear. While Paul Nation's Four Strands are used as the main tool to classify the learning tasks, the results are then examined through the perspectives of Deep Learning and the Genre-Based

Approach (GBA). This combined approach ensures that the study does not stop at identifying “what” is included in the textbook, but also explores “why” certain patterns appear and how they relate to the goals of the *Kurikulum Merdeka*. By linking the Four Strands with these qualitative perspectives, the framework provides a strong way to evaluate whether coursebook series help students move from basic recognition to a deeper and more functional mastery of English.



CHAPTER 3

METHODOLOGY

This chapter explains the methodology used in this study. This chapter is divided into four parts, namely research method, selecting the samples, data analysis technique, and ensuring trustworthiness.

3.1 Research Method

This study begins with the issue of the Indonesian government's regulations requiring English language instruction to begin in elementary school, making the official government-published coursebook a crucial item to examine in order to help young Indonesian students learn. Therefore, content analysis acts as the major instrument to analyze the *English for Nusantara Kids* coursebook series. It facilitates a plan to identify, classify, and quantify the learning tasks inside the coursebooks systematically. Following Krippendorff (2019), Content analysis is utilized here not merely as a descriptive tool, but as a research technique for making “replicable and valid inferences from texts to the contexts of their use.” Instead of merely describing the coursebooks, content analysis enables the researcher to classify each task based on a specific theory, namely the Four Strands framework by Paul Nation, in order to evaluate whether the materials offer a well-balanced range of language learning opportunities for young learners.

The researcher adapted the steps of content analysis from Fraenkel et al. (2012). The steps used in this study include determining objectives, defining terms, specifying the unit of analysis, locating relevant data, developing a rationale, developing a sampling plan, and analyzing data.

3.1.1 Determining Objectives

The first step was determining the specific objectives of the analysis. The main objective of this study is to investigate the distribution of learning tasks in *English for Nusantara Kids* coursebook series, Grades 3, 4, 5, and 6, based on Nation's Four Strands framework and to reveal the shift of task distribution across the grade levels.

3.1.2 Defining Terms

To ensure clarity and consistency during the analysis, the researcher defined the key terms used in this study:

a) Learning Task

Defined as an activity in the coursebook that requires learners to use the target language (English) to achieve a specific outcome.

b) The Four Strands

The framework used to classify the tasks consists of meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

3.1.3 Specifying the Unit of Analysis

The researcher specified the unit of analysis to ensure the data was measurable. In this study, the unit of analysis was the individual activity or task instruction found in the selected units of coursebooks. Every instruction that required student action (e.g., "listen and speak", "match and speak", "listen and point") was counted as one unit.

3.1.4 Locating Relevant Data

The researcher located the data sources relevant to the research objectives. The data sources were the learning tasks provided in the *English for Nusantara Kids* coursebook series, covering grades 3, 4, 5, and 6, published by *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia*.

3.1.5 Developing A Rationale

A rationale was developed to justify the link between the data and the objectives. The researcher reasoned that by analyzing the learning tasks in these specific coursebooks, the pedagogical orientation of the curriculum (*Kurikulum Merdeka*) regarding the balance of language skills (Four Strands) could be revealed. Furthermore, the purpose of this content analysis goes beyond merely counting how often tasks appear. By using the Four Strands as the main tool, the study seeks to uncover the underlying pedagogical rationale of the coursebook authors. This includes examining how the distribution of strands aligns with the stages of the Genre-Based Approach (GBA) and supports the government's emphasis on Deep Learning. In this way, the analysis is intended to reveal the "logic of the design," assessing whether the tasks provide the cognitive and social meaningfulness necessary for effective language learning in the Indonesian EFL context.

3.1.6 Developing A Sampling Plan

Due to the large number of tasks in the four coursebooks, the researcher utilized a purposive sampling technique. Instead of analyzing all chapters, the researcher selected two representative chapters from each coursebook (one from the odd semester and one from the even semester) to represent the progression of tasks throughout the academic year. To ensure the depth and variety of the data, the

researcher selected the chapter with the highest frequency of learning tasks from each semester. The chapters were chosen not to represent the entire coursebook statistically, but because they provided enough meaningful data to conduct a proper analysis. By focusing on chapters with the most learning tasks, this study aims to examine how the Four Strands are distributed in the most instruction-intensive chapters and to capture a wide range of task types used in the coursebook series.

3.1.7 Analyzing Data

The final step was analyzing the data. The research tallied the frequency of tasks in each strand and calculated the percentages using the formula.

$$P = \frac{F}{N} \times 100\%$$

(Where **P** is the percentage, **F** is the frequency of the specific strand, and **N** is the total number of learning tasks). The results were then interpreted descriptively to answer the research questions regarding the distribution and progression of the strands.

3.2 Selecting the Samples

The data for this study were collected from four coursebooks, namely *English for Nusantara Kids* for Grades 3, 4, 5, and 6, published by the Indonesian Ministry of Education, Culture, Research, and Technology. Table 3.1 below provides the information about the coursebooks analyzed in this study.

Table 3.1 Descriptions of the Coursebooks

Coursebooks	Authors	Publishers	Number of Pages
<i>English for Nusantara Kids</i> Grade 3	Iyen Nurlaelawati, Tina Priyantini, Deden Rahmat Hidayat, Lintang Indira Nadianti, Ika Lestari Damayanti	Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia	184

<i>English for Nusantara Kids Grade 4</i>	Ika Lestari Damayanti, Deden Rahmat Hidayat, Evi Karlina Ambarwati, Dian Fransiska Maharani, Yusnita Febrianti	<i>Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia</i>	160
<i>English for Nusantara Kids Grade 5</i>	Yusnita Febriyanti, Diah Royani Meisani, Tira Rostia Wardini, Muhammad Agung Ibrahim, Ika Lestari Damayanti	<i>Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia</i>	184
<i>English for Nusantara Kids Grade 6</i>	Ika Lestari Damayanti, Mahmud Layan Hutasuhut, Ajeng Meidina Fadhillah, Rika Ristiana Dewi, Iyen Nurlaelawati	<i>Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia</i>	185

In this study, purposive sampling was utilized by the researcher to select the data. Purposive sampling, according to Ary et al. (2010) is a technique where the researcher selects the sample according to specific criteria or knowledge of the population in order to accomplish a particular goal. This technique was selected since the goal of this research is to find out the pattern of the learning tasks in the *English for Nusantara Kids* coursebook series based on Nation's Four Strands, rather than generalizing the results to all coursebooks.

The English for Nusantara Kids coursebook series is used for Grades 3, 4, 5, and 6. There are a total of six chapters in each coursebook in this series, where three chapters are designed for the odd semester, and three chapters are designed for the even semester. Therefore, the researcher selected two representative chapters from each coursebook. One chapter from the odd semester and one chapter from the even semester were selected by the researcher. This selection strategy was

used to ensure that the sample captures the progression of the tasks throughout the year. By selecting one chapter from the first half and one from the second half, the researcher can see how the learning tasks develop as the students move to higher levels. In addition, from each semester, the researcher selected the chapter with the highest frequency of learning tasks. Since the learning tasks are the central element of the study, selecting the chapters that have the highest frequency of learning tasks from each semester can be the strongest representative chapters for each coursebook. Table 3.2 shows the information about the chapters analyzed in this study.

Table 3.2 Overview of the Analyzed Chapters

Grades	Odd Semester	Quantity of Learning Tasks	Even Semester	Quantity of Learning Tasks
3	Chapter 3	26	Chapter 6	27
4	Chapter 2	27	Chapter 5	26
5	Chapter 1	24	Chapter 5	27
6	Chapter 2	29	Chapter 6	24

3.3 Data Collection and Analysis Technique

In this study, the research questions are “How are the learning tasks in the *English for Nusantara Kids* coursebook series for Grades 3, 4, 5, and 6 distributed across the Four Strands framework?” and “How does the distribution of the Four Strands shift across the grade levels from Grade 3 to Grade 6 in the *English for Nusantara Kids* coursebook series?” In order to answer the research questions, the data collection and analysis were conducted in a connected, four-phase process. This process moved from the broad identification of learning tasks to a pedagogical classification that was verified, and then to quantitative interpretation.

3.3.1 Phase 1: Identification of Learning Tasks

In the first phase, the researcher conducted a comprehensive review of the selected chapters from the *English for Nusantara Kids* coursebook series (Grades 3-6). The objective was to identify the unit of analysis, defined as any individual instruction or activity requiring a distinct action from the learner. To ensure data traceability, a unique composite code was assigned to each learning task indicating its grade level, chapter, and sequence (e.g., G3-C1-T01 represents Grade 3, Chapter 1, Task 1).

As an initial step in organizing the data, each identified learning task was entered into a table. At this stage, learning tasks were not yet assigned to a strand; instead, they were identified according to their explicit instructions and the language skills involved. This separation of description and classification minimized bias and ensured that complex tasks (e.g., those involving more than one language skill) were appropriately recorded before the analysis. Below is an example of the table showing how the researcher conducted the first phase.

Table 3.3 Learning Task Identification

<i>English for Nusantara Kids</i> Grade 3 – Chapter 3					
No	Task Code	Page	Section/ Instruction Heading	Involved Language Skills	Description of Learner Activity
1	G3-C3-T01	62	I Spy! – 1. Listen and Point	Listening, Viewing	Learners listen to Audio 3.1 and point to the correct family members in Picture 3.1.
2					
3					

3.3.2 Phase 2: Classification of Learning Tasks into the Four Strands

In the second phase, the identified tasks were classified to determine their main learning focus using Nation's (2007) Four Strands framework. This phase consisted of two steps to ensure the analysis was consistent and reliable. First, the researcher classified the learning tasks. To ensure a clear and consistent analysis, especially for learning tasks that involve more than one skill, the researcher classified each learning task based on its primary pedagogical objective. While some tasks may have secondary goals, this study assigned each task to only one specific strand within Nation's (2007) framework. This approach ensures that the classifications are mutually exclusive, allowing for a precise calculation of the distribution and balance across the Four Strands. Therefore, in order to do the second phase, the following guidelines that aligned with Nation's Four Strands framework were used:

- a) Focus on Receptive Understanding: If a learning task utilized listening or reading skills where the primary objective was solely to comprehend the message (e.g., matching pictures, true/false comprehension questions) without requiring significant language production or grammatical analysis, it was coded as Meaning-Focused Input (MFI).
- b) Focus on Communicative Goal: If a task involved receptive skills (e.g., reading) solely to facilitate a productive outcome (e.g., speaking and presenting), and the goal was message transmission, it was coded as Meaning-Focused Output (MFO).

- c) Focus on Form: If a learning task utilized a text or audio input, but the learner’s attention was explicitly directed toward analyzing linguistic features (grammar, vocabulary, pronunciation), it was coded as Language-Focused Learning (LFL).
- d) Fluency Operationalization: A task was classified as Fluency Development only if it met specific criteria: familiar content combined with explicit instructions for speed, real-time processing, or repetition.

Second, to ensure consistency in classifying the learning tasks, the researcher rechecked all the learning tasks two weeks after the first classification. By waiting for two weeks before the second check, the researcher was able to reduce bias and verify that the initial classification was correct. The results were then compared to check for consistency over time. Below is an example of the table showing how the researcher conducted the second phase.

Table 3.4 Learning Tasks Classification to the Four Strands

<i>English for Nusantara Kids Grade 3 – Chapter 3</i>				
No	Task Code	Task Description	Four Strands Category	Rationale for Classification
1	G3-C3-T01	Learners listen to Audio 3.1 and point to the correct family members in Picture 3.1.	Meaning-Focused Input (MFI)	The primary objective is receptive comprehension, where learners must process auditory input to identify the correct visual meaning without producing language.
2	G3-C3-T02	Learners listen to Audio 3.2 about family activities and say the expressions	Language-Focused Learning (LFL)	The task requires deliberate attention to pronunciation and form by mimicking expressions. There is no negotiation of

		provided (e.g., “I am mopping the floor”).		meaning, marking it as a drill.
3				

3.3.3 Phase 3: Quantitative Analysis and Interpretation

In the final phase, the data were quantified to reveal the distribution of strands. The frequency of tasks within each strand was tallied for each grade level and converted using the formula:

$$P = \frac{F}{N} \times 100\%$$

(Where **P** is the percentage, **F** is the frequency of the specific strand, and **N** is the total number of learning tasks). It is acknowledged that Nation’s (2007) ideal balance refers to the allocation of course time (approximately 25% per strand). As this study is a textual content analysis rather than a classroom observation, measuring exact duration is not feasible. Therefore, this study assumes that the frequency of tasks can represent the level of emphasis in the course. The calculated percentages were analyzed to address the two research questions:

- a) Distribution Analysis: Comparing the results with Nation’s ideal balance (25% per strand) to determine if the coursebooks provide a balanced learning experience.
- b) Progression Analysis: Conducting comparisons across Grades 3, 4, 5, and 6 to identify shifts in pedagogical focus as the learners’ proficiency levels increase.

Table 3.5 Quantitative Distribution Analysis

Four Strands Category	Frequency (F)	Percentage (%)	Nation's Ideal (%)	Deviation from Ideal
Meaning-Focused Input%	25%	±...%
Meaning-Focused Output%	25%	±...%
Language-Focused Learning%	25%	±...%
Fluency Development%	25%	±...%

3.3.4 Phase 4: Qualitative Discussion and Pedagogical Evaluation

In this final phase, the quantitative data collected in Phase 3 were subjected to a qualitative discussion to uncover the underlying pedagogical rationale. Following Krippendorff's (2019) principle of content analysis, the results are examined through the theoretical lenses outlined in Chapter II, which are Deep Learning, the Genre-Based Approach (GBA), and Learning Task Meaningfulness. Rather than focusing solely on raw percentages, the researcher considers why certain patterns appear. For instance, a high frequency of Language-Focused Learning (LFL) in Grade 3 may be understood as a deliberate strategy for Building Knowledge of the Field (BKOF). This phase aims to uncover the pedagogical reasoning behind changes across grade levels, evaluating whether the series provides a scaffolded progression that guides students from surface-level recognition to deep, meaningful communication.

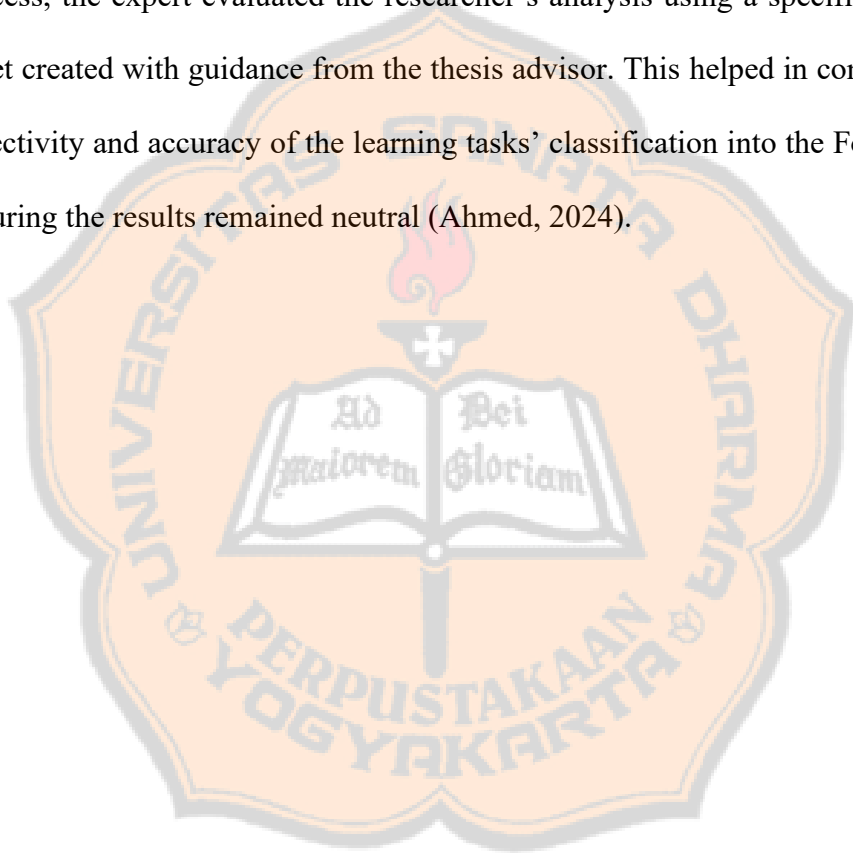
3.4 Ensuring Trustworthiness

To ensure the trustworthiness of the analysis, the researcher performed reliability checks. The researcher employed intra-rater reliability by classify the same sample of data at two different times to ensure consistency. Lee (2025) states that intra-rater reliability is the consistency of assessment done by the same observer or rater over time. High intra-rater reliability confirms that the assessments are reliable and consistent (Lee, 2025). Additionally, expert judgment was sought from the expert validator to validate the classification of learning tasks.

Ensuring trustworthiness is essential to establishing their credibility and reliability in qualitative findings (Ahmed, 2024). Credibility, transferability, dependability, and confirmability are some of the fundamental components that make up the idea of trustworthiness (Ahmed, 2024). To ensure credibility, the researcher used prolonged engagement (Ahmed, 2024). In this study, the researcher spent a significant amount of time reading and re-reading the *English for Nusantara Kids* coursebook series and the main theory, which is Nation's Four Strands. By immersing in the data over a long period, the researcher ensured she fully understood the context and content of the learning tasks within the coursebooks.

Then, the researcher used methodological documentation to maintain dependability (Ahmed, 2024). This involves clearly recording every step of the research so that others can follow the same procedure and understand the decisions made (Ahmed, 2024). In this study, the researcher saved all analysis records, including the first and the second classification checks. This documentation ensures that the research was consistent and allows the process to be double-checked by others.

Finally, to achieve confirmability, this study employed peer debriefing, which Fraenkel et al. (2012) describe as having an outside reviewer assess a qualitative study's method and results. An external expert was selected to validate this study based on his direct experience with coursebook development and the application of the Four Strands. Additionally, his educational background and experiences confirm his broad knowledge of language education. To complete the process, the expert evaluated the researcher's analysis using a specific validation sheet created with guidance from the thesis advisor. This helped in confirming the objectivity and accuracy of the learning tasks' classification into the Four Strands, ensuring the results remained neutral (Ahmed, 2024).



CHAPTER 4

RESULTS AND DISCUSSIONS

This chapter presents the results and discussions of the findings in relation to the research questions of this study. It is divided into three main sections. The first section focuses on the distribution of the learning tasks across the Four Strands framework in the *English for Nusantara Kids* coursebook series for Grades 3, 4, 5, and 6. The second section reveals the pattern of progression and shifts in the distribution of the Four Strands across the grade levels (from Grade 3 to Grade 6) in the same coursebook series. Lastly, the third section provides a discussion of the theoretical and pedagogical implications of this study.

4.1 The Distribution of Learning Tasks based on Nation's Four Strands

This first section of the chapter describes the distribution of learning tasks in the *English for Nusantara Kids* Coursebook Series for Grades 3, 4, 5, and 6, based on Nation's Four Strands: Meaning-Focused Input, Meaning-Focused Output, Language-Focused Learning, and Fluency Development. For the analysis, the researcher used two chapters for each coursebook. As mentioned in the previous chapter, the chosen chapters are taken from each semester. One chapter from the odd semester and one chapter from the even semester to see the progression from the lower level to the higher level. In order to choose the representative chapters, the researcher took the chapters with the highest number of learning tasks. Table 4.1 below provides the description of the selected chapters for this study.

