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THE ANALYSIS OF TASKS PRESENTED IN *KURIKULUM MERDEKA* TEXTBOOK *ENGLISH FOR NUSANTARA*

by

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Abstract:

Teachers in Indonesia commonly utilize English textbooks because they emphasize providing ample tasks that serve as valuable learning material. This study aims to investigate task types and determine the tasks frequently appearing in English for Nusantara. English for Nusantara is the primary sourcebook for seventh and eighth-grade junior high school students in Kurikulum Merdeka. This study employed content analysis research. The data was collected through stratified random sampling. The analysis used Nunan's (1999) typology of tasks to determine the different categories and frequency of tasks within the textbooks. The findings indicated that the textbooks comprised various tasks, each emphasizing distinct task types. The seventh-grade textbook emphasizes cognitive tasks, whereas the eighth-grade textbook emphasizes interpersonal tasks more. Nonetheless, the task distribution is unbalanced, and specific categories of tasks remain unaddressed in both textbooks; specifically, creative and affective tasks are absent. The study underscores the imperative for English for Nusantara textbook designers to prioritize the significance of incorporating a well-balanced variety of tasks that consider students' developmental stages at each grade level and cater to the diverse needs of learners.

Keywords: English for Nusantara, Kurikulum Merdeka, Task, Task-Based Language Learning

Abstrak:

Buku pelajaran bahasa Inggris umumnya digunakan oleh para guru di Indonesia, karena penekanannya pada pemberian tugas yang cukup banyak yang berfungsi sebagai bahan pembelajaran yang berkualitas. Penelitian ini bertujuan untuk menyelidiki jenis tugas dan menentukan jenis tugas yang sering muncul dalam buku BEnglish for Nusantara. English for Nusantara adalah buku sumber utama untuk siswa SMP kelas tujuh dan delapan dalam Kurikulum Merdeka. Penelitian ini menggunakan penelitian analisis isi. Pengumpulan data dilakukan dengan cara sampling acak bertingkat. Analisa data dilakukan dengan menggunakan tipologi tugas dari Nunan (1999) untuk menentukan kategori dan frekuensi tugas yang berbeda di dalam buku teks. Penemuan menunjukkan bahwa buku teks terdiri dari berbagai jenis tugas, dan setiap buku teks menekankan jenis tugas yang berbeda. Buku teks kelas tujuh lebih menekankan pada tugas-tugas kognitif, sedangkan buku teks kelas delapan lebih menekankan pada tugas-tugas interpersonal. Meskipun demikian, distribusi tugas tersebut tidak merata, dan beberapa kategori tugas masih belum dimasukkan dalam kedua buku teks tersebut; khususnya, tugas-tugas kreatif dan afektif tidak ada. Studi ini menekankan pentingnya perancang buku English for Nusantara untuk mempertimbangkan pentingnya menyertakan beragam tugas yang seimbang yang memperhatikan tahap perkembangan siswa di setiap tingkat kelas