Table 4.1 Description of Selected Chapters

Coursebook Title	Selected Chapters	Pages	Quantity of Learning Tasks
<i>English for Nusantara Kids</i> Grade 3	Chapter 3 “My Family’s Activities at Home”	59 – 86	26
	Chapter 6 “My Teachers”	149 – 180	27
<i>English for Nusantara Kids</i> Grade 4	Chapter 2 “Meal Time”	25 – 54	27
	Chapter 5 “My PE Class”	105 – 126	26
<i>English for Nusantara Kids</i> Grade 5	Chapter 1 “Buying Some Mangoes and Spinach”	1 – 30	24
	Chapter 5 “At the Library”	117 – 150	27
<i>English for Nusantara Kids</i> Grade 6	Chapter 2 “Our Hygiene Habits”	37 – 66	29
	Chapter 6 “Our School Project”	157 - 182	24
Total of Learning Tasks			210

In total, eight chapters are being analyzed in this study. Based on those eight chapters, the researcher found 210 learning tasks with 53 learning tasks from Grade 3, 53 learning tasks from Grade 4, 51 learning tasks from Grade 5, and 53 learning tasks from Grade 6. The researcher classified each learning task from those eight chapters into the Four Strands by Paul Nation, namely Meaning-Focused Input, Meaning-Focused Output, Language-Focused Learning, and Fluency Development. Each learning task within the series was precisely classified into its primary strand based on the pedagogical goal and the learning condition according to the provided learning task instruction. This study adopts Nation’s (2007) principle that a well-balanced language course should ideally allocate approximately 25% of the total course time to ensure holistic proficiency (Nation,

2007). The following subsections provide a detailed breakdown of the findings in this study.

4.1.1 *English for Nusantara Kids* Grade 3 Analysis Results

In the *English for Nusantara Kids* coursebook Grade 3, the researcher analyzed 53 learning tasks. Based on the Four Strands distribution for Grade 3, it shows that the coursebook focuses mostly on teaching pronunciation and vocabulary. While there are many opportunities for learners to listen and speak, there are few exercises that help learners become faster or more fluent with what they already know. Table 4.2 below shows how the 53 learning tasks are distributed into the Four Strands based on the framework by Nation (2007).

Table 4.2 Distribution of Learning Tasks based on Four Strands in Grade 3

Four Strands Category	Frequency (F)	Percentage (%)	Nation's Ideal (%)	Deviation from Ideal
Meaning-Focused Input (MFI)	17	32.08%	25%	7.08%
Meaning-Focused Output (MFO)	13	24.53%	25%	-0.47%
Language-Focused Learning (LFL)	23	43.40%	25%	18.40%
Fluency Development (FD)	0	0.00%	25%	-25.00%
Total	53	100%	100%	

Table 4.2 reveals that Language-Focused Learning (LFL) is the most frequent strand with 43.39% of the total tasks. According to Nation (2007), Language-Focused Learning (LFL) strand is about focusing on the language itself,

like vocabulary, grammar, and spelling. For Grade 3 elementary school learners, this high percentage makes sense because they are just starting to learn English and need to build their vocabulary foundation.

The *English for Nusantara Kids* Grade 3 coursebook does a good job of balancing Meaning-Focused Input (32.08%) and Meaning-Focused Output (24.53%). Nation (2007) explains that input is about understanding messages, while Output is about using language to share messages with others. Learning tasks in these categories often involve listening to simple stories or describing familiar objects and pictures. The most important finding is that there are no learning tasks for Fluency Development (0%) in Grade 3. Nation (2007) states that for a learning task to be “fluency,” learners are required to use language they are largely familiar with, and they do it under some pressure or faster than usual speed. While the coursebook includes some games, they are primarily used to teach new words (Language-Focused Learning) rather than to help learners use familiar words more quickly. This means the coursebook helps learners learn new things, but it does not yet help them become smooth or fast when speaking. To provide a clearer visual of this distribution, Figure 4.1 illustrates how heavily the Grade 3 coursebook relies on Language-Focused Learning (LFL) compared to other strands.

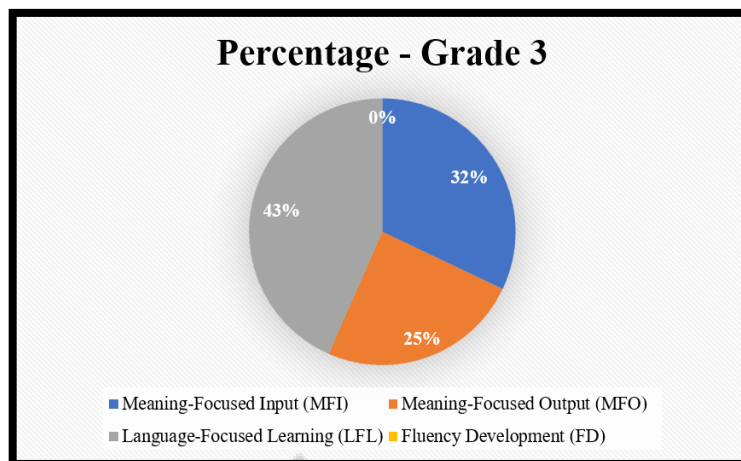


Figure 4.1 Distribution of Learning Tasks in Grade 3

The researcher found that the high level of Language-Focused Learning (43.40%) in Grade 3 indicates a clear choice to focus on the Building Knowledge of the Field (BKOF) stage. At this early level, the coursebook focuses on teaching basic vocabulary before asking students to create more difficult texts. However, the total lack of Fluency Development (0%) creates a risk that students will only learn on a surface level. Without activities that help them use words they already know quickly and easily, students might see English as just a list of separate labels instead of a tool for communication. This suggests that while the coursebook is good at introducing new words, it fails to provide the practice students need to start using the language naturally and automatically.

4.1.2 English for Nusantara Kids Grade 4 Analysis Results

In Grade 4 of *English for Nusantara Kids*, the researcher analyzed the same number of learning tasks as Grade 3, which are 53 learning tasks. While the total number of learning tasks is the same as in Grade 3, the way these learning tasks are distributed across the Four Strands is quite different. The results show a significant

move to more communication-based activities. Table 4.3 presents the frequency and percentage of the learning tasks found in the selected chapters for Grade 4.

Table 4.3 Distribution of Learning Tasks based on Four Strands in Grade 4

Four Strands Category	Frequency (F)	Percentage (%)	Nation's Ideal (%)	Deviation from Ideal
Meaning-Focused Input (MFI)	19	35.85%	25%	10.85%
Meaning-Focused Output (MFO)	20	37.74%	25%	12.74%
Language-Focused Learning (LFL)	14	26.42%	25%	1.42%
Fluency Development (FD)	0	0.00%	25%	-25.00%
Total	53	100%	100%	

Based on Table 4.3, the most notable finding in Grade 4 is the high percentage of Meaning-Focused Output (37.74%) and Meaning-Focused Input (35.85%). Together, these two strands make up more than 70% of the coursebook. This suggests that the *English for Nusantara Kids* Grade 4 coursebook prioritizes using language to understand and share messages. This is a big change from Grade 3, where Language-Focused Learning (LFL) was the most common strand.

Interestingly, Language-Focused Learning (LFL) in Grade 4 is very close to the ideal balance suggested by Nation (2007). With a frequency of 26.42%, it is only 1.42% away from the recommended 25%. This indicated that at the Grade 4 level, the coursebook provides a healthy amount of deliberate language study, and it still gives more attention to communication.

Despite the improvements in other areas, Fluency Development (FD) remains at 0%. Just like in the Grade 3 analysis, there are no learning tasks in Grade 4 that meet the strict requirements for fluency, such as using familiar language under time pressure. This confirms a continuing pattern in the series: while learners are getting more opportunities to speak and listen for meaning, they are still not being trained to do so at speed and with automaticity. Grade 4 is visually summarized in Figure 4.2 below.

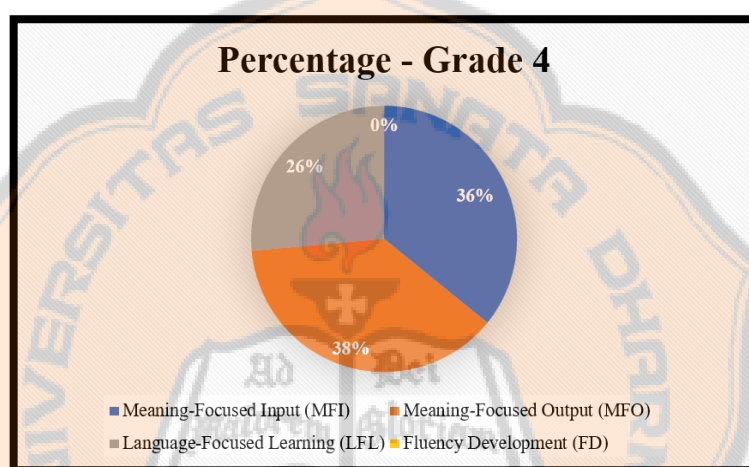


Figure 4.2 Distribution of Learning Tasks in Grade 4

In Grade 4, Meaning-Focused Output (37.74%) becomes the main focus. This shows a shift toward the Joint Construction (JCOT) and early Independent Construction (ICOT) stages of the GBA cycle. This focus on “output” aims to create Deep Learning by having students actively use the words they learned in previous years. However, looking closer at these learning tasks, there is a clear conflict between simply following instructions and truly being involved. Many activities are still very controlled, such as repeating set dialogues. While these tasks technically count as “output,” the learning might not be truly meaningful if students are not allowed to express their own personal, original thoughts.

4.1.3 *English for Nusantara Kids* Grade 5 Analysis Results

For the Grade 5 *English for Nusantara Kids* coursebook analysis, the researcher identified a total of 51 learning tasks. The distribution for this grade level shows a strong emphasis on input and impressive alignment with Nation's (2007) ideal for output. However, the absence of fluency development continues to be a consistent issue in the coursebook series. The frequencies and percentages for each strand in the *English for Nusantara Kids* Grade 5 are presented in Table 4.4 below.

Table 4.4 Distribution of Learning Tasks based on Four Strands in Grade 5

Four Strands Category	Frequency (F)	Percentage (%)	Nation's Ideal (%)	Deviation from Ideal
Meaning-Focused Input (MFI)	22	43.14%	25%	18.14%
Meaning-Focused Output (MFO)	13	25.49%	25%	0.49%
Language-Focused Learning (LFL)	16	31.37%	25%	6.37%
Fluency Development (FD)	0	0.00%	25%	-25.00%
Total	51	100%	100%	

According to the table above, the most significant finding in Grade 5 is the dominance of Meaning Focused Input (MFI), which accounts for 43.14% of the learning tasks. This is the highest percentage for this strand found in the series so far. This indicates that the Grade 5 coursebook focuses heavily on receptive skills, which are listening, reading, and viewing, to ensure students are processing plenty of comprehensible messages. According to Nation (2007), having a high amount of

input is crucial for developing “implicit” knowledge needed for natural language use.

Another important result is the distribution of Meaning-Focused Output (MFO). At 25.49%, this strand is almost perfectly aligned with the 25% ideal balance suggested by Nation (2007), with a deviation of only 0.49%. This suggests that Grade 5 provides a very appropriate amount of opportunities for students to produce language and “push” their speaking, writing, and presenting skills at an age-appropriate level.

Language-Focused Learning (LFL) remains a significant part of the Grade 5 coursebook at 31.37%. While this is higher than the 25% ideal, it is lower than the percentage found in Grade 3. This shows that while the series still values the deliberate study of vocabulary and pronunciation, it is beginning to make more room for meaning-based activities as the learners progress to higher grades.

As seen in the previous grades, Fluency Development (FD) remains at 0%. There are still no learning activities in the coursebook that are intended to increase the speed of processing familiar language under time pressure. This consistent gap across the series highlights that while the coursebooks so far are effective at teaching new language (LFL) and providing input (MFI), they do not yet provide the specific conditions needed to develop Fluency (FD), as defined by Nation (2007). As seen in Figure 4.3, the dominance of Meaning-Focused Input becomes even more obvious when looking at the overall proportion of learning tasks for Grade 5.

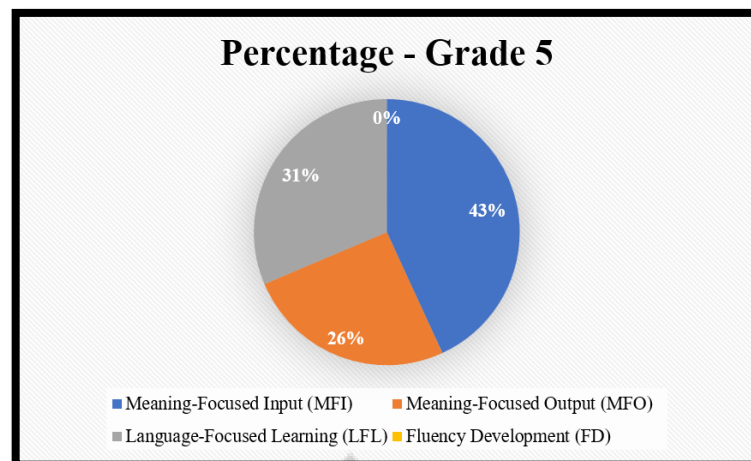


Figure 4.3 Distribution of Learning Tasks in Grade 5

In Grade 5, Meaning-Focused Input (43.14%) is the most frequent activity, which indicates a return to the Modelling of Text (MOT) stage. This focus suggests the authors recognize the specific needs of Indonesian English classrooms, where students require significant exposure to the language before they can engage with more challenging materials.

While this high level of input helps students understand the language naturally, the continued absence of Fluency Development (0%) creates an instructional gap. Although students are introduced to more difficult reading and listening content and continue to study vocabulary (LFL), they are not provided with enough opportunities to practice until the language becomes easy and natural for them to use. As a result, the learning process relies too heavily on listening and reading, which leaves the students' productive skills less developed.

4.1.4 *English for Nusantara Kids* Grade 6 Analysis Results

For the final coursebook in the *English for Nusantara Kids* coursebook series, Grade 6, the researcher analyzed a total of 53 learning tasks. This coursebook shows a very clear focus on providing as much input as possible, while also maintaining a strong balance in language study and output. Interestingly, this is the only grade level where all Four Strands are present. The table below shows the frequency and percentage for each strand in the Grade 6 coursebook.

Table 4.5 Distribution of Learning Tasks based on Four Strands in Grade 6

Four Strands Category	Frequency (F)	Percentage (%)	Nation's Ideal (%)	Deviation from Ideal
Meaning-Focused Input (MFI)	24	45.28%	25%	20.28%
Meaning-Focused Output (MFO)	12	22.64%	25%	-2.36%
Language-Focused Learning (LFL)	15	28.30%	25%	3.30%
Fluency Development (FD)	2	3.77%	25%	-21.23%
Total	53	100%	100%	

The findings show that Meaning-Focused Input (MFI) is the highest in Grade 6, accounting for 45.28% of the learning tasks. This is a significant finding because it suggests that as learners prepare to finish elementary school, the coursebook prioritizes giving them a large amount of listening, reading, and viewing material. According to Nation (2007), this high level of exposure is

essential for learners to naturally pick up the language patterns they will need for more advanced levels.

In Grade 6, both Meaning-Focused Output (22.64%) and Language-Focused Learning (28.30%) are very close to the 25% ideal suggested by Nation (2007). This shows that the Grade 6 coursebook is well-designed in these areas. It provides a balanced mix of “pushed” output learning tasks, where learners share their own messages, and deliberate learning tasks that focus on pronunciation and vocabulary accuracy.

The most important highlight of the *English for Nusantara Kids* coursebook Grade 6 results is that Fluency Development (FD) finally appears. Even though the frequency is very small, which is only 2 learning tasks (3.77%), this is a major shift compared to Grades 3, 4, and 5, where the percentage was always zero. This indicates that the *English for Nusantara Kids* coursebook series finally begins to include activities that challenge students to use their known English with more speed and automaticity, which Nation (2007) identifies as a critical part of a well-rounded language course. Figure 4.4 shows the breakdown for Grade 6, which is the only level where all four colors of the strands appear together.

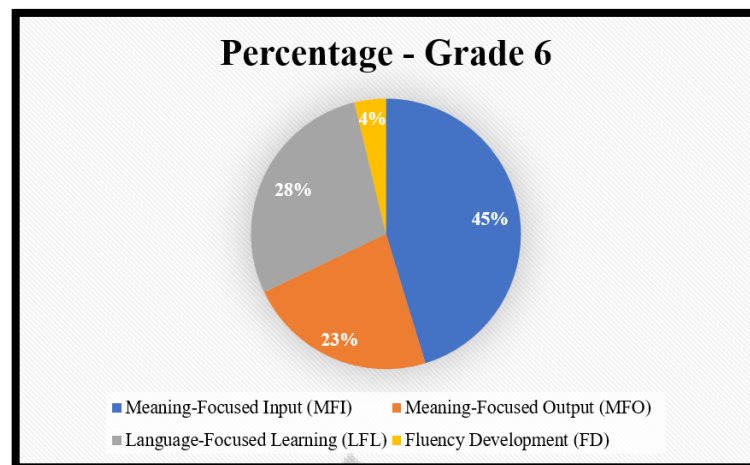


Figure 4.4 Distribution of Learning Tasks in Grade 6

Grade 6 is special because it is the only level where all Four Strands are used together. This represents the final stage of the learning process for primary school. The appearance of Fluency Development (3.77%), even though it is a small amount, shows that the authors have finally included activities to help students use English more quickly before they move to junior high school.

This mix of all Four Strands helps support the goals of Deep Learning, because it allows students to experience every area needed to truly learn a language (Kementerian Pendidikan Dasar dan Menengah, 2025a). However, since Meaning-Focused Input (45.28%) is still much higher than Meaning-Focused Output (22.64%), the focus remains mostly on receiving information. This suggests that the program of study treats understanding the language as the main goal of elementary school, while speaking, writing, and presenting are seen as less important.

4.1.5 Summary of Findings

After analyzing the learning tasks in the *English for Nusantara Kids* coursebook series, Grades 3, 4, 5, and 6 individually, the researcher provides a

summary of the findings as a whole. Bringing all the data together provides a clearer picture of what the coursebook series prioritizes across the four years of primary school. Table 4.6 below presents a master comparison of all 210 percentages of learning tasks analyzed in this study.

Table 4.6 Summary of the Four Strands Distribution across Grades 3-6

Four Strands Category	Grade 3	Grade 4	Grade 5	Grade 6
Meaning-Focused Input (MFI)	32.08%	35.85%	43.14%	45.28%
Meaning-Focused Output (MFO)	24.53%	37.74%	25.49%	22.64%
Language-Focused Learning (LFL)	43.40%	26.42%	31.37%	28.30%
Fluency Development (FD)	0.00%	0.00%	0.00%	3.77%
Total	100%	100%	100%	100%

Looking at the overall distribution from the table above, the researcher highlights several major takeaways. First, the *English for Nusantara Kids* coursebook series relies heavily on Meaning-Focused Input (MFI) and Language-Focused Learning (LFL). Across all four grades, learners spend the majority of their time either trying to understand messages through listening, reading, and viewing, or deliberately studying the vocabulary and pronunciation of the English language.

Second, the series provides a relatively consistent space for Meaning-Focused Output (MFO). While the exact percentage fluctuates from year to year,

the coursebooks generally ensure that learners have regular opportunities to practice speaking, writing, and presenting to share their own ideas with others.

However, the most obvious finding from the summary is the major gap in Fluency Development (FD). For three full years (Grades 3, 4, and 5), there are absolutely no learning tasks dedicated to helping learners use familiar language at a faster, more automatic speed. Fluency practice only makes a very small appearance at the very end of the series in Grade 6. Overall, the summary data reveal a coursebook series that is well-equipped to help learners build basic knowledge and understand input, but it falls short in training them to be fluent.

Looking at the whole series, we can see a clear pattern: the curriculum focuses on listening, reading, and viewing as a necessary base before students can use English independently. In the early grades, the focus is mostly on vocabulary study, slowly shifting toward meaningful input (reading, listening, and viewing). Because of this, the series acts like a long preparation phase, focusing on Building Knowledge of the Field (BKOF) and Modelling of Text (MOT). However, Fluency Development (FD) is ignored in almost every grade, which creates a major weakness in the curriculum. From a Deep Learning perspective, if students never practice what they know until it becomes natural, that knowledge remains weak and hard to use in real-time. In this way, the *English for Nusantara Kids* series builds a strong foundation, but it risks creating a “Knowledge-Performance Gap.” This means students might know a lot of English rules and words, but they will struggle to use them smoothly and meaningfully in everyday conversations. The next section will look more closely at the specific pattern and shifts from one grade level to the next.

4.2 The Patterns of Progression and Shifts across Grade Levels

While the previous sections provide the distribution of the Four Strands within each individual coursebook, this section takes a broader look at the whole series. Here, the analysis explores how the learning tasks evolve as learners develop from Grade 3 to Grade 6 in the *English for Nusantara Kids* coursebook series. By looking at these patterns, we can see how the coursebooks adapt to the growing age and proficiency of the learners. The following parts will discuss how the strands shift over time, why there is such a heavy focus on input, and the consistent absence of fluency practice across all four years.

4.2.1 Progression of the Strands

The analysis of the *English for Nusantara Kids* coursebook series shows a clear shift in how language learning opportunities according to Four Strands are organized from Grade 3 to Grade 6. Instead of keeping the same balance every year, the coursebooks shift their focus as learners grow older. This section explains how these changes help young learners in an Indonesian EFL context improve over time.

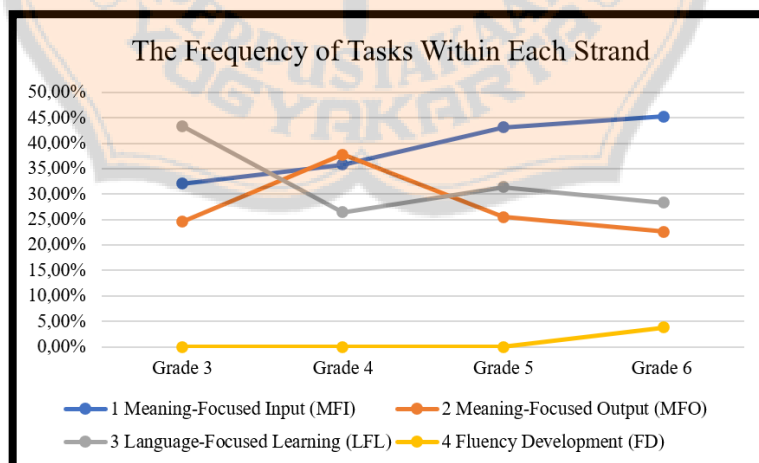


Figure 4.5 The Frequency of Tasks Within Each Strand

The most obvious pattern is that Language-Focused Learning (LFL) starts very high and then drops. In Grade 3, LFL is the main focus at 43.40%, but it goes down to 28.30% by Grade 6. This shift follows the idea that beginners often need more time to study the “basics” like vocabulary and pronunciation or spelling to build a foundation. Nation (2007) suggests that at the beginning stages of a course, there can be more Language-Focused Learning. Since Grade 3 students in Indonesia are usually around 8-9 years old and are often learning English for the first time, this high focus on Language-Focused Learning (LFL) helps them build their vocabulary, pronunciation, and grammar.

As seen in Figure 4.4, Meaning-Focused Input (MFI) keeps increasing, reaching its highest point in Grade 6 at 45.28%. This is a very important finding in this study because learners in Indonesia learn English as a Foreign Language (EFL) and have very little exposure to the language outside of school. Because the coursebook is often their only source of English, providing more stories to listen to and read, or pictures to view, helps them learn the language more naturally. As Nation (2007) argues, large quantities of input are essential for this strand to work well for language development.

Next, Meaning-Focused Output (MFO) shows a “mountain” shape. It peaks in Grade 4 at 37.74% before settling back down to about 22.64% in Grade 6. This peak shows that Grade 4 is a special year where the coursebook “pushes” students to use their limited language to share their own ideas. Finally, the most concerning pattern in the findings is the absence of Fluency Development (FD). For most of the series (Grades 3, 4, and 5), this strand stays at 0%, only appearing slightly in Grade 6 at 3.77%. Nation (2007) points out that fluency is often ignored in language

courses because it does not involve learning “new” things, so it is not seen as moving the learners forward. However, the result of this gap is that while learners are learning new words, they are not being trained to use them with the speed and ease needed for real conversation.

When we look at this through the Genre-Based Approach (GBA), we can see a clear plan to build student knowledge step-by-step. In Grade 3, the heavy focus on vocabulary (LFL) acts as the Building Knowledge of the Field (BKOF) stage, giving students the basic words they need. By Grade 6, the increase in reading and listening (MFI) shows a shift toward Modelling of Text (MOT), where students see how language works in real situations. However, the “mountain-shaped” peak of speaking and writing (MFO) in Grade 4 suggests that students are being asked to create language before they have truly absorbed enough examples. Without enough Fluency Development (FD), this plan risks creating “frozen knowledge” where students know the words but struggle to use them naturally in real conversations.

4.2.2 The Dominance of Meaning-Focused Input

The results of the analysis show that Meaning-Focused Input (MFI) is the only strand that grows every year, reaching its highest point in Grade 6 at 45,28%. This high percentage is a positive sign because it shows that the *English for Nusantara Kids* coursebook series prioritizes giving learners a lot of exposure to English. In the Indonesian primary school context, focusing heavily on input is a very practical choice.

One important reason for this focus is that Indonesia is an English as a Foreign Language (EFL) environment. As noted in Chapter II, learners have very

limited chances to hear or use English outside of their classroom hours. Because of the coursebook is often the only medium where these children encounter English, the authors of the coursebooks must provide material for them to process. According to Nation (2007), large quantities of input are needed for this strand to work well because learning from input happens slowly and in small steps.

Additionally, the Meaning-Focused Output (MFO) strand in this series follows the *Kurikulum Merdeka*, which now includes viewing as a key input skill alongside listening and reading (Kementerian Pendidikan Dasar dan Menengah, 2025a). This means learners are not just reading words; they are also looking at pictures and visuals to understand the messages. For example, in Grade 6, learners listen to and read about hygiene in Task G6-C2-T01 or process the story of “The Enormous Carrot” in Task G6-C6-T17. These multimodal tasks match how children naturally learn and help them understand meaning through context. This heavy focus on input is supported by Nation’s statement that “meaningful comprehensible input is an important source of language learning.” (Nation, 2007). The dominance of Meaning-Focused Input (MFI) creates a strong foundation for learners before they are asked to produce difficult language on their own.

The steady growth of Meaning-Focused Input (MFI) is more than just a change in numbers; it shows an intentional choice to support Deep Learning in the Indonesian classroom. By including “viewing” as a major skill, the series recognizes that using visuals can help young learners remember and understand new information more effectively. However, it is important to consider how meaningful this input really is. If the reading, listening, and viewing tasks do not relate to the students’ daily lives, the learning might remain at a surface level. For

students to learn deeply, the focus on input needs to provide more than just a list of new words. It must also include the real-life situations and cultural context that make English useful and relevant outside the classroom.

4.2.3 The Fluency Development Gap

The most consistent finding across the *English for Nusantara Kids* series is the almost total absence of Fluency Development (FD). As shown in the previous results, this strand stays at 0% for Grades 3, 4, and 5, only appearing at a low 3.77% in Grade 6. This means that for nearly the entire primary school journey, the coursebooks do not provide learning tasks specifically designed to help learners use language faster or more smoothly.

According to Nation (2007), this gap might be because fluency tasks do not teach “new” words, therefore the authors often feel they are not “moving the learner forward.” However, as noted in Chapter II, Indonesia is an English as a Foreign Language (EFL) context where the coursebook is often the main source of English for students. In this setting, it is very challenging to include fluency practice in coursebooks because fluency requires constant, timed practice of language that learners already know.

There is a theoretical reason why this gap exists in the early grades. Nation (2007) mentions that “at the beginning stages, there could be more Language-Focused Learning and less Fluency Development.” He adds that “at the higher proficiency levels, fluency development could take a greater proportion of the time.” This matches the findings in this series, as the only evidence of Fluency Development appears in Grade 6. For example, learning task G6-C2-T11 uses a

game with music to add time pressure to familiar hygiene steps, and learning task G6-C6-T09 uses a timed competition to match pictures.

The almost complete lack of Fluency Development in these coursebooks is a major problem in how the lessons are organized. By not including learning tasks that help learners use English smoothly and naturally, the coursebooks may encourage learners to just follow instructions instead of really using the language. While learners might become good at understanding what they read, listen to, and view (MFI) or doing grammar exercises (LFL), they often struggle to speak smoothly in real-life situations.

The 0% distribution of Fluency Development discovered in this analysis must be interpreted with an understanding of the coursebook authors' potential design philosophy. This absolute absence of fluency tasks occurs because this study strictly applied Nation's (2007) criteria, which require tasks to contain zero new language features and incorporate explicit messages of speed or time pressure. However, it is highly probable that the authors of English for Nusantara Kids did not design the materials using Nation's specific framework. Instead, the authors likely followed a broader communicative definition of fluency, such as Brumfit's (1984) concept of 'natural language use.' They may have also aimed for what Segalowitz (2010) calls cognitive fluency, which focuses on helping students practice the mental processes needed to turn thoughts into words smoothly.

Throughout the series, there are several production activities, such as role-plays, speaking games, and text creation tasks within the Genre-Based Approach, where the primary goal is for young learners to share meaning with their peers. Therefore, while these communicative activities fail to qualify as Fluency

Development under Nation's strict definition, often because they introduce new vocabulary or lack time constraints, they do support fluency development in a broader communicative and cognitive sense. They encourage students to use English for real-world social purposes and help them practice accessing their language resources in real time, which closely aligns with the performance models described by Skehan (1998).

4.3 Pedagogical Implications and Theory Alignment

This final section of Chapter IV discusses what the research findings mean for language teaching and how they connect to the theories established in Chapter II. After analyzing the distribution and the patterns of the Four Strands, it is important to see how these results fit into the bigger picture of English education in Indonesia's primary schools. The following subsections explore three main areas: how closely the *English for Nusantara Kids* coursebook series aligns with Nation's (2007) 25% principle, the practical application of the "time-on-task" concept, and why the role of the "human teacher" is so essential for filling the gaps left by the coursebooks.

4.3.1 Alignment with the 25% Principle

Based on the research findings, the distribution of learning tasks in the *English for Nusantara Kids* coursebook series does not reach the perfect balance suggested by Paul Nation. Nation (2007) argues that a well-designed course should ideally give roughly equal time, about 25% to each of the four strands. This balance ensures that learners get practice in both communication and language rules. However, the data from this analysis shows that the *English for Nusantara Kids* coursebook series is not balanced in this way. This is a clear contrast to coursebooks

like the *New Total English* series, which Abi Anandi & Mukarto (2024) found to be very well balanced.

This need for balance is also supported by the “Meaningful” element of the Deep Learning framework. For a lesson to be meaningful, students must have enough opportunities to use the language in ways that relate to their own experiences (Kementerian Pendidikan Dasar dan Menengah, 2025b). If a coursebook focuses too much on language rules and not enough on meaning-focused input or output, it fails to achieve the “Deep Learning” goal of helping students understand the “why” and “how” of what they are learning (Kementerian Pendidikan Dasar dan Menengah, 2025b).

Even though the *English for Nusantara Kids* coursebook series is not perfectly balanced, this imbalance is not necessarily a bad thing for young learners in Indonesia. (Nation, 2007) states that giving equal time to each strand is actually an arbitrary decision. He mentions that at the beginning stages of language learning, it might make sense to have more language-focused learning and less fluency development (Nation, 2007). This perspective is shared by (Tsubaki, 2018), who argues that a 25% split is often impossible to follow in real classrooms, especially when students have low English proficiency. She found that students with limited vocabulary often need more time for deliberate study before they can handle difficult content. Therefore, the imbalance of a perfect 25% split in the *English for Nusantara Kids* coursebook series might be a practical response to the actual needs of elementary students who are just starting to learn English.

The specific context of English as a Foreign Language (EFL) in Indonesia also justifies why a different balance might be better. In this context, learners have

very limited exposure to English outside of their few hours of classroom instruction. Because the coursebook is often the only source of English input for these young learners, a heavy focus on Meaning-Focused Input (MFI) and Language Focused Learning (LFL) is likely a deliberate choice to provide the necessary foundation. Young learners also have unique characteristics; they learn best through direct experiences and have relatively short attention spans of about 15-20 minutes (Musthafa, 2010). If the coursebook focused too much on a perfect balance, they might miss the goal of providing enough simple, interesting input that these learners need to eventually develop their skills.

While this practical imbalance may be understandable within an EFL context, it might lead to surface learning. If there is too much focus on grammar and listening without careful planning, learners might just memorize information instead of really understanding it. When the concentration of Language-Focused Learning (LFL) and Meaning-Focused Input (MFI) is not carefully guided, the learning process can slip toward Surface Learning, in which students prioritize rote memorization over genuine conceptual understanding. Therefore, using the Four Strands framework should not just about the number of tasks. It is about making sure the activities are meaningful and challenging enough so that learners can use their skills in different real-life situations.

4.3.2 The Time-on-Task Principle in Indonesian Primary ELT

The time-on-task principle is a fundamental concept in language education, which suggests that the more time a learner spends doing something, the better they will become at it (Nation, 2007). Nation (2007) provides a simple justification for

this: it is impossible to learn how to learn how to read or write without actually spending time reading and writing. In the context of the Four Strands, this principle means that a coursebook must provide large quantities of activities for every strand to ensure that students are actively engaged in all aspects of language learning.

However, the findings of this study show a significant imbalance in the *English for Nusantara Kids* coursebook series, where some strands receive much more “time” than others. While a heavy focus on Meaning-Focused Input (MFI) and Language-Focused Learning (LFL) might seem helpful for building a foundation, the time-on-task principle suggests that neglecting the other strands creates a serious gap in student development (Nation, 2007). If the coursebook does not provide enough tasks for Meaning-Focused Output (MFO) or Fluency Development (FD), students simply do not get the practice they need to perform those skills well. As Nation (2007) points out, many courses ignore fluency because it does not involve “new” language, but without specific time-on-task for fluency, students will struggle to use what they already know with ease and speed.

This lack of time-on-task for all strands is particularly concerning for young learners in the Indonesian EFL context. Because these learners have very limited exposure to English outside the classroom, the few hours they spend with their coursebook must be used as efficiently as possible. Furthermore, young learners typically have a short attention span of only about 15 to 20 minutes. This means that every task in the coursebook needs to be meaningful and contribute to their overall proficiency. If the *English for Nusantara Kids* coursebook series spends most of that limited time on only Meaning-Focused Input (MFO) and Language-

Focused Learning (LFL), learners lose the opportunity to develop the productive skills and processing speed that are essential for true communication.

Therefore, while the balance in the *English for Nusantara Kids* coursebook series can be explained by the challenges of the Indonesian classroom, it should not be ignored. Relying too heavily on a single strand may help students learn specific language skills, but it does not provide the broader benefits of skill improvement and enjoyment that come from a truly balanced curriculum. To ensure that Indonesian children become proficient in English, the “time-on-task” provided by the coursebook must eventually reach a point where all Four Strands are given the attention they require for balanced language development.

From the perspective of the Genre-Based Approach (GBA), the limited time-on-task spent on Fluency Development (FD) suggests that learners remain confined to the Modelling of the Text (MOT) and Joint Construction (JCOT) phases. They rarely reach the stage of Independent Construction (ICOT), where automaticity and self-directed use of language are expected to emerge. This lack of fluency practice produces what might be called a “Knowledge-Performance Gap,” in which learners have the necessary language knowledge (competence) yet lack the procedural ease and speed (performance) required to use it effectively. Therefore, in future versions of the *English for Nusantara Kids* series, fluency should not be treated as an extra activity. It should be seen as an essential part of the lessons that helps students master language patterns with confidence.

4.3.3 The Role of the “Human Teacher” in Filling the Gaps

While the *English for Nusantara Kids* coursebook series provides a helpful foundation, it is clearly not enough to stand on its own in the classroom. In the

Indonesian context, teachers are the “primary pillars” of the learning process and hold a critical responsibility in shaping their students (Ansori et al., 2021; Jumatullailah et al., 2025). Because *English for Nusantara Kids* coursebook series often serves as the only source of English input for these children, the teacher must act as a bridge to ensure the curriculum actually works. A coursebook provides a sense of security and a structured program (Halliwell, 1993), but it is the “human teacher” who must bring the language to life and fix any imbalances in the material.

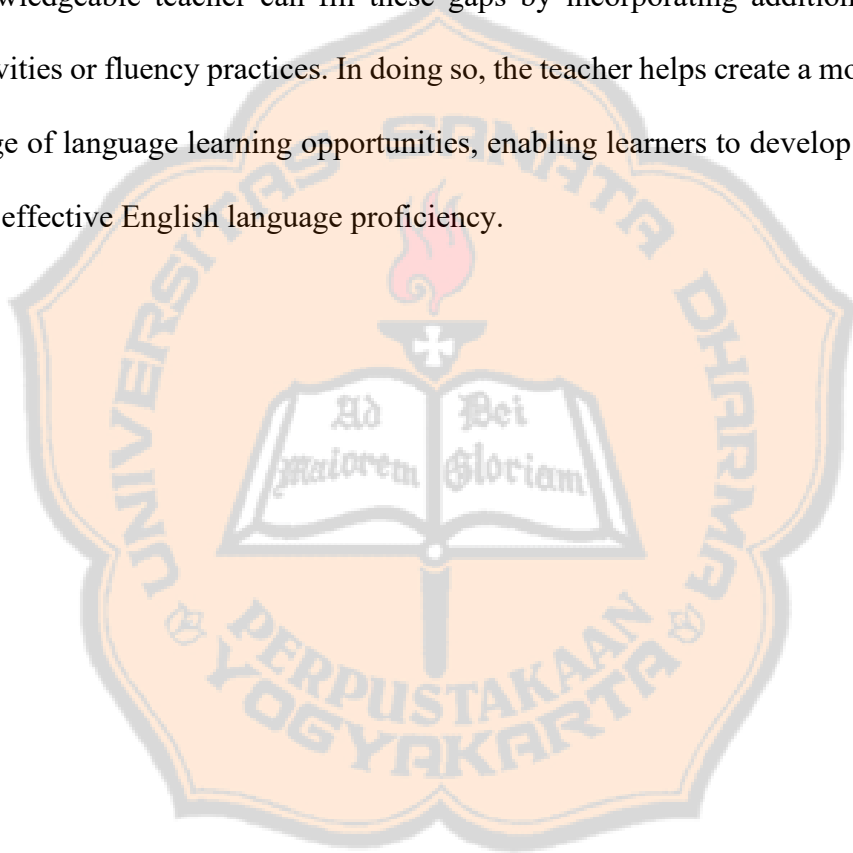
According to the latest pedagogical guidelines, the teacher’s role is to create “Mindful” learning experiences where students are actively thinking and participating (Kementerian Pendidikan Dasar dan Menengah, 2025b). Furthermore, learning must be “Meaningful,” requiring the teacher to build clear connections between the lessons and the students’ real-world contexts so they understand the value and purpose of what they are learning (Kementerian Pendidikan Dasar dan Menengah, 2025b). Teachers are also encouraged to use a “student-centered” approach that makes the classroom environment “Joyful,” which helps reduce the anxiety young learners often feel when speaking a new language (Kementerian Pendidikan Dasar dan Menengah, 2025b). When the coursebook lacks certain strands, the teacher may apply these Deep Learning principles to create games or creative activities that keep students engaged and motivated (Kementerian Pendidikan Dasar dan Menengah, 2025b).

A major finding of this study is that the *English for Nusantara Kids* coursebook series almost completely ignores the Fluency Development (FD) strand. There is no evidence of fluency activities in Grades 3, 4, 5, and only very limited learning tasks in Grade 6. This is a significant gap because, as Nation (2007)

points out, many language courses ignore fluency simply because it does not involve learning “new” language items. However, without specific time spent on fluency, learners will never get “good at using what is already known (Nation, 2007).” In a classroom, when the coursebook is missing this strand, the teacher is the only person who can intervene. Nation (2007) explains that a teacher can check for this balance by “noting the language activities that learners are involved in over two weeks or a month.” Essentially, “a good teacher would be quickly checking to see if, over a week or two, there was a roughly equal amount of time given to each strand” (Nation, 2007).

The need for a teacher to fill these gaps is even more urgent when we look at the specific characteristics of young learners. Children learn best through direct experience and hands-on activities rather than just reading from a book (Musthafa, 2010). Furthermore, young learners have a relatively short attention span of only about 15 to 20 minutes (Musthafa, 2010). Because children also take great delight in talking (Halliwell, 1993), a qualified teacher can act as a facilitator and use these natural traits to add the absence of Fluency Development tasks in the coursebook. By creating an effective and interesting learning environment, the teacher ensures that the students’ learning process can run optimally despite the limitations of the printed material. Jumatullailah et al. (2025) state that as facilitators, teachers organize classroom activities that foster collaborative learning and engagement. Similarly, Ansori et al., (2021) argue that teachers with strong pedagogical and professional competence are able to create effective and interesting learning environments that allow learners’ learning processes to run optimally.

Ultimately, the “human teacher” is the bridge that turns an unbalanced coursebook into a well-rounded language program. The role of the teacher goes far beyond just delivering academic content because they must be mentors, facilitators, and role models (Ansori et al., 2021; Jumatullailah et al., 2025). In the Indonesian primary school context, teacher quality is a critical factor in determining the success of the students. Even if the government-issued coursebook is unbalanced, a knowledgeable teacher can fill these gaps by incorporating additional speaking activities or fluency practices. In doing so, the teacher helps create a more balanced range of language learning opportunities, enabling learners to develop meaningful and effective English language proficiency.



CHAPTER 5

CONCLUSIONS

This chapter consists of two sections. In the first section, the researcher summarizes the findings and discussion presented in the previous chapter based on the formulated research questions to draw conclusions of this study. For the second section, the researcher provides several recommendations for scholars who are interested in conducting studies in the same field.

5.1 Conclusions

This study conducted a systematic content analysis of the learning tasks within the *English for Nusantara Kids* coursebook series for Grades 3 to 6 by applying Paul Nation's Four Strands framework. The conclusions of this study are presented based on the formulated research questions. The research questions of this study are "How are the learning tasks in the *English for Nusantara Kids* coursebook series for Grades 3, 4, 5, and 6 distributed across the Four Strands framework?" and "How does the distribution of the Four Strands shift across the grade levels from Grade 3 to Grade 6 in the *English for Nusantara Kids* coursebook series?" Based on those research questions, this study aims to find out the distribution of the learning tasks across the Four Strands framework in the *English for Nusantara Kids* coursebook series for Grades 3, 4, 5, and 6. The second goal is to find out the pattern of progression and shifts in the distribution of the Four Strands across the grade levels (from Grade 3 to Grade 6) in the coursebook series. Then, the third goal is to examine the pedagogical rationale behind the patterns of distribution and progression that have been identified. This includes assessing how these patterns align with the principles of Deep Learning and the emphasis on

“meaningfulness” in the current national curriculum. Based on the findings and discussion presented in the previous chapter, several key conclusions can be drawn.

First, regarding the distribution of learning tasks across the Four Strands, the researcher found that the *English for Nusantara Kids* coursebook series does not achieve the balanced 25% distribution for each strand as suggested by Paul Nation. This coursebook series is characterized by significant pedagogical imbalance, with a heavy prioritization of Meaning-Focused Input (MFI) and Language-Focused Learning (LFL). In contrast, Meaning-Focused Output (MFO) is present but receives less emphasis, while Fluency Development (FD) is largely neglected, appearing only in a very limited capacity in Grade 6 and being entirely absent in Grades 3, 4, and 5. Despite this numerical imbalance, the tasks prioritize “meaningfulness” for young EFL learners by providing simple, interesting, and contextually relevant input that matches the developmental needs of children. This focus on building a strong foundation of input is a practical response to the Indonesian EFL context, where learners have almost no exposure to English outside the classroom.

Second, the distribution of the Four Strands shows a specific pattern of progression as learners move from Grade 3 to Grade 6. While the heavy reliance on input remains a core feature of the series, there is a gradual shift toward more complex tasks that include the other strands in the later grades. The pedagogical rationale for these shifts is closely tied to the Deep Learning objectives of the current national curriculum, which emphasizes learning that is Mindful, Meaningful, and Joyful. The *English for Nusantara Kids* coursebook series achieves “meaningfulness” and “joyfulness” through the use of diverse characters,

colorful visuals, and engaging activities like songs and games that reduce anxiety and foster a positive attitude toward English. However, the absence of “mindful” processing through fluency tasks suggests that the series focuses more on building foundational vocabulary knowledge than on developing the processing speed required for real-time communication.

Finally, the study concludes that while the English for Nusantara Kids coursebook series provides a structured and supportive program, the imbalances in the strands, particularly the absence of fluency practice, place a significant responsibility on the “human teacher.” Because the coursebook cannot stand alone as a complete curriculum, teachers must act as active facilitators who fill these pedagogical gaps. To ensure learners reach the required proficiency levels, teachers must introduce the missing fluency and output opportunities that allow students to practice what they have learned in real-world contexts. Ultimately, the *English for Nusantara Kids* coursebook series serves as an essential tool for the Indonesian primary school context, but its success depends on a teacher’s ability to balance the Four Strands in the real classroom environment.

5.2 Recommendations

Based on the findings and conclusions of this study, the researcher listed several recommendations that are intended for primary English teachers in Indonesia, coursebook designers, and future researchers. First, primary English teachers should recognize that the coursebook is a structured guide but not a complete curriculum on its own. To achieve a more balanced distribution of the Four Strands, primary English teachers are encouraged to proactively supplement the *English for Nusantara Kids* coursebook series with additional Meaning-

Focused Output and Fluency Development activities. By manually adding opportunities for students to practice language they already know with speed and ease, teachers can ensure the learning process is truly Mindful and Meaningful. Furthermore, using student-centered activities and creative tasks can maintain a Joyful classroom environment, which is essential for reducing anxiety in young EFL learners.

Second, future versions of the *English for Nusantara Kids* coursebook series should aim for a more proportional distribution of the Four Strands to support systematic language development. Specifically, future editions should also focus on expanding the opportunities for students to practice familiar language with speed and confidence, starting in the early grades. This addition is crucial because fluency practice is often overlooked in traditional materials that prioritize the introduction of new vocabulary over the mastery of what has already been learned. It also requires students to actively process their existing knowledge and build the foundations for real-world interaction. By designing materials that naturally include a balance of all Four Strands, the coursebook series can better assist teachers who may not have a specialized background in English education.

Third, this study focused only on the learning tasks found in the student coursebooks. Future research should also analyze the teacher's guidebooks that come with the *English for Nusantara Kids* coursebook series. It is possible that the missing strands, especially Fluency Development, are actually included in the teacher's instructions, instead of the student instructions. Examining the teacher's guidebooks would also show if the series gives teachers specific ways to make lessons Mindful and Meaningful. It could also show if there are tips on how to teach

the six language skills in a Joyful way. A comparative analysis of both the student and teacher coursebooks would offer a much more complete view of how the series aims to support young learners in Indonesia. Furthermore, future studies would benefit significantly from exploring the underlying design philosophies and perspectives of the coursebook authors themselves. Engaging directly with the creators of the series through interviews or qualitative surveys could reveal their specific pedagogical intentions. This would help clarify whether the absence of Nation's strict fluency strands was an intentional curricular choice aimed at prioritizing alternative language competencies or a result of practical constraints in syllabus design.

Furthermore, while this study touched on the ideas of Deep Learning and the Genre-Based Approach (GBA), it only analyzed them at a surface level. Future researchers could conduct a much more detailed study on how these specific frameworks are built into the *English for Nusantara Kids* series. For example, a specialized study could evaluate if the coursebook series truly supports the "Deep Learning" goals of Mindful, Meaningful, and Joyful learning. This would help show if the learning tasks really encourage learners to think deeply and connect English to their daily lives. Related to the Genre-Based Approach, future studies could analyze whether the learning cycles, such as Building Knowledge of the Field and Modelling of the Text, are effectively integrated into the coursebooks. Combining the Four Strands framework with a deeper analysis of these approaches would provide a much more complete understanding of the pedagogical quality of this coursebook series.

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APPENDICES

Appendix 1. Expert Validation Letter

Expert Validation Letter

Research Instrument for Categorizing Learning Tasks Based on the Four Strands in the *English for Nusantara Kids* Coursebook Series

I, the undersigned:

Name : Dr. Fransiscus Widya Kiswara

Academic Qualification : Doctor in Education

Profession : Textbook author

Institution : CGEE (Consultative Group on English Education)

hereby declare that the research instrument for the thesis entitled “**A Content Analysis of Learning Tasks in Indonesia’s *English for Nusantara Kids* Coursebook Series Grades 3-6 Based on Paul Nation’s Four Strands**” written by:

Name : Merry Christiana

Study Program : English Language Studies (KBI)

Student Number : 246332005

Institution : Universitas Sanata Dharma

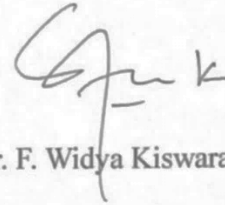
is (**ready / not ready**) to be used for data analysis with the following suggestions and notes for improvement:

1. A content analysis is basically a qualitative research which is intended to understand the phenomena. The ultimate question will be why instead of how. This research instrument can be used to answer the research questions how. However, to understand the phenomena better or to pick up meaningful pattern, the researcher need to add the question why.
2. As the series of the textbook are based on the text based-curriculum with its specific method and written within the issue of deep learning the researcher needs to deepen the analysis using theories related to these two issues. The analysis doesn’t stop on the number of strands but it should go beyond counting of the strands.
3. In the process of categorizing the strands, the idea of meaningful input, meaningful output and meaning-focused learning are important not only the input, output and learning. The meaningfulness of those three are important.

This validation letter is issued to be used as needed for the completion of the
aforementioned research.

Yogyakarta, 31 March 2026

Validator,



Dr. F. Widya Kiswara



Appendix 2. Expert Validation Sheet

Expert Validation Sheet

Research title : A Content Analysis of Learning Tasks in Indonesia's *English for Nusantara Kids* Coursebook Series Grades 3-6 Based on Paul Nation's Four Strands

Researcher : Merry Christiana

Validator : Dr. Fransiscus Widya Kiswara

Instructions:

This validation sheet is designed to evaluate the quality, relevance, and trustworthiness of the research instruments used to analyze learning tasks in the specified coursebook series. Please provide your professional assessment by placing a checkmark (✓) in the column that best corresponds to your evaluation for each criterion. Your expertise and suggestions are highly valued for the refinement of this study.

Descriptions:

1. Very Poor
2. Poor
3. Acceptable
4. Good
5. Very Good

No	Criteria	Score				
		1	2	3	4	5
Research Topic						
1	The selected research topic is well-defined and appropriate.					✓
2	The research possesses clear and concise objectives.				✓	
3	The research niche is clearly identified and justified.				✓	
4	The research topic demonstrates high academic significance.					✓
Selection of Skills in <i>English for Nusantara Kids</i>' Learning Tasks						
5	The researcher's categorization of the skills contained within the tasks is well-executed.					✓
Formulation of Learning Task according to the Four Strands Theory						
7	The selection of learning tasks for analysis has been appropriately conducted.					✓

8	The categorization of the Four Strands within the learning tasks is accurate and correct.			✓		
9	The researcher's written rationale for the four-strand categorization is clear and well-articulated.			✓		
Overall Assessment of the Research Instrument						
10	Overall, the research instrument encompasses all necessary aspects required for analysis.				✓	
11	Overall, the research instrument has been developed in alignment with the research objectives.				✓	

General Comments and Suggestions

To be able to understand the phenomena better the researcher need to understand the background issues of text-based curriculum and its implementation and deep learning as well.

Please check whether in Nation's strands it is input or meaning-focus input; output or meaning-focus output; meaning-focus learning or just learning and try to understand the consequences.

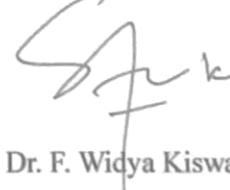
Validation Statement

Based on the evaluation above, the research instrument is declared:

- ~~A. Ready to be used without revisions.~~
- B. Ready to be used with minor revisions based on the provided feedback and suggestions.
- ~~C. Requires major revisions and re-validation.~~
- ~~D. Not ready for use.~~

Yogyakarta, 31 March 2026

Validator,



Dr. F. Widya Kiswara

Appendix 3. Identification of Learning Tasks in the *English for Nusantara Kids* Coursebook Series

Identification of Learning Tasks in the *English for Nusantara Kids* Coursebook Grade 3, Chapter 3

No	Task Code	Page	Section / Instruction Heading	Involved Language Skills	Description of Learner Activity
1	G3-C3-T01	62	I Spy! – 1. Listen and Point	Listening, Viewing	Learners listen to Audio 3.1 and point to the correct family members in Picture 3.1.
2	G3-C3-T02	63	I Spy! – 2. Listen and Speak	Listening, Speaking	Learners listen to Audio 3.2 about family activities and say the expressions provided (e.g., “I am mopping the floor”).
3	G3-C3-T03	63	I Spy! – 3. Match and Speak	Reading, Speaking, Viewing	Learners match pictures with the correct expressions and say the expressions aloud.
4	G3-C3-T04	65	Song Time – 1. Listen and Sing	Listening, Singing	Learners listen to Audio 3.3 and sing the song “What Are You Doing?” together.
5	G3-C3-T05	66	Song Time – 2. Listen and Complete	Listening, Writing	Learners listen to Audio 3.3 again and complete Worksheet 3.2 by writing the correct words.
6	G3-C3-T06	67	Story Time – 1. Listen and Read	Listening, Reading	Learners listen to Audio 3.4 and read the story in Comic Strip 3.1 about Pipit’s family cleaning day.
7	G3-C3-T07	69	Story Time – 2. Read and Answer	Reading, Writing	Learners read Comic Strip 3.1 again and answer questions about what each character is doing in Worksheet 3.3.
8	G3-C3-T08	69	Story Time – 3. Read and Act Out	Reading, Speaking, Presenting	Learners read the story in Comic Strip 3.1 again and act it out with classmates.

9	G3-C3-T09	70	Game Time – Chore Stations	Listening, Speaking, Presenting	Learners listen to the teacher's question (“What are you doing?”), answer with a sentence, show gestures, and move to the next station while chanting.
10	G3-C3-T10	71	My Turn – 1. Spot the four differences	Viewing	Learners look at Picture A and Picture B to find four differences between the two images of family activities.
11	G3-C3-T11	72	My Turn – 2. Choose one picture. Help Pipit to write her family members' activities at home.	Viewing, Writing	Learners choose one picture (3.4 or 3.5) and write sentences describing the family members' activities in Worksheet 3.4.
12	G3-C3-T12	72	My Turn – 3. Tell your classmates about Pipit's family chores	Speaking	Learners tell their classmates about Pipit's family chores based on the previous activity.
13	G3-C3-T13	74	I Spy! – 1. Listen and Point	Listening, Viewing	Learners listen to Audio 3.5 and point to the family members in Picture 3.6 based on the audio description.
14	G3-C3-T14	75	I Spy! – 2. Listen and Speak	Listening, Speaking	Learners listen to Audio 3.5 describing family locations and say the expressions (e.g., “I am in the garden”).
15	G3-C3-T15	75	I Spy! – 3. Match and Speak	Reading, Speaking, Viewing	Learners match pictures to the correct room descriptions in Worksheet 3.5 and say the sentences.
16	G3-C3-T16	77	Story Time – 1. Listen and Read	Listening, Reading	Learners listen to Audio 3.6 and read the story in Comic Strip 3.2 about Emak looking for family members.
17	G3-C3-T17	79	Story Time – 2. Read and Number	Reading, Viewing	Learners read Comic Strip 3.2 again and number the pictures in Worksheet 3.6 according to the story.

18	G3-C3-T18	80	Story Time – 3. Read and Act Out	Reading, Speaking, Presenting	Learners read the story again, practice, and act it out in front of the class.
19	G3-C3-T19	80	Game Time – 1. Fill out Worksheet 3.7	Viewing, Writing	Learners fill out Worksheet 3.7 by choosing parts of the house words from a box.
20	G3-C3-T20	80	Game Time – 2. Work with a classmate.	Speaking	Learners work with a classmate to practice their speaking skill.
21	G3-C3-T21	80	Game Time – 3. Take turns to ask and answer	Speaking, Listening	Learners take turns asking and answering questions with a classmate about family members' locations (e.g., “Where is your father?”).
22	G3-C3-T22	81	My Turn – 1. Look at the picture of parts of a house. Give the correct number for each sentence in Worksheet 3.8. Pipit is talking about where her family members are.	Viewing, Reading, Writing	Learners look at a picture of a house layout and assign the correct number to each sentence in Worksheet 3.8.
23	G3-C3-T23	82	My Turn – 2. Draw each of your family members in different parts of the house (Worksheet 3.9). Write what they are doing in Worksheet 3.10.	Viewing, Writing	Learners draw their family members in different parts of a house in Worksheet 3.9 and write sentences describing their locations and activities in Worksheet 3.10.
24	G3-C3-T24	83	My Turn – 3. Read your family activities in Worksheet 3.9 to your classmate.	Reading, Speaking	Learners read their written family activities from Worksheet 3.9 to a classmate.
25	G3-C3-T25	85	I Can Do More – 1. Take turns to talk about your house	Speaking	Learners take turns telling a partner about the parts of their own house.

26	G3-C3-T26	86	I Can Do More – 2. Ask your family members	Speaking, Writing	Learners ask their family members questions about what they are doing and record the answers in a table.
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Identification of Learning Tasks in the *English for Nusantara Kids* Coursebook Grade 3, Chapter 6

No	Task Code	Page	Section / Instruction Heading	Involved Language Skills	Description of Learner Activity
1	G3-C6-T01	152	I Spy! – 1. Listen and Point	Listening	Learners listen to Audio 6.1 and point to the correct person in Picture 6.1.
2	G3-C6-T02	154	I Spy! – 2. Listen and Speak	Listening, Speaking	Learners listen to Audio 6.2 and say sentences introducing the school staff shown in Picture 6.3.
3	G3-C6-T03	156	I Spy! – 3. Match and Speak	Reading, Speaking	Learners match pictures with correct sentences and say the sentences.
4	G3-C6-T04	157	Song Time – 1. Listen and Sing	Listening, Speaking	Learners listen to Audio 6.3 and sing along.
5	G3-C6-T05	157	Song Time – 2. Sing and Dance	Speaking	Learners work in a group of four to sing the song and dance to the music.
6	G3-C6-T06	158	Story Time – 1. Listen and Read	Listening, Reading	Learners listen to Audio 6.4 and read a comic strip about Pipit introducing a new student to the school staff.
7	G3-C6-T07	160	Story Time – 2. Read and Act Out	Reading, Speaking, Presenting	Learners read the story in Comic Strip 6.1 and act it out.
8	G3-C6-T08	160	Story Time – 3. Read and Label	Reading	Learners read sentences in Worksheet 6.2 and write “A” or “B” for the correct sentence based on the comic strip.

9	G3-C6-T09	161	Game Time – 1. Guess Who?	Reading, Listening, Speaking	Learners work in pairs where one describes a school staff member from a card and the other listens and guesses the person described.
10	G3-C6-T10	162	My Turn – 1. Complete the sentences in Worksheet 6.3 using the words provided.	Reading, Writing	Learners complete sentences in Worksheet 6.3 by writing the correct words from a provided list.
11	G3-C6-T11	164	My Turn – 2. Practice the conversation with your classmate.	Reading, Speaking	Learners practice the conversation text with a classmate.
12	G3-C6-T12	164	My Turn – 3. Perform the conversation in front of the class.	Speaking, Presenting	Learners perform the conversation in front of the class.
13	G3-C6-T13	165	My Turn – 4. Choose three people of school staff. Describe them on Worksheet 6.4. Look at Number 1 as an example.	Viewing, Writing	Learners choose three school staff members and describe them on Worksheet 6.4.
14	G3-C6-T14	165	My Turn – 5. Present your results from Worksheet 6.4 in front of your classmates.	Speaking, Presenting	Learners present the results from Worksheet 6.4 in front of classmates.
15	G3-C6-T15	168	I Spy! – 1. Listen and Point	Listening	Learners listen to Audio 6.5 and point to the school staff in Picture 6.5.
16	G3-C6-T16	170	I Spy! – 2. Listen and Speak	Listening, Speaking	Learners listen to Audio 6.6 and say sentences about each school staff member.
17	G3-C6-T17	170	I Spy! – 3. Listen and Write	Listening, Writing	Learners listen to Audio 6.7 and write the correct word in each blank on Worksheet 6.5.
18	G3-C6-T18	171	I Spy! – 4. Listen and Write	Listening, Writing	Learners listen to Audio 6.7 and write numbers on Worksheet 6.6.

19	G3-C6-T19	172	I Spy! – 5. Say and Act Out	Speaking, Presenting	Learners act out the dialogue from Worksheet 6.6 with a classmate.
20	G3-C6-T20	172	I Spy! – 6. Ask and Answer	Listening, Speaking	Learners work in pairs to role-play as Student A and Student B using a provided dialogue structure.
21	G3-C6-T21	173	Story Time – 1. Listen and Read	Listening, Reading	Learners listen to Audio 6.8 and read a story about Ambu visiting Pipit's house.
22	G3-C6-T22	175	Story Time – 2. Read and Act Out	Reading, Speaking, Presenting	Learners read the dialogue in Comic Strip 6.2 with a classmate and act out the story.
23	G3-C6-T23	175	Story Time – 3. Read and Circle	Reading	Learners read sentences and circle the picture that matches each sentence.
24	G3-C6-T24	176	Game Time – 1. School Staff Bingo	Listening, Reading	Learners listen to sentences read by the teacher and mark words on a bingo table if they hear them.
25	G3-C6-T25	177	My Turn – 1. Read the dialogue in Worksheet 6.8. Fill in the blank by using words in the cloud.	Reading, Writing	Learners read a dialogue in Worksheet 6.8 and fill in blanks using the provided words.
26	G3-C6-T26	178	My Turn – 2. Read each statement. Match it with the correct picture.	Reading	Learners read statements and match them with the correct picture.
27	G3-C6-T27	180	I Can Do More – Ask your friend about their favorite teacher, and ask them to describe their appearance (what they look like).	Speaking, Listening, Writing	Learners ask friends about their favorite teacher and describe the teacher's appearance on Worksheet 6.10.

Identification of Learning Tasks in the *English for Nusantara Kids* Coursebook Grade 4, Chapter 2

No	Task Code	Page	Section / Instruction Heading	Involved Language Skills	Description of Learner Activity
1	G4-C2-T01	27	I Spy! – 1. Listen and Point	Listening	Learners listen to Audio 2.1 and point to the correct pictures of lunches belonging to specific characters.
2	G4-C2-T02	29	I Spy! – 2. Look and Match	Viewing, Reading	Learners draw lines to connect food names to the correct lunchboxes for specific characters.
3	G4-C2-T03	29	I Spy! – 3. Match and Speak	Viewing, Reading, Speaking	Learners match pictures to their correct names and say the name of each food aloud.
4	G4-C2-T04	30	Song Time – 1. Listen and Sing	Listening, Speaking	Learners listen to a song in Audio 2.2 and sing along with the teacher and classmates.
5	G4-C2-T05	31	Song Time – 2. Write and Sing	Writing, Speaking	Learners fill in blanks in the lyrics with specific meal words and favorite foods, then sing the song.
6	G4-C2-T06	32	Story Time – 1. Listen and Read	Listening, Reading	Learners listen to Audio 2.3 and read along in the Comic Strip 2.1.
7	G4-C2-T07	33	Story Time – 2. Read and Circle	Reading	Learners read a text and circle the correct words in sentences based on the story in Comic Strip 2.1.
8	G4-C2-T08	34	Story Time – 3. Look and Order	Viewing, Reading	Learners look at Worksheet 2.5 and number pictures to order them according to the story.
9	G4-C2-T09	35	Story Time – 4. Speak and Write	Viewing, Speaking, Writing	Learners look at pictures, say what is happening, and write a sentence in Worksheet 2.6 describing a picture.

10	G4-C2-T10	36	Game Time – 1. Pictionary	Speaking, Listening	Learners work in pairs where one asks questions about meals, the other draws the answer, and the first guesses the food.
11	G4-C2-T11	37	My Turn – 1. Read and Write	Reading, Writing	Learners read a text about a character's dinner and use it as an example to write about their own dinner.
12	G4-C2-T12	38	My Turn – 2. Ask and Draw	Speaking, Listening, Writing	Learners ask a classmate what they eat for meals, write the classmate's name, and draw the food in a chart.
13	G4-C2-T13	40	I Spy! – 1. Look and Point	Viewing	Learners look at Picture 2.4 and point to specific food and drink items listed in the instructions.
14	G4-C2-T14	41	I Spy! – 2. Look and Speak	Viewing, Reading, Speaking	Learners look at Picture 2.4, read an example, and answer a question about what the characters are eating.
15	G4-C2-T15	41	I Spy! – 3. Match and Speak	Viewing, Writing, Speaking	Learners look at pictures in Worksheet 2.9, write the taste and texture of each food, and say them aloud.
16	G4-C2-T16	43	I Spy! – 4. Show and Tell	Speaking	Learners bring a favorite food or drink to class and tell classmates about its taste and texture.
17	G4-C2-T17	44	Story Time – 1. Read and Enjoy	Reading	Learners read Comic Strip 2.2 titled “It’s So Spicy!”.
18	G4-C2-T18	46	Story Time – 2. Read and Choose	Reading	Learners read the story again (Comic Strip 2.2) and give a check mark to the correct person associated with specific food or drink pictures.
19	G4-C2-T19	47	Story Time – 3. Look and Write	Viewing, Reading, Writing	Learners look at the conversation in the Comic Strip 2.2 again and write a sentence explaining why characters like their food or drink.

20	G4-C2-T20	48	Story Time – 4. Read and Match	Reading	Learners read the story and match foods with their correct texture or taste descriptions.
21	G4-C2-T21	49	Game Time – 1. Food Quiz	Speaking	Learners smell, feel, and taste food while blindfolded to guess the name of the food.
22	G4-C2-T22	50	My Turn – 1. Ask and Tell	Viewing, Speaking, Listening	Learners look at foods that the characters are eating and ask friends what food they like and why.
23	G4-C2-T23	51	My Turn – 2. Choose and Write	Viewing, Writing	Learners choose four favorite foods or drinks from a picture and write sentences explaining why they like them.
24	G4-C2-T24	52	My Turn – 3. Draw and Write	Writing	Learners draw a new kind of food and complete sentences with its name, taste, and texture.
25	G4-C2-T25	53	I Can Do More – 1. Cut, Collage, and Glue	Viewing	Learners cut out pictures of food and drink from newspapers or magazines and glue them into a picnic basket image.
26	G4-C2-T26	54	I Can Do More – 2. Present: Your Picnic Basket	Speaking, Presenting	Learners tell the class what food and drink their group wants to bring for a picnic.
27	G4-C2-T27	54	I Can Do More – 3. Ask three people “what do you eat for ...?”	Speaking, Listening	Learners ask three people (and family members) what they eat for breakfast, lunch, and dinner.

Identification of Learning Tasks in the *English for Nusantara Kids* Coursebook Grade 4, Chapter 5

No	Task Code	Page	Section / Instruction Heading	Involved Language Skills	Description of Learner Activity
1	G4-C5-T01	108	I Spy! – 1. Listen and Point	Listening	Learners listen to Audio 5.1 and point to the correct pictures.
2	G4-C5-T02	108	I Spy! – 2. Listen and Say	Listening, Speaking	Learners listen to Audio 5.2 to listen to the teacher (Ibu Flo) and say the expression.
3	G4-C5-T03	108	I Spy! – 3. Listen and Do	Listening, Presenting	Learners listen to Audio 5.3, give a checkmark to the sentences heard, and mime the action.
4	G4-C5-T04	110	I Spy! – 4. Match and Speak	Reading, Speaking	Learners match each picture with the correct sentence and say the sentences to a friend.
5	G4-C5-T05	110	Song Time – 1. Listen and Sing	Listening, Singing	Learners listen to Audio 5.4 about Bara in PE class and sing along.
6	G4-C5-T06	110	Song Time – 2. Sing and Dance	Singing, Presenting	Learners sing the song and dance in a group of four.
7	G4-C5-T07	111	Story Time – 3. Listen and Read	Listening, Reading	Learners listen to Audio 5.5 and read the story in the Comic Strip 5.1 about PE class with Ibu Flo.
8	G4-C5-T08	112	Story Time – 4. Read and Act	Reading, Speaking, Presenting	Learners read the dialogue in Comic Strip 5.1 and act it out with classmates.
9	G4-C5-T09	112	Story Time – 5. Match and Label	Viewing, Reading	Learners label each picture in Worksheet 5.3 with the correct description.
10	G4-C5-T10	113	Game Time – 1. Simon Says	Speaking, Listening, Presenting	Learners work in groups to take turns as the leader saying “Simon says” with a card, or listen and mime the action (or do not follow if “Simon says” is omitted).

11	G4-C5-T11	114	Game Time – 2. The Miming Game	Reading, Presenting	Learners work in teams where one player mimes an action based on a card and the player in front guesses the sentence.
12	G4-C5-T12	115	My Turn – 1. Create and Write	Writing	Learners write sentences about what they can or cannot do in Worksheet 5.4.
13	G4-C5-T13	116	My Turn – 2. Read and Mime	Reading, Presenting	Learners read and mime the sentences written in the Worksheet 5.4 to a classmate.
14	G4-C5-T14	117	I Spy! – 1. Listen and Point	Listening	Learners listen to Audio 5.6 and point to the speaking character in Picture 5.2.
15	G4-C5-T15	118	I Spy! – 2. Listen and Speak	Listening, Speaking	Learners listen to Audio 5.7 and say the expressions.
16	G4-C5-T16	118	I Spy! – 3. Match and Say	Viewing, Reading, Speaking	Learners match each picture with the correct sentence and say the sentence to classmates.
17	G4-C5-T17	119	I Spy! – 4. Look and Say	Viewing, Speaking, Writing	Learners look at the people in the pictures, say their feelings, and write a sentence for each picture.
18	G4-C5-T18	120	Story Time – 1. Listen and Read	Listening, Reading	Learners listen to Audio 5.8 and read Comic Strip 5.2.
19	G4-C5-T19	121	Story Time – 2. Read and Act	Reading, Speaking, Presenting	Learners read the dialogue in Comic Strip 5.2 and act it out with classmates.
20	G4-C5-T20	121	Story Time – 3. Read and Circle	Reading	Learners read each sentence and circle T (true) or F (false) based on Comic Strip 5.2.
21	G4-C5-T21	122	Story Time – 4. Read, Write, and Draw	Reading, Writing	Learners read each sentence, write the correct word, and draw a picture of themselves in each situation.
22	G4-C5-T22	123	Game Time – The ‘Miming’ Game	Reading, Presenting	Learners work in teams where one player mimes an action based on a card and the player in front guesses the sentence.
23	G4-C5-T23	124	My Turn – 1. Interview and Record	Speaking, Listening, Writing	Learners ask three classmates about their feelings and write YES or NO according to their answers.

24	G4-C5-T24	125	My Turn – 2. Show and Tell	Speaking	Learners show and tell the results of the interview to a classmate.
25	G4-C5-T25	126	I Can Do More – 1. Observe and Think	Viewing	Learners observe friends during snack break and think about how they feel.
26	G4-C5-T26	126	I Can Do More – 2. Ask Your Family Member	Speaking, Listening, Writing	Learners ask family members the listed questions and write the answers.

Identification of Learning Tasks in the *English for Nusantara Kids* Coursebook Grade 5, Chapter 1

No	Task Code	Page	Section / Instruction Heading	Involved Language Skills	Description of Learner Activity
1	G5-C1-T01	3	I Spy! – 1. Listen and Tick	Listening	Learners listen to Audio 1.1 and place a checkmark on the correct pictures based on the audio.
2	G5-C1-T02	4	I Spy! – 2. Listen and Speak	Listening, Speaking	Learners listen to Audio 1.1 and say the sentences provided in the audio.
3	G5-C1-T03	5	Song Time – 1. Listen and Sing	Listening, Speaking	Learners listen to a song in Audio 1.2 and sing it together with the teacher and classmates.
4	G5-C1-T04	6	Song Time – 2. Look and Tick	Viewing, Reading	Learners look at the picture in Worksheet 1.2 and place a checkmark on the sentence that describes the picture.
5	G5-C1-T05	8	Song Time – 3. Listen and Circle	Listening	Learners listen to Audio 1.3 and circle the fruit corresponding to the word they hear.
6	G5-C1-T06	9	Story Time – 1. Read the Story	Reading	Learners read the story “Buying Some Fruits” in Comic Strip 1.1.

7	G5-C1-T07	10	Story Time – 2. Read and Answer	Reading	Learners read Comic Strip 1.1 and answer multiple-choice and open-ended questions about the story.
8	G5-C1-T08	11	Story Time – 3. Read and Act	Reading, Speaking, Presenting	Learners read Comic Strip 1.1 again and act out the story with a partner.
9	G5-C1-T09	11	Story Time – 4. Look and Speak	Viewing, Speaking	Learners look at the “Fruits in the Market” picture and say the sentences about the quantity of fruits.
10	G5-C1-T10	12	Story Time – 5. Look and Speak	Viewing, Listening, Speaking	Learners look at the picture and make a dialogue with a friend, asking and answering questions about fruit quantities and preferences.
11	G5-C1-T11	13	Game Time – 1. Pick and Speak	Viewing, Speaking	Learners work in pairs to select fruit pictures and numbers, then practice asking and answering questions about wanting fruits.
12	G5-C1-T12	14	Game Time – 2. Draw and Write	Writing	Learners draw and color four fruits they want to buy and four they do not, then write sentences about the quantity and color of these fruits.
13	G5-C1-T13	16	My Turn – Work in pairs. Read and complete the dialog	Reading, Writing	Learners work in pairs to read and complete the dialogue in Worksheet 1.5.
14	G5-C1-T14	18	I Spy! – 1. Listen and Number	Listening, Writing	Learners listen to Audio 1.4 and write numbers in Worksheet 1.6 based on the order they hear.
15	G5-C1-T15	19	I Spy! – 2. Listen and Speak	Listening, Speaking	Learners listen to Audio 1.4 and say the sentences provided.
16	G5-C1-T16	19	Story Time – 1. Listen and Tick	Listening	Learners listen to Audio 1.5 and give a checkmark on the picture in Worksheet 1.7 according to the audio.
17	G5-C1-T17	21	Story Time – 2. Look and Write	Viewing, Reading, Writing	Learners look at the picture in Worksheet 1.8 and complete dialogues by choosing correct words from a box.

18	G5-C1-T18	23	Story Time – 3. Listen and Read	Listening, Reading	Learners listen to Audio 1.6 and read the story “Surya and the Tasty Porridge.”
19	G5-C1-T19	24	Story Time – 4. Read and Answer	Reading, Writing	Learners read the story again and answer multiple-choice questions.
20	G5-C1-T20	25	Story Time – 5. Read and Circle	Reading, Writing	Learners read the story and circle one of the underlined words (singular or plural forms) to complete the text.
21	G5-C1-T21	25	Story Time – 6. Choose and Write	Reading, Writing	Learners work in pairs to categorize words into “Countable noun” or “Uncountable noun” in Worksheet 1.9.
22	G5-C1-T22	27	Game Time – 1. Answer and Move Forward	Speaking, Presenting	Learners work in pairs to answer questions to move forward on a board game and say the name of the vegetable they land on.
23	G5-C1-T23	28	Game Time – 2. Draw and Speak	Writing, Speaking	Learners draw and color vegetables in Worksheet 1.10, write the names of the vegetables, and write a sentence describing a dish containing the vegetable.
24	G5-C1-T24	29	My Turn – Work in pairs, match and decide.	Reading, Viewing	Learners work in pairs to match names of fruits and vegetables with pictures in Worksheet 1.11 and identify them as countable or uncountable.

Identification of Learning Tasks in the *English for Nusantara Kids* Coursebook Grade 5, Chapter 5

No	Task Code	Page	Section / Instruction Heading	Involved Language Skills	Description of Learner Activity
1	G5-C5-T01	119	I Spy! – 1. Listen and Number	Listening	Learners listen to Audio 5.1 and number the correct signs based on the explanation.
2	G5-C5-T02	120	I Spy! – 2. Listen and Write	Listening, Writing	Learners listen to Audio 5.1 again and write the meaning of each sign on Worksheet 5.1.
3	G5-C5-T03	121	I Spy! – 3. Look and Check	Viewing	Learners look at a picture, place a checkmark on activities they can do at the library, and cross out activities they cannot do.
4	G5-C5-T04	122	I Spy! – 4. Match and Speak	Viewing, Reading, Speaking	Learners match pictures with sentences and practice saying them.
5	G5-C5-T05	123	Song Time – 1. Listen and Sing	Listening, Speaking	Learners listen to the song in Audio 5.2 and sing it together with their teacher and classmates.
6	G5-C5-T06	124	Song Time – 2. Listen and Change	Listening, Speaking	Learners listen to Audio 5.2 again, change words in the song using provided words, and sing it again.
7	G5-C5-T07	125	Song Time – 3. Look and Speak	Viewing, Speaking	Learners look at pictures and say what they would like to do using words provided in boxes.
8	G5-C5-T08	126	Story Time – 1. Listen and Read	Listening, Reading	Learners listen to Audio 5.3 and read Comic Strip 5.1.
9	G5-C5-T09	127	Story Time – 2. Read and Write	Writing	Learners complete the borrowing form on Worksheet 5.5 by writing names, class, book titles, and return dates.
10	G5-C5-T10	128	Story Time – 3. Read and Match	Reading	Learners match sentences on the left column to sentences on the right column on Worksheet 5.6.

11	G5-C5-T11	129	Story Time – 4. Read and Circle	Reading	Learners read the text again and circle the best answer based on the text on Worksheet 5.7.
12	G5-C5-T12	130	Story Time – 5. Read and Write	Reading, Writing	Learners read the page and write the name of the book's owner below the page.
13	G5-C5-T13	131	Story Time – 6. Secret Books	Viewing, Reading, Writing	Learners look at rows of books and unjumble the titles.
14	G5-C5-T14	132	Story Time – 7. Ask and Tell	Speaking	Learners ask a friend which book they would like to borrow and why.
15	G5-C5-T15	133	Game Time – Library Detective	Reading, Writing	Learners go to the school library, check if specific types of books are available, and write the titles.
16	G5-C5-T16	135	My Turn – 1. Look at the situation. What will you say to Bara, Mita, Pipit, and Ferdinand? Write in Worksheet 5.12, then say it.	Viewing, Writing, Speaking	Learners look at a picture, write what they will say to specific characters in Worksheet 5.12, and then say it.
17	G5-C5-T17	136	My Turn – 2. Go to the library. What book would you like to borrow? Complete Worksheet 5.13.	Viewing, Writing	Learners go to the library, draw a book, write what they would like to borrow, and write why they want to read it on Worksheet 5.13.
18	G5-C5-T18	139	I Spy! – 1. Listen and Number	Listening	Learners look at pictures of books, listen to Audio 5.4, and number the books based on the order in the description.
19	G5-C5-T19	139	I Spy! – 2. Listen and Write	Listening, Writing	Learners listen to Audio 5.4 again and write the title of the books in each category on Worksheet 5.14.
20	G5-C5-T20	140	I Spy! – 3. Look and Speak	Viewing, Speaking	Learners look at a scene and ask questions using “Can I..” based on the example provided in Worksheet 5.15.
21	G5-C5-T21	141	Story Time – 1. Read	Reading	Learners read the text “My Favorite Book.”

22	G5-C5-T22	142	Story Time – 2. Read and Complete	Reading, Writing	Learners draw stars to rate books and complete blanks with information from the text on Worksheet 5.16.
23	G5-C5-T23	144	Story Time – 3. Look and Match	Viewing, Reading	Learners look at Worksheet 5.17 and match book covers with the correct titles.
24	G5-C5-T24	145	Story Time – 4. Ask and Explain	Speaking, Listening, Writing	Learners ask their friends what book they would like to read and complete Worksheet 5.18.
25	G5-C5-T25	147	Game Time – Guess	Speaking, Listening, Writing	Learners play a game where they take turns writing a place name, asking questions, and answering “yes” or “no.”
26	G5-C5-T26	148	My Turn – 1. Read the book’s description, draw a cover for it and write	Reading, Writing	Learners read a book description, draw a cover for it, and write whether they would like to read it or not, and why, on Worksheet 5.19.
27	G5-C5-T27	149	My Turn – 2. Write a book review	Writing	Learners write a book review and draw a scene from the book following the prompt questions on Worksheet 5.20.

Identification of Learning Tasks in *English for Nusantara Kids* Coursebook Grade 6, Chapter 2

No	Task Code	Page	Section / Instruction Heading	Involved Language Skills	Description of Learner Activity
1	G6-C2-T01	39	I Spy! – 1. Listen and Read	Listening, Reading	Learners listen to Audio 2.1 and read the text showing the steps to wash hands.
2	G6-C2-T02	40	I Spy! – 2. Read and Check	Reading	Learners read statements in Worksheet 2.1 and mark them with a check for correct or a cross for incorrect.
3	G6-C2-T03	40	I Spy! – 3. Listen and Do	Listening, Presenting	Learners listen to Audio 2.2 and practice the five steps of washing hands.

4	G6-C2-T04	41	Song Time – Listen and Sing	Listening, Speaking	Learners listen to the song in Audio 2.3 and sing it together with the teacher and classmates.
5	G6-C2-T05	42	Story Time – 1. Look and Discuss	Viewing, Speaking	Learners look at the Coughing and Sneezing Manner Poster and discuss specific questions with friends.
6	G6-C2-T06	43	Story Time – 2. Look and Check	Viewing	Learners observe pictures in Worksheet 2.2 showing behavior in the cafeteria and mark good manners with a check and bad manners with a cross.
7	G6-C2-T07	44	Story Time – 3. Match and Speak	Viewing, Reading, Speaking	Learners draw a line to connect pictures to relevant advice in Worksheet 2.3 and practice saying the expressions.
8	G6-C2-T08	45	Story Time – 4. Listen and Read	Listening, Reading	Learners listen to Audio 2.4 and read Comic Strip 2.1.
9	G6-C2-T09	46	Story Time – 5. Read and Circle	Reading	Learners read statements in Worksheet 2.4 and circle True or False.
10	G6-C2-T10	46	Story Time – 6. Act the Story Out	Speaking, Listening, Presenting	Learners work in a group to act out the story from the Listen and Read activity.
11	G6-C2-T11	47	Game Time – Pass the Card	Listening, Speaking, Reading	Learners make a circle, pass flashcards while singing, take a card when the singing stops, and perform the action on the card.
12	G6-C2-T12	48	My Turn – 1. Work with a partner to do “Show and Tell” in the worksheet.	Speaking, Listening	Learners work with a partner to do “Show and Tell” in Worksheet 2.5.
13	G6-C2-T13	48	My Turn – 2. Choose one of the topics below for a campaign.	Reading	Learners choose one topic for a campaign (Coughing/Sneezing manner or Steps in washing hands) and place a checkmark.

14	G6-C2-T14	48	My Turn – 3. Plan the campaign. Choose one of the ways to do the campaign.	Reading, Viewing	Learners plan the campaign by choosing a method (drawing, poster, video, etc.) and placing a checkmark.
15	G6-C2-T15	48	My Turn – 4. Do the campaign. Show and tell your friends about the work.	Speaking, Presenting	Learners do the campaign by showing and telling friends about their work.
16	G6-C2-T16	50	I Spy! – 1. Listen and Speak	Listening, Speaking	Learners listen to Audio 2.5 and practice saying expressions related to good hygiene.
17	G6-C2-T17	51	I Spy! – 2. Read and Match	Reading, Viewing, Speaking	Learners look at pictures, read sentences in Worksheet 2.7, draw lines to match situations with advice, and practice saying the expressions.
18	G6-C2-T18	52	Song Time – 1. Listen and Sing	Listening, Speaking	Learners listen to the teacher and sing the song “This is the Way I Take a Shower” together.
19	G6-C2-T19	53	Song Time – 2. Listen and Write	Listening, Writing	Learners listen to the song again and write down how often Bima does each hygiene practice on Worksheet 2.8.
20	G6-C2-T20	54	Song Time – 3. Listen and Number	Listening, Viewing, Writing	Learners listen to Audio 2.6, look at pictures in Worksheet 2.9, and write the correct number corresponding to the audio.
21	G6-C2-T21	55	Song Time – 4. Match and Write	Reading, Writing	Learners read questions in Worksheet 2.10, match answers with words in a box, and write down the answers.
22	G6-C2-T22	56	Song Time – 5. Look and Speak	Viewing, Speaking	Learners work with a partner to look at pictures in Worksheet 2.11 and practice the dialogue.
23	G6-C2-T23	58	Story Time – 1. Listen and Read	Listening, Reading	Learners listen to Audio 2.7 and read the story “Ouch! My Tooth Hurts!”.
24	G6-C2-T24	60	Story Time – 2. Read and Circle	Reading	Learners read sentences in Worksheet 2.12 and circle ‘True’ or ‘False’ for each statement.

25	G6-C2-T25	60	Story Time – 3. Read and Check	Reading	Learners read Pipit’s personal hygiene habits in Worksheet 2.13 and put a checkmark on statements similar to their own habits.
26	G6-C2-T26	61	Story Time – 4. Act the Story Out	Reading, Speaking, Presenting	Learners reread the story, choose three hygiene habits from the story, and act them out.
27	G6-C2-T27	61	Game Time – Mingle with Your Classmates	Listening, Speaking, Reading, Presenting	Learners chant and move, find a partner when the teacher stops, ask and answer questions on flashcards, and exchange cards.
28	G6-C2-T28	63	My Turn – 1. Fill in the blanks. Use the words in the box.	Reading, Writing	Learners fill in the blanks in a text using words provided in a box.
29	G6-C2-T29	64	My Turn – 2. Write and share three tips to keep your body clean.	Writing	Learners write three tips to keep their body clean and share them.

Identification of Learning Tasks in the *English for Nusantara Kids* Coursebook Grade 6, Chapter 6

No	Task Code	Page	Section / Instruction Heading	Involved Language Skills	Description of Learner Activity
1	G6-C6-T01	159	I Spy! – 1. Listen and Circle	Listening	Learners listen to Audio 6.1 and circle the things that Pipit and Bara need.
2	G6-C6-T02	160	I Spy! – 2. Listen and Number	Listening, Reading, Viewing	Learners listen to Audio 6.2, read the provided sentences, and number the steps of growing sprouts in the correct order.

3	G6-C6-T03	161	I Spy! – 3. Read and Speak	Reading, Speaking	Learners read their answers in Worksheet 6.2 and say the steps.
4	G6-C6-T04	162	Song Time – 1. Listen and Sing	Listening, Speaking	Learners listen to the song in Audio 6.3 and sing it together with the teacher and classmates.
5	G6-C6-T05	162	Song Time – 2. Listen and Act	Listening, Presenting	Learners listen to Audio 6.3 again and act out the lyrics in the song.
6	G6-C6-T06	163	Story Time – 1. Listen and Read	Listening, Reading	Learners listen to Audio 6.4 and read Comic Strip 6.1.
7	G6-C6-T07	165	Story Time – 2. Read and Check	Reading, Viewing	Learners read Comic Strip 6.1 again and write a checkmark for the correct pictures in Worksheet 6.3.
8	G6-C6-T08	166	Story Time – 3. Read and Act	Reading, Speaking, Presenting	Learners read the story in Comic Strip 6.1 again and act it out.
9	G6-C6-T09	167	Game Time – Bean Sprouts Race	Viewing, Reading, Speaking, Presenting	Learners work in groups to put pictures in the right order and add a number below each picture to indicate its order. Then, learners get set of cards with actions that need to match each action with right picture.
10	G6-C6-T10	168	My Turn – 1. Look at pictures of growing bean sprouts in the worksheet. Put the pictures into the correct order.	Viewing	Learners look at pictures of growing bean sprouts, put them into the correct order, and write the action name.
11	G6-C6-T11	169	My Turn – 2. Write the correct order to grow bean sprouts.	Writing	Learners write the correct order number sequence to grow bean sprouts, starting with picture number 4.
12	G6-C6-T12	169	My Turn – 3. Based on your answer in the worksheet, write the steps for growing bean sprouts in the correct order.	Writing	Learners write the steps for growing bean sprouts in the correct order based on their answer in Worksheet 6.5.

13	G6-C6-T13	169	My Turn – 4. Read your answers in the worksheets to make sure they are correct. Then, present them in front of the class.	Reading, Speaking, Presenting	Learners read their answers in Worksheet 6.4 and Worksheet 6.5 to check correctness, then present them in front of the class.
14	G6-C6-T14	171	I Spy! – 1. Listen and Point	Listening	Learners listen to Audio 6.5 and point to the corresponding picture.
15	G6-C6-T15	171	I Spy! – 2. Listen and Write	Listening, Writing	Learners listen to Audio 6.5 again, write the number (1-6), and write the simple sentences about the activities below the correct pictures.
16	G6-C6-T16	172	I Spy! – 3. Read and Speak	Reading, Speaking	Learners read and say the provided sentences about gardening steps (e.g., “I dug the soil”).
17	G6-C6-T17	173	Story Time – 1. Listen and Read	Listening, Reading	Learners listen to Audio 6.6 and read the story “The Enormous Carrot.”
18	G6-C6-T18	175	Story Time – 2. Listen and Order	Listening, Viewing	Learners listen to Audio 6.6 again and order the listed events correctly.
19	G6-C6-T19	176	Story Time – 3. Read and Circle	Reading	Learners read the story “The Enormous Carrot” again and circle the correct answers to comprehension questions.
20	G6-C6-T20	177	Story Time – 4. Choose and Write	Reading, Viewing, Writing	Learners read the story again, choose one topic from “Picture Ending to Choose,” and write a short paragraph telling what happens next.
21	G6-C6-T21	179	Story Time – 5. Read and Act	Reading, Speaking, Presenting	Learners read the story in front of classmates and do the actions involved in growing carrots.
22	G6-C6-T22	179	Game Time – Growing Carrots	Listening, Reading, Viewing, Writing, Speaking, Presenting	Learners work in pairs to find correct words from cards, use them to describe steps in growing carrots, and present their work.

23	G6-C6-T23	180	My Turn – 1. Write a short story	Reading, Writing	Learners look back at the story, choose a topic from “Picture Topic to Choose,” and complete the story in Worksheet 6.10 with different characters/endings.
24	G6-C6-T24	181	My Turn – 2. Tell the story in front of your classmates	Speaking, Presenting	Learners tell the story they created in front of their classmates.

Appendix 4. Classification of Learning Tasks into the Four Strands in the *English for Nusantara Kids* Coursebook Series

Classification of Learning Tasks into the Four Strands in the *English for Nusantara Kids* Coursebook Grade 3, Chapter 3

No	Task Code	Task Description	Four Strands Category	Rationale for Classification
1	G3-C3-T01	Learners listen to Audio 3.1 and point to the correct family members in Picture 3.1.	Meaning-Focused Input (MFI)	The primary objective is receptive comprehension, where learners must process auditory input to identify the correct visual meaning without producing language.
2	G3-C3-T02	Learners listen to Audio 3.2 about family activities and say the expressions provided (e.g., “I am mopping the floor”).	Language-Focused Learning (LFL)	The task requires deliberate attention to pronunciation and form by mimicking expressions. There is no negotiation of meaning, marking it as a drill.
3	G3-C3-T03	Learners match pictures with the correct expressions and say the expressions aloud.	Language-Focused Learning (LFL)	Although it begins with matching (input), the focus is on articulating the form correctly rather than generating a new message.
4	G3-C3-T04	Learners listen to Audio 3.3 and sing the song “What Are You Doing?” together.	Language-Focused Learning (LFL)	The task utilizes the song to drill sentence patterns and pronunciation. The focus is on the accurate production of lyrics (form) rather than spontaneous communication.

5	G3-C3-T05	Learners listen to Audio 3.3 again and complete Worksheet 3.2 by writing the correct words.	Language-Focused Learning (LFL)	This is a form-focused activity requiring learners to attend to spelling and vocabulary retrieval to complete the worksheet gaps accurately.
6	G3-C3-T06	Learners listen to Audio 3.4 and read the story in Comic Strip 3.1 about Pipit's family cleaning day.	Meaning-Focused Input (MFI)	The pedagogical focus is solely on processing the narrative for understanding through simultaneous receptive skills (listening and reading).
7	G3-C3-T07	Learners read Comic Strip 3.1 again and answer questions about what each character is doing in Worksheet 3.3.	Meaning-Focused Input (MFI)	While learners are writing answers, the primary purpose of comprehension questions is to check if the input was successful. It is focused on understanding the text (Input), not on generating a message (Output).
8	G3-C3-T08	Learners read the story in Comic Strip 3.1 again and act it out with classmates.	Meaning-Focused Output (MFO)	The task moves beyond reading to performance, requiring learners to produce language and action to convey the story's narrative meaning to an audience.
9	G3-C3-T09	Learners listen to the teacher's question ("What are you doing?"), answer with a sentence, show gestures, and move to the next station while chanting.	Language-Focused Learning (LFL)	Chanting and gesturing in response to a prompt is a kind of drill or Total Physical Response (TPR). A chant mainly helps learners practice rhythm, intonation, and language patterns, so the focus is on form, not meaning.
10	G3-C3-T10	Learners look at Picture A and Picture B to find four differences between the two images of family activities.	Meaning-Focused Input (MFI)	Learners process visual information to identify conceptual differences (meaning). As there is no explicit instruction to verbalize the result, it remains a receptive task.

11	G3-C3-T11	Learners choose one picture (3.4 or 3.5) and write sentences describing the family members' activities in Worksheet 3.4.	Meaning-Focused Output (MFO)	The task explicitly requires the production of written sentences to convey a descriptive message about the selected visual input.
12	G3-C3-T12	Learners tell their classmates about Pipit's family chores based on the previous activity.	Meaning-Focused Output (MFO)	The focus is on “pushed output,” where learners must use their linguistic resources to convey a message to a real audience (classmates).
13	G3-C3-T13	Learners listen to Audio 3.5 and point to the family members in Picture 3.6 based on the audio description.	Meaning-Focused Input (MFI)	Learners focus on understanding the meaning of spoken descriptions to locate the correct family members in the visual input.
14	G3-C3-T14	Learners listen to Audio 3.5 describing family locations and say the expressions (e.g., “I am in the garden”).	Language-Focused Learning (LFL)	The instruction “Say the expressions” indicates a repetition drill focused on accurate pronunciation (form) rather than communicative intent.
15	G3-C3-T15	Learners match pictures to the correct room descriptions in Worksheet 3.5 and say the sentences.	Language-Focused Learning (LFL)	Learners are recognizing something they already know and practicing how to say it.
16	G3-C3-T16	Learners listen to Audio 3.6 and read the story in Comic Strip 3.2 about Emak looking for family members.	Meaning-Focused Input (MFI)	The primary focus is receptive, requiring learners to process the story's meaning through simultaneous listening and reading.
17	G3-C3-T17	Learners read Comic Strip 3.2 again and number the pictures in Worksheet 3.6 according to the story.	Meaning-Focused Input (MFI)	Learners demonstrate comprehension of the text's meaning by sequencing pictures. No language production is required, confirming it as Input.

18	G3-C3-T18	Learners read the story again, practice, and act it out in front of the class.	Language-Focused Learning (LFL)	Learners acting out a story that is already written (Comic Strip). That means, they are following a fixed script and not producing their own language. They are just practicing form, not conveying meaning.
19	G3-C3-T19	Learners fill out Worksheet 3.7 by choosing parts of the house words from a box.	Language-Focused Learning (LFL)	The task directs attention to vocabulary features by requiring learners to select and copy specific words from a table to complete sentences.
20	G3-C3-T20	Learners work with classmate to practice their speaking skill.	Meaning-Focused Output (MFO)	[Note: Likely a setup for T21] Defined here as the interactional preparation phase where learners negotiate roles for the speaking task.
21	G3-C3-T21	Learners take turns asking and answering questions with a classmate about family members' locations (e.g., "Where is your father?").	Meaning-Focused Output (MFO)	Learners engage in a communicative exchange, producing questions and answers to convey specific messages about location.
22	G3-C3-T22	Learners look at a picture of a house layout and assign the correct number to each sentence in Worksheet 3.8.	Meaning-Focused Input (MFI)	The learner focuses on decoding written sentences to match them with visual reality. The output (numbering) is non-linguistic, confirming an Input focus.
23	G3-C3-T23	Learners draw their family members in different parts of a house in Worksheet 3.9 and write sentences describing their locations and activities in Worksheet 3.10.	Meaning-Focused Output (MFO)	Learners engage in "creative writing" at a sentence level, producing written output to convey personal meaning about their family.
24	G3-C3-T24	Learners read their written family activities from	Meaning-Focused Output (MFO)	The goal is to convey a written message to a listener through speech (reading aloud for communication), focusing on message transmission.

		Worksheet 3.9/3.10 to a classmate.		
25	G3-C3-T25	Learners take turns telling a partner about the parts of their own house.	Meaning-Focused Output (MFO)	Learners generate spoken descriptions of their own lives (personalization), prioritizing the conveyance of familiar content to a partner.
26	G3-C3-T26	Learners ask their family members questions about what they are doing and record the answers in a table.	Meaning-Focused Output (MFO)	This task pushes learners to use language productively in a real-world context (outside the classroom) to gather information and write the answer in the table.

Classification of Learning Tasks into the Four Strands in the *English for Nusantara Kids* Coursebook Grade 3, Chapter 6

No	Task Code	Task Description	Four Strands Category	Rationale for Classification
1	G3-C6-T01	Learners listen to Audio 6.1 and point to the correct person in Picture 6.1.	Meaning-Focused Input (MFI)	The primary focus is on understanding the spoken input to identify the correct visual, and no language production is required.
2	G3-C6-T02	Learners listen to Audio 6.2 and say sentences introducing the school staff shown in Picture 6.3.	Language-Focused Learning (LFL)	The output involves immediate repetition of a model (“say sentences”) rather than communication, categorizing it as drilling/pronunciation practice.
3	G3-C6-T03	Learners match pictures with correct sentences and say the sentences.	Language-Focused Learning (LFL)	While the matching component involves meaning, the verbal production is restricted to reading the matched sentences aloud, focusing on form-meaning links rather than spontaneous output.

4	G3-C6-T04	Learners listen to Audio 6.3 and sing along.	Language-Focused Learning (LFL)	Singing along acts as a choral repetition activity aimed at internalizing rhythm, vocabulary, and sentence patterns rather than negotiating meaning.
5	G3-C6-T05	Learners work in a group of four to sing the song and dance to the music.	Language-Focused Learning (LFL)	This is a rehearsal of the song from T04. Without explicit instructions for speed-reading or meaning transferring, it functions as form-focused memorization.
6	G3-C6-T06	Learners listen to Audio 6.4 and read a comic strip about Pipit introducing a new student to school staff.	Meaning-Focused Input (MFI)	Learners focus on comprehending the narrative message through simultaneous receptive skills (listening and reading).
7	G3-C6-T07	Learners read the story in Comic Strip 6.1 and act it out.	Language-Focused Learning (LFL)	In this task, learners are performing a story that is already written. They are not creating their own message, they are just repeating the lines from the comic.
8	G3-C6-T08	Learners read sentences in Worksheet 6.2 and write “A” or “B” for the correct sentence based on the comic strip.	Meaning-Focused Input (MFI)	The task requires reading comprehension to verify facts from the story. The writing component is minimal (symbols), keeping the focus on Input.
9	G3-C6-T09	Learners work in pairs where one describes a school staff member from a card and the other listens and guesses the person described.	Meaning-Focused Output (MFO)	This is a classic “information gap” activity where the primary goal is to convey a specific message to a partner who needs that information.
10	G3-C6-T10	Learners complete sentences in Worksheet 6.3 by writing the correct words from a provided list.	Language-Focused Learning (LFL)	Filling in blanks with provided words requires deliberate attention to vocabulary selection and syntactic fit (form) rather than generating message/meaning.

11	G3-C6-T11	Learners practice the conversation text with a classmate.	Language-Focused Learning (LFL)	Practicing a fixed text is a deliberate study strategy involving repetition and memorization of forms, different from communicative output.
12	G3-C6-T12	Learners perform the conversation in front of the class.	Language-Focused Learning (LFL)	As a direct follow-up to T11, this performance focuses on the accurate reproduction of memorized scripts (form) rather than spontaneous message creation.
13	G3-C6-T13	Learners choose three school staff members and describe them on Worksheet 6.4.	Meaning-Focused Output (MFO)	Learners produce written output to convey new messages (“choose three people”) using known language, prioritizing meaning transmission.
14	G3-C6-T14	Learners present the results from Worksheet 6.4 in front of classmates.	Meaning-Focused Output (MFO)	The focus is on “pushed output,” conveying the self-generated message from the previous task to a real audience.
15	G3-C6-T15	Learners listen to Audio 6.5 and point to the school staff in Picture 6.5.	Meaning-Focused Input (MFI)	The learner's focus is on processing the oral input to demonstrate understanding through a non-verbal action (pointing).
16	G3-C6-T16	Learners listen to Audio 6.6 and say sentences about each school staff member.	Language-Focused Learning (LFL)	The instruction is to “say sentences” based on the model sentences provided, and it is a repetition/drilling activity focused on accurate production of forms.
17	G3-C6-T17	Learners listen to Audio 6.7 and write the correct word in each blank on Worksheet 6.5.	Language-Focused Learning (LFL)	This task requires attention to recognizing specific word forms correctly.
18	G3-C6-T18	Learners listen to Audio 6.7 and write numbers on Worksheet 6.6.	Meaning-Focused Input (MFI)	Learners listen to identify and sequence specific information (numbers) aimed at understanding the message content.

19	G3-C6-T19	Learners act out the dialogue from Worksheet 6.6 with a classmate.	Language-Focused Learning (LFL)	The learners are acting out a dialogue that was provided to them. Since they are using a script instead of making up their own conversation, they are practicing the language (LFL) rather than generating new output.
20	G3-C6-T20	Learners work in pairs to role-play as Student A and Student B using a provided dialogue structure.	Language-Focused Learning (LFL)	Using a “provided dialogue structure” functions as a drill, focusing on practicing patterns rather than generative communication.
21	G3-C6-T21	Learners listen to Audio 6.8 and read a story about Ambu visiting Pipit’s house.	Meaning-Focused Input (MFI)	The activity involves receiving messages through listening and reading for enjoyment and comprehension.
22	G3-C6-T22	Learners read the dialogue in Comic Strip 6.2 with a classmate and act out the story.	Language-Focused Learning (LFL)	Similar to T07 and T19, because the learners are reading and performing a specific text that is right in front of them, they are not “creating” meaning. They are practicing the delivery of the language.
23	G3-C6-T23	Learners read sentences and circle the picture that matches each sentence.	Meaning-Focused Input (MFI)	The focus is on processing the meaning of the written sentences to select the correct image (receptive understanding).
24	G3-C6-T24	Learners listen to sentences read by the teacher and mark words on a bingo table if they hear them.	Meaning-Focused Input (MFI)	The game requires listening for meaning and recognition to identify items described or spoken by the teacher.
25	G3-C6-T25	Learners read a dialogue in Worksheet 6.8 and fill in blanks using provided words.	Language-Focused Learning (LFL)	This is a form-focused instruction activity (cloze test) requiring analysis of vocabulary and context to complete the text.

26	G3-C6-T26	Learners read statements and match them with the correct picture.	Meaning-Focused Input (MFI)	The learner's goal is to understand the written input to demonstrate comprehension via matching, with no production required.
27	G3-C6-T27	Learners ask friends about their favorite teacher and describe the teacher's appearance on Worksheet 6.10.	Meaning-Focused Output (MFO)	This is a task where learners ask questions and write descriptions to convey and record real messages to/about their friends.

Classification of Learning Tasks into the Four Strands in the *English for Nusantara Kids* Coursebook Grade 4, Chapter 2

No	Task Code	Task Description	Four Strands Category	Rationale for Classification
1	G4-C2-T01	Learners listen to Audio 2.1 and point to the correct pictures of lunches belonging to specific characters.	Meaning-Focused Input (MFI)	The learners' main focus is on receptive understanding of the spoken input to identify the correct visual meaning without language production.
2	G4-C2-T02	Learners draw lines to connect food names to the correct lunchboxes for specific characters.	Meaning-Focused Input (MFI)	This matching activity requires reading for comprehension to link written word forms to the correct lunchbox pictures.
3	G4-C2-T03	Learners match pictures to their correct names and say the name of each food aloud.	Language-Focused Learning (LFL)	The output involves labeling and repetition ("say the name"), which focuses deliberate attention on pronunciation and word form rather than conveying a communicative message.
4	G4-C2-T04	Learners listen to a song in Audio 2.2 and sing along with the teacher and classmates.	Language-Focused Learning (LFL)	Singing along acts as choral repetition, focusing on the articulation of sounds and memorization of fixed forms rather than generative communication.

5	G4-C2-T05	Learners fill in blanks in the lyrics with specific meal words and favorite foods, then sing the song.	Language-Focused Learning (LFL)	While learners insert personal words, the primary pedagogical goal is to practice the sentence pattern and rhythm through repetition (singing), not to negotiate meaning.
6	G4-C2-T06	Learners listen to Audio 2.3 and read along in the Comic Strip 2.1.	Meaning-Focused Input (MFI)	The activity involves simultaneous listening and reading where the focus is on processing and comprehending the narrative story.
7	G4-C2-T07	Learners read a text and circle the correct words in sentences based on the story in Comic Strip 2.1.	Meaning-Focused Input (MFI)	The primary goal is reading for comprehension to circle the correct details from the story to verify understanding.
8	G4-C2-T08	Learners look at Worksheet 2.5 and number pictures to order them according to the story.	Meaning-Focused Input (MFI)	Sequencing the pictures requires understanding the narrative input of the story to reconstruct the plot and it does not require language production.
9	G4-C2-T09	Learners look at pictures, say what is happening, and write a sentence in Worksheet 2.6 describing a picture.	Meaning-Focused Output (MFO)	Learners produce spoken and written language to describe a visual scene, conveying a specific descriptive message.
10	G4-C2-T10	Learners work in pairs where one asks questions about meals, the other draws the answer, and the first guesses the food.	Meaning-Focused Output (MFO)	The task relies on an “information gap” where the goal is to convey and interpret messages (guessing the food) between partners.
11	G4-C2-T11	Learners read a text about a character's dinner and use it as an example to write about their own dinner.	Meaning-Focused Output (MFO)	Learners use a model to produce a written text that conveys a personal message about their own lives (personalization).

12	G4-C2-T12	Learners ask a classmate what they eat for meals, write the classmate's name, and draw the food in a chart.	Meaning-Focused Output (MFO)	The task involves productive speaking and listening where the goal is to gather and record information from a peer.
13	G4-C2-T13	Learners look at Picture 2.4 and point to specific food and drink items listed in the instructions.	Meaning-Focused Input (MFI)	The focus is on the receptive recognition of vocabulary items within a visual context and pointing serves as the demonstration of understanding.
14	G4-C2-T14	Learners look at Picture 2.4, read an example, and answer a question about what the characters are eating.	Meaning-Focused Output (MFO)	In this task, learners are required to describe a visual scene, conveying a specific descriptive message according to the pictures.
15	G4-C2-T15	Learners look at pictures in Worksheet 2.9, write the taste and texture of each food, and say them aloud.	Language-Focused Learning (LFL)	The task requires explicit analysis of vocabulary features (taste/texture), attention to form, and the production of written language to describe visuals using the provided words.
16	G4-C2-T16	Learners bring a favorite food or drink to class and tell classmates about its taste and texture.	Meaning-Focused Output (MFO)	Learners use speaking to convey a message describing a real-world object to an audience.
17	G4-C2-T17	Learners read Comic Strip 2.2 titled "It's So Spicy!".	Meaning-Focused Input (MFI)	This is a "read and enjoy" activity where the learners' attention is focused on understanding the story.
18	G4-C2-T18	Learners read the story again (Comic Strip 2.2) and give a check mark to the correct person associated with specific food or drink pictures.	Meaning-Focused Input (MFI)	The focus is on scanning and reading for comprehension to identify specific details within the text and no language production.
19	G4-C2-T19	Learners look at the conversation in the Comic Strip 2.2 again and write a sentence	Meaning-Focused Input (MFI)	This task requires the learners to read the conversation and answer the questions based on the

		explaining why characters like their food or drink.		story. They are not producing the language themselves.
20	G4-C2-T20	Learners read the story and match foods with their correct texture or taste descriptions.	Meaning-Focused Input (MFI)	The activity relies on reading comprehension to link items to their correct descriptive meanings.
21	G4-C2-T21	Learners smell, feel, and taste food while blindfolded to guess the name of the food.	Meaning-Focused Output (MFO)	The pedagogical goal is to convey the message (the identity of the food) derived from sensory input.
22	G4-C2-T22	Learners look at foods that the characters are eating and ask friends what food they like and why.	Meaning-Focused Output (MFO)	This task involves cooperative interaction where the focus is on exchanging meaning regarding preferences.
23	G4-C2-T23	Learners choose four favorite foods or drinks from a picture and write sentences explaining why they like them.	Meaning-Focused Output (MFO)	Learners engage in productive writing to convey personal opinions and reasons.
24	G4-C2-T24	Learners draw a new kind of food and complete sentences with its name, taste, and texture.	Meaning-Focused Output (MFO)	This creative task requires producing written language to convey a message about an imagined item.
25	G4-C2-T25	Learners cut out pictures of food and drink from newspapers or magazines and glue them into a picnic basket image.	Meaning-Focused Input (MFI)	The task requires processing the concept of “picnic food” to make a selection. The non-verbal response demonstrates receptive understanding and learners are not required to produce language.
26	G4-C2-T26	Learners tell the class what food and drink their group wants to bring for a picnic.	Meaning-Focused Output (MFO)	Learners use speaking to present their group's decisions, focusing on conveying the message to an audience.

27	G4-C2-T27	Learners ask three people (and family members) what they eat for breakfast, lunch, and dinner.	Meaning-Focused Output (MFO)	The task pushes learners to produce spoken output to gather information outside the classroom context.
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Classification of Learning Tasks into the Four Strands in the *English for Nusantara Kids* Coursebook Grade 4, Chapter 5

No	Task Code	Task Description	Four Strands Category	Rationale for Classification
1	G4-C5-T01	Learners listen to Audio 5.1 and point to the correct pictures.	Meaning-Focused Input (MFI)	Learners focus on processing spoken input for comprehension to connect sound to visuals.
2	G4-C5-T02	Learners listen to Audio 5.2 to listen to the teacher (Ibu Flo) and say the expression.	Language-Focused Learning (LFL)	The task involves deliberate attention to pronunciation and form through repetition (drilling), fitting the repetition.
3	G4-C5-T03	Learners listen to Audio 5.3, give a checkmark to the sentences heard, and mime the action.	Meaning-Focused Input (MFI)	Learners use language receptively to understand instructions and demonstrate comprehension through physical response and it does not produce language.
4	G4-C5-T04	Learners match each picture with the correct sentence and say the sentences to a friend.	Language-Focused Learning (LFL)	Matching focuses on form-meaning links, and saying the fixed sentences constitutes pronunciation practice rather than generating a new message.
5	G4-C5-T05	Learners listen to Audio 5.4 about Bara in PE class and sing along.	Language-Focused Learning (LFL)	Singing along involves deliberate imitation of the lyrics' form and rhythm (pronunciation) rather than pure comprehension or free output.
6	G4-C5-T06	Learners sing the song and dance in a group of four.	Language-Focused Learning (LFL)	Singing a song is usually about memorizing the words and the tune. Because the learners are

				repeating a fixed song to learn it (not trying to speak faster to tell a story).
7	G4-C5-T07	Learners listen to Audio 5.5 and read the story in the Comic Strip 5.1 about PE class with Ibu Flo.	Meaning-Focused Input (MFI)	The primary focus is understanding the story through simultaneous listening and reading.
8	G4-C5-T08	Learners read the dialogue in Comic Strip 5.1 and act it out with classmates.	Language-Focused Learning (LFL)	Learners are acting out a story that is already written. They are following a script. This means they are practicing how to say the lines (Form), not creating their own conversation (Meaning).
9	G4-C5-T09	Learners label each picture in Worksheet 5.3 with the correct description.	Language-Focused Learning (LFL)	Learners give deliberate attention to vocabulary and spelling by selecting and writing the correct labels.
10	G4-C5-T10	Learners work in groups to take turns as the leader saying "Simon says" with a card, or listen and mime the action (or do not follow if "Simon says" is omitted).	Meaning-Focused Input (MFI)	The core activity for the majority of participants is listening for comprehension and distinguishing valid commands.
11	G4-C5-T11	Learners work in teams where one player mimes an action based on a card and the player in front guesses the sentence.	Meaning-Focused Output (MFO)	This is a communicative game where learners must produce spoken language ("He is running") to convey a message based on visual cues (mimes).
12	G4-C5-T12	Learners write sentences about what they can or cannot do in Worksheet 5.4.	Meaning-Focused Output (MFO)	Learners produce written language to convey a personal message about their own abilities.

13	G4-C5-T13	Learners read and mime the sentences written in the Worksheet 5.4 to a classmate.	Meaning-Focused Output (MFO)	Learners use their own written work to convey meaning to a peer, focusing on the transmission of their message.
14	G4-C5-T14	Learners listen to Audio 5.6 and point to the speaking character in Picture 5.2.	Meaning-Focused Input (MFI)	The task relies on listening comprehension to identify the correct speaker based on the audio input.
15	G4-C5-T15	Learners listen to Audio 5.7 and say the expressions.	Language-Focused Learning (LFL)	This is a repetition drill where the output is parroting the audio to practice pronunciation and form.
16	G4-C5-T16	Learners match each picture with the correct sentence and say the sentence to classmates.	Language-Focused Learning (LFL)	Learners deliberately focus on linking written form to meaning and practicing the spoken form of the sentences.
17	G4-C5-T17	Learners look at the people in the pictures, say their feelings, and write a sentence for each picture.	Meaning-Focused Output (MFO)	Learners must generate language to describe the visual situation (“He is tired”), focusing on conveying meaning rather than just copying forms.
18	G4-C5-T18	Learners listen to Audio 5.8 and read Comic Strip 5.2.	Meaning-Focused Input (MFI)	The focus is on gaining understanding and enjoyment from the story through receptive skills.
19	G4-C5-T19	Learners read the dialogue in Comic Strip 5.2 and act it out with classmates.	Language-Focused Learning (LFL)	This is the same as Task T08. Since they are performing a dialogue from the book, they are practicing the language pattern, which is Language-Focused Learning.
20	G4-C5-T20	Learners read each sentence and circle T (true) or F (false) based on Comic Strip 5.2.	Meaning-Focused Input (MFI)	Learners read the text to comprehend the information and evaluate its accuracy based on the story.
21	G4-C5-T21	Learners read each sentence, write the correct word, and draw a picture of themselves in each situation.	Language-Focused Learning (LFL)	This cloze-type activity requires deliberate attention to vocabulary and sentence structure to fill in the gaps correctly.

22	G4-C5-T22	Learners work in teams where one player mimes an action based on a card and the player in front guesses the sentence.	Meaning-Focused Output (MFO)	The objective is to produce language to convey a message (the guess) in a communicative context.
23	G4-C5-T23	Learners ask three classmates about their feelings and write YES or NO according to their answers.	Meaning-Focused Output (MFO)	Learners use speaking and writing to convey messages and gather real information from peers.
24	G4-C5-T24	Learners show and tell the results of the interview to a classmate.	Meaning-Focused Output (MFO)	Learners produce spoken language to report their findings and convey a message to a listener.
25	G4-C5-T25	Learners observe friends during snack break and think about how they feel.	Meaning-Focused Input (MFI)	Learners process visual input (“Viewing”) to derive meaning, which functions as a receptive activity in this context.
26	G4-C5-T26	Learners ask family members the listed questions and write the answers.	Meaning-Focused Output (MFO)	The task involves using language productively to communicate with family members and record their messages.

Classification of Learning Tasks into the Four Strands in the *English for Nusantara Kids* Coursebook Grade 5, Chapter 1

No	Task Code	Task Description	Four Strands Category	Rationale for Classification
1	G5-C1-T01	Learners listen to Audio 1.1 and place a checkmark on the correct pictures based on the audio.	Meaning-Focused Input (MFI)	The task focuses on listening comprehension to connect oral input with visual meaning.

2	G5-C1-T02	Learners listen to Audio 1.1 and say the sentences provided in the audio.	Language-Focused Learning (LFL)	Repeating provided sentences is a drill focused on articulation and memorization of form.
3	G5-C1-T03	Learners listen to a song in Audio 1.2 and sing it together with the teacher and classmates.	Language-Focused Learning (LFL)	Singing focuses on phonological features (rhythm, intonation) and memorization of the language text.
4	G5-C1-T04	Learners look at the picture in Worksheet 1.2 and place a checkmark on the sentence that describes the picture.	Meaning-Focused Input (MFI)	Learners engage in reading and viewing comprehension to match text with visual meaning.
5	G5-C1-T05	Learners listen to Audio 1.3 and circle the fruit corresponding to the word they hear.	Meaning-Focused Input (MFI)	The primary focus is listening comprehension to identify specific lexical items.
6	G5-C1-T06	Learners read the story "Buying Some Fruits" in Comic Strip 1.1.	Meaning-Focused Input (MFI)	Learners read a narrative text primarily to understand the story content.
7	G5-C1-T07	Learners read Comic Strip 1.1 and answer multiple-choice and open-ended questions about the story.	Meaning-Focused Input (MFI)	Answering multiple choice questions based on a text requires processing and demonstrating comprehension of meaning.
8	G5-C1-T08	Learners read Comic Strip 1.1 again and act out the story with a partner.	Language-Focused Learning (LFL)	Acting out a comic strip means the learners are following a script. They are not choosing their own words; they are practicing the sentences from the story.
9	G5-C1-T09	Learners look at the "Fruits in the Market" picture and say the	Language-Focused Learning (LFL)	Learners are just looking at a picture and saying "There are five apples" (and everyone can see there

		sentences about the quantity of fruits.		are five apples), they are just practicing the sentence pattern.
10	G5-C1-T10	Learners look at the picture and make a dialogue with a friend, asking and answering questions about fruit quantities and preferences.	Meaning-Focused Output (MFO)	Learners generate original spoken language to exchange meaning and preferences with a peer.
11	G5-C1-T11	Learners work in pairs to select fruit pictures and numbers, then practice asking and answering questions about wanting fruits.	Meaning-Focused Output (MFO)	The activity utilizes an information gap where learners must use language to communicate wants and quantities.
12	G5-C1-T12	Learners draw and color four fruits they want to buy and four they do not, then write sentences about the quantity and color of these fruits.	Meaning-Focused Output (MFO)	Learners produce written output to express personal choices and descriptions.
13	G5-C1-T13	Learners work in pairs to read and complete the dialogue in Worksheet 1.5.	Language-Focused Learning (LFL)	Completing a text (gap-fill) requires deliberate attention to retrieving correct vocabulary and grammatical forms.
14	G5-C1-T14	Learners listen to Audio 1.4 and write numbers in Worksheet 1.6 based on the order they hear.	Meaning-Focused Input (MFI)	The task focuses on listening comprehension to identify and sequence items.
15	G5-C1-T15	Learners listen to Audio 1.4 and say the sentences provided.	Language-Focused Learning (LFL)	Repetition of provided sentences focuses on accurate production of form and pronunciation.
16	G5-C1-T16	Learners listen to Audio 1.5 and give a checkmark on the	Meaning-Focused Input (MFI)	Learners process oral input to distinguish meaning and select the corresponding visual representation.

		picture in Worksheet 1.7 according to the audio.		
17	G5-C1-T17	Learners look at the picture in Worksheet 1.8 and complete dialogues by choosing correct words from a box.	Language-Focused Learning (LFL)	Selecting specific words to fill gaps requires deliberate analysis of vocabulary and sentence structure.
18	G5-C1-T18	Learners listen to Audio 1.6 and read the story “Surya and the Tasty Porridge”.	Meaning-Focused Input (MFI)	Simultaneous listening and reading focuses on understanding the narrative content.
19	G5-C1-T19	Learners read the story again and answer multiple-choice questions.	Meaning-Focused Input (MFI)	The task is a comprehension check requiring learners to extract meaning from the text.
20	G5-C1-T20	Learners read the story and circle one of the underlined words (singular or plural forms) to complete the text.	Language-Focused Learning (LFL)	The task requires explicit analysis of grammatical form (countability/pluralization) to choose the correct word.
21	G5-C1-T21	Learners work in pairs to categorize words into “Countable noun” or “Uncountable noun” in Worksheet 1.9.	Language-Focused Learning (LFL)	Categorizing words involves deliberate metalinguistic analysis of noun types.
22	G5-C1-T22	Learners work in pairs to answer questions to move forward on a board game and say the name of the vegetable they land on.	Meaning-Focused Output (MFO)	Answering personal questions (“Do you like...?”) in a game context prioritizes communicating meaning over mere labeling.
23	G5-C1-T23	Learners draw and color vegetables in Worksheet 1.10,	Meaning-Focused Output (MFO)	Learners produce written output to describe a specific item and dish, focusing on conveying meaning.

		write the names of the vegetables, and write a sentence describing a dish containing the vegetable.		
24	G5-C1-T24	Learners work in pairs to match names of fruits and vegetables with pictures in Worksheet 1.11 and identify them as countable or uncountable.	Language-Focused Learning (LFL)	The task combines vocabulary recognition with explicit grammatical categorization (countable vs. uncountable).

Classification of Learning Tasks into the Four Strands in the *English for Nusantara Kids* Coursebook Grade 5, Chapter 5

No	Task Code	Task Description	Four Strands Category	Rationale for Classification
1	G5-C5-T01	Learners listen to Audio 5.1 and number the correct signs based on the explanation.	Meaning-Focused Input (MFI)	The primary focus is on listening comprehension to connect oral input with visual meaning.
2	G5-C5-T02	Learners listen to Audio 5.1 again and write the meaning of each sign on Worksheet 5.1.	Language-Focused Learning (LFL)	Writing specific labels (e.g., “No talking”) for signs requires deliberate attention to vocabulary and written form.
3	G5-C5-T03	Learners look at a picture, place a checkmark on activities they can do at the library, and cross out activities they cannot do.	Meaning-Focused Input (MFI)	The task focuses on viewing and reading comprehension to understand the rules presented visually.

4	G5-C5-T04	Learners match pictures with sentences and practice saying them.	Language-Focused Learning (LFL)	Practicing saying sentences is a repetition drill focused on articulation and language form.
5	G5-C5-T05	Learners listen to the song in Audio 5.2 and sing it together with their teacher and classmates.	Language-Focused Learning (LFL)	Singing focuses on the phonological features (rhythm, intonation) and memorization of the language text.
6	G5-C5-T06	Learners listen to Audio 5.2 again, change words in the song using provided words, and sing it again.	Language-Focused Learning (LFL)	This is a substitution drill that asks learners to change specific vocabulary items within a fixed sentence structure.
7	G5-C5-T07	Learners look at pictures and say what they would like to do using words provided in boxes.	Meaning-Focused Output (MFO)	Although scaffolded with provided words, the learner is expressing a personal choice/desire based on visual input, making it a meaning-focused generative task.
8	G5-C5-T08	Learners listen to Audio 5.3 and read Comic Strip 5.1.	Meaning-Focused Input (MFI)	Learners engage in simultaneous listening and reading primarily to understand the story narrative.
9	G5-C5-T09	Learners complete the borrowing form on Worksheet 5.5 by writing names, class, book titles, and return dates.	Meaning-Focused Input (MFI)	The task involves scanning the previous text for information to demonstrate comprehension.
10	G5-C5-T10	Learners match sentences on the left column to sentences on the right column on Worksheet 5.6.	Meaning-Focused Input (MFI)	The focus is on reading comprehension to link causes with effects regarding the characters' motivations.
11	G5-C5-T11	Learners read the text again and circle the best answer based on the text on Worksheet 5.7.	Meaning-Focused Input (MFI)	This is a standard reading comprehension check requiring learners to process the meaning of the text.

12	G5-C5-T12	Learners read the page and write the name of the book's owner below the page.	Meaning-Focused Input (MFI)	Learners must read and interpret the visual/textual input to infer meaning (ownership).
13	G5-C5-T13	Learners look at rows of books and unjumble the titles.	Language-Focused Learning (LFL)	Unscrambling letters to form words requires deliberate attention to spelling and vocabulary.
14	G5-C5-T14	Learners ask a friend which book they would like to borrow and why.	Meaning-Focused Output (MFO)	Learners produce spoken language to convey personal meaning and preferences to a peer.
15	G5-C5-T15	Learners go to the school library, check if specific types of books are available, and write the titles.	Meaning-Focused Input (MFI)	The primary activity is searching and reading titles in a real-world context to find specific information.
16	G5-C5-T16	Learners look at a picture, write what they will say to specific characters in Worksheet 5.12, and then say it.	Meaning-Focused Output (MFO)	Learners must generate contextually appropriate language to convey a message in a specific social situation.
17	G5-C5-T17	Learners go to the library, draw a book, write what they would like to borrow, and write why they want to read it on Worksheet 5.13.	Meaning-Focused Output (MFO)	The task requires learners to produce written output to express personal wants and justifications.
18	G5-C5-T18	Learners look at pictures of books, listen to Audio 5.4, and number the books based on the order in the description.	Meaning-Focused Input (MFI)	The focus is on listening comprehension to identify items based on oral descriptions.
19	G5-C5-T19	Learners listen to Audio 5.4 again and write the title of the	Meaning-Focused Input (MFI)	Learners process oral input to categorize items; the writing serves as a record of comprehension.

		books in each category on Worksheet 5.14.		
20	G5-C5-T20	Learners look at a scene and ask questions using “Can I...” based on the example provided in Worksheet 5.15.	Language-Focused Learning (LFL)	The key here is “based on the example provided.” When learners copy an example to make a new sentence, they are doing a substitution drill. They are practicing the form of the question.
21	G5-C5-T21	Learners read the text “My Favorite Book”.	Meaning-Focused Input (MFI)	Learners engage in extended reading where the focus is on understanding the narrative content.
22	G5-C5-T22	Learners draw stars to rate books and complete blanks with information from the text on Worksheet 5.16.	Meaning-Focused Input (MFI)	This activity requires reading the text to locate specific details and transfer them to the worksheet.
23	G5-C5-T23	Learners look at Worksheet 5.17 and match book covers with the correct titles.	Meaning-Focused Input (MFI)	The focus is on reading/viewing comprehension to connect text (titles) with visual meaning (covers).
24	G5-C5-T24	Learners ask their friends what book they would like to read and complete Worksheet 5.18.	Meaning-Focused Output (MFO)	The primary focus is engaging in spoken interaction to obtain and record meaning from a partner.
25	G5-C5-T25	Learners play a game where they take turns writing a place name, asking questions, and answering “yes” or “no”.	Meaning-Focused Output (MFO)	Learners actively produce questions and answers to convey meaning and achieve a communicative goal (guessing).
26	G5-C5-T26	Learners read a book description, draw a cover for it, and write whether they would like to read it or not, and why, on Worksheet 5.19.	Meaning-Focused Output (MFO)	While based on reading input, the core distinct action is producing a written opinion and justification, classifying the dominant focus as Output.

27	G5-C5-T27	Learners write a book review and draw a scene from the book following prompt questions on Worksheet 5.20.	Meaning-Focused Output (MFO)	Learners produce extended written output to describe a book and express their opinion.
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Classification of Learning Tasks into the Four Strands in the *English for Nusantara Kids* Coursebook Grade 6, Chapter 2

No	Task Code	Task Description	Four Strands Category	Rationale for Classification
1	G6-C2-T01	Learners listen to Audio 2.1 and read the text showing the steps to wash hands.	Meaning-Focused Input (MFI)	The primary focus is on listening and reading for comprehension of the hand-washing steps.
2	G6-C2-T02	Learners read statements in Worksheet 2.1 and mark them with a check for correct or a cross for incorrect.	Meaning-Focused Input (MFI)	Learners engage in reading comprehension to verify the accuracy of statements based on previous input.
3	G6-C2-T03	Learners listen to Audio 2.2 and practice the five steps of washing hands.	Meaning-Focused Input (MFI)	This is a Total Physical Response (TPR) activity where listening input directly guides physical understanding and action without language production.
4	G6-C2-T04	Learners listen to the song in Audio 2.3 and sing it together with the teacher and classmates.	Language-Focused Learning (LFL)	Singing acts as choral repetition, focusing on rhythm, intonation, and memorizing the form of the text rather than spontaneous meaning negotiation.
5	G6-C2-T05	Learners look at the Coughing and Sneezing Manner Poster	Meaning-Focused Output (MFO)	Learners engage in speaking to convey meaning and discuss ideas related to the visual input.

		and discuss specific questions with friends.		
6	G6-C2-T06	Learners observe pictures in Worksheet 2.2 showing behavior in the cafeteria and mark good manners with a check and bad manners with a cross.	Meaning-Focused Input (MFI)	The task requires processing visual information (input) to distinguish between correct and incorrect behaviors.
7	G6-C2-T07	Learners draw a line to connect pictures to relevant advice in Worksheet 2.3 and practice saying the expressions.	Language-Focused Learning (LFL)	While matching involves meaning, the explicit instruction to “practice saying” categorizes this as a substitution drill focused on articulation and form.
8	G6-C2-T08	Learners listen to Audio 2.4 and read Comic Strip 2.1.	Meaning-Focused Input (MFI)	Learners focus on understanding the narrative through simultaneous listening and reading input.
9	G6-C2-T09	Learners read statements in Worksheet 2.4 and circle True or False.	Meaning-Focused Input (MFI)	This is a reading comprehension check requiring learners to process the meaning of statements in relation to the story.
10	G6-C2-T10	Learners work in a group to act out the story from the Listen and Read activity.	Language-Focused Learning (LFL)	Since the learners are acting out a story they just read (“Listen and Read”), they are likely following the script or the events exactly as they were written. They are practicing the story's language (Rehearsal), not creating a new conversation (Communication).
11	G6-C2-T11	Learners make a circle, pass flashcards while singing, take a card when the singing stops, and perform the action on the card.	Fluency Development (FD)	The game structure (acting quickly when music stops) adds time pressure to the processing of familiar content (hygiene steps), meeting fluency criteria.

12	G6-C2-T12	Learners work with a partner to do “Show and Tell” in Worksheet 2.5.	Meaning-Focused Output (MFO)	Learners engage in speaking to convey personal meaning and information to a partner.
13	G6-C2-T13	Learners choose one topic for a campaign (Coughing/Sneezing manner or Steps in washing hands) and place a checkmark.	Meaning-Focused Input (MFI)	Learners read options to make a decision. The checkmark demonstrates comprehension of the choices.
14	G6-C2-T14	Learners plan the campaign by choosing a method (drawing, poster, video, etc.) and placing a checkmark.	Meaning-Focused Input (MFI)	Learners read and select specific information, focusing on understanding the available choices.
15	G6-C2-T15	Learners do the campaign by showing and telling friends about their work.	Meaning-Focused Output (MFO)	The task requires learners to produce spoken language to convey their campaign message to an audience.
16	G6-C2-T16	Learners listen to Audio 2.5 and practice saying expressions related to good hygiene.	Language-Focused Learning (LFL)	The focus is on deliberate attention to form and pronunciation through listening and repetition (drilling).
17	G6-C2-T17	Learners look at pictures, read sentences in Worksheet 2.7, draw lines to match situations with advice, and practice saying the expressions.	Language-Focused Learning (LFL)	The dominant focus is the oral drill (“practice saying”) that follows the matching, aiming for accurate production of the target forms.
18	G6-C2-T18	Learners listen to the teacher and sing the song “This is the Way I Take a Shower” together.	Language-Focused Learning (LFL)	Singing facilitates the memorization of sentence patterns and pronunciation (form) through repetition.
19	G6-C2-T19	Learners listen to the song again and write down how	Meaning-Focused Input (MFI)	Learners listen to the input to extract specific meaning and details (frequency) for the worksheet.

		often Bima does each hygiene practice on Worksheet 2.8.		
20	G6-C2-T20	Learners listen to Audio 2.6, look at pictures in Worksheet 2.9, and write the correct number corresponding to the audio.	Meaning-Focused Input (MFI)	A listening comprehension task where learners process audio input to identify correct visuals.
21	G6-C2-T21	Learners read questions in Worksheet 2.10, match answers with words in a box, and write down the answers.	Language-Focused Learning (LFL)	The task involves deliberate attention to vocabulary and form by matching specific words to questions.
22	G6-C2-T22	Learners work with a partner to look at pictures in Worksheet 2.11 and practice the dialogue.	Language-Focused Learning (LFL)	Practicing a set dialogue focuses on memorizing and producing correct language forms rather than negotiating meaning.
23	G6-C2-T23	Learners listen to Audio 2.7 and read the story “Ouch! My Tooth Hurts!”	Meaning-Focused Input (MFI)	The focus is on gaining enjoyment and knowledge from the story through listening and reading.
24	G6-C2-T24	Learners read sentences in Worksheet 2.12 and circle ‘True’ or ‘False’ for each statement.	Meaning-Focused Input (MFI)	Learners use reading comprehension to evaluate statements based on the story.
25	G6-C2-T25	Learners read Pipit’s personal hygiene habits in Worksheet 2.13 and put a checkmark on statements similar to their own habits.	Meaning-Focused Input (MFI)	Learners read the text for meaning to compare it with their own personal experiences.

26	G6-C2-T26	Learners reread the story, choose three hygiene habits from the story, and act them out.	Language-Focused Learning (LFL)	Learners are acting out a story that is already written, not creating their own conversation. Therefore, the focus is on form.
27	G6-C2-T27	Learners chant and move, find a partner when the teacher stops, ask and answer questions on flashcards, and exchange cards.	Meaning-Focused Output (MFO)	The task involves communicative interaction where learners ask and answer questions to convey information.
28	G6-C2-T28	Learners fill in the blanks in a text using words provided in a box.	Language-Focused Learning (LFL)	This is a deliberate learning task requiring attention to vocabulary and sentence structure (form).
29	G6-C2-T29	Learners write three tips to keep their body clean and share them.	Meaning-Focused Output (MFO)	Learners use written production to convey advice and meaning to others.

Classification of Learning Tasks into the Four Strands in the *English for Nusantara Kids* Coursebook Grade 6, Chapter 6

No	Task Code	Task Description	Four Strands Category	Rationale for Classification
1	G6-C6-T01	Learners listen to Audio 6.1 and circle the things that Pipit and Bara need.	Meaning-Focused Input (MFI)	Learners focus on listening comprehension to identify specific items from the input.
2	G6-C6-T02	Learners listen to Audio 6.2, read the provided sentences, and number the steps of growing sprouts in the correct order.	Meaning-Focused Input (MFI)	The task requires processing listening and reading input to understand the sequence of events.

3	G6-C6-T03	Learners read their answers in Worksheet 6.2 and say the steps.	Language-Focused Learning (LFL)	Reading provided sentences aloud focuses on pronunciation and the spoken form of the language.
4	G6-C6-T04	Learners listen to the song in Audio 6.3 and sing it together with the teacher and classmates.	Language-Focused Learning (LFL)	Singing acts as choral repetition, focusing on rhythm, intonation, and memorizing the form of the text rather than spontaneous meaning negotiation.
5	G6-C6-T05	Learners listen to Audio 6.3 again and act out the lyrics in the song.	Meaning-Focused Input (MFI)	This is a Total Physical Response (TPR) activity where physical actions demonstrate comprehension of input.
6	G6-C6-T06	Learners listen to Audio 6.4 and read Comic Strip 6.1.	Meaning-Focused Input (MFI)	Learners engage in simultaneous listening and reading to understand the story's meaning.
7	G6-C6-T07	Learners read Comic Strip 6.1 again and write a checkmark for the correct pictures in Worksheet 6.3.	Meaning-Focused Input (MFI)	Learners use reading comprehension to verify understanding by matching text to visuals.
8	G6-C6-T08	Learners read the story in Comic Strip 6.1 again and act it out.	Language-Focused Learning (LFL)	Acting out a story that is already written (Comic Strip 6.1) means the learners are following a script. They are practicing the language, not creating their own conversation.
9	G6-C6-T09	Learners work in groups to put pictures in the right order and add a number below each picture to indicate its order. Then, learners get set of cards with actions that need to match each action with right picture.	Fluency Development (FD)	It requires learners to process familiar language under the pressure of a timed competition. The goal is to increase the speed of recognizing known information rather than learning new words.

10	G6-C6-T10	Learners look at pictures of growing bean sprouts, put them into the correct order, and write the action name.	Meaning-Focused Input (MFI)	The task requires the learners to look at the Comic Strip to understand the order of growing bean sprouts and write the name of the action based on the Comic Strip.
11	G6-C6-T11	Learners write the correct order number sequence to grow bean sprouts, starting with picture number 4.	Meaning-Focused Input (MFI)	Learners demonstrate comprehension of the process by sequencing the steps correctly (non-verbal output).
12	G6-C6-T12	Learners write the steps for growing bean sprouts in the correct order based on their answer in Worksheet 6.5.	Meaning-Focused Output (MFO)	Learners produce written text to convey the procedure/meaning of how to grow sprouts.
13	G6-C6-T13	Learners read their answers in Worksheet 6.4 and Worksheet 6.5 to check correctness, then present them in front of the class.	Meaning-Focused Output (MFO)	The task requires students to produce spoken language to convey information to an audience based on their own answer.
14	G6-C6-T14	Learners listen to Audio 6.5 and point to the corresponding picture.	Meaning-Focused Input (MFI)	A listening comprehension task where students identify meaning by connecting audio to visuals.
15	G6-C6-T15	Learners listen to Audio 6.5 again, write the number (1-6), and write the simple sentences about the activities below the correct pictures.	Language-Focused Learning (LFL)	This is a dictation-style task requiring deliberate attention to form to transcribe spoken language into writing.
16	G6-C6-T16	Learners read and say the provided sentences about	Language-Focused Learning (LFL)	The focus is on the formal aspects of speaking (pronunciation) through drilling provided text.

		gardening steps (e.g., “I dug the soil”).		
17	G6-C6-T17	Learners listen to Audio 6.6 and read the story “The Enormous Carrot.”	Meaning-Focused Input (MFI)	Learners process simultaneous listening and reading input to understand the narrative.
18	G6-C6-T18	Learners listen to Audio 6.6 again and order the listed events correctly.	Meaning-Focused Input (MFI)	Learners focus on listening comprehension to establish the correct sequence of the story events.
19	G6-C6-T19	Learners read the story “The Enormous Carrot” again and circle the correct answers to comprehension questions.	Meaning-Focused Input (MFI)	Learners use reading comprehension to extract specific details and meaning from the text.
20	G6-C6-T20	Learners read the story again, choose one topic from “Picture Ending to Choose,” and write a short paragraph telling what happens next.	Meaning-Focused Output (MFO)	Learners use productive written language to creatively convey a new ending to the story.
21	G6-C6-T21	Learners read the story in front of classmates and do the actions involved in growing carrots.	Meaning-Focused Output (MFO)	Learners perform the story for an audience by reading the ending that they created themselves, using language and action to convey meaning.
22	G6-C6-T22	Learners work in pairs to find correct words from cards, use them to describe steps in growing carrots, and present their work.	Meaning-Focused Output (MFO)	The dominant focus is using the words to “describe steps” (communicative act), utilizing vocabulary resources to convey the procedure.
23	G6-C6-T23	Learners look back at the story, choose a topic from “Picture	Meaning-Focused Output (MFO)	Learners use written production to create and convey a unique narrative.

		Topic to Choose,” and complete the story in Worksheet 6.10 with different characters/endings.		
24	G6-C6-T24	Learners tell the story they created in front of their classmates.	Meaning-Focused Output (MFO)	Learners use spoken production to share their creative work and meaning with an audience.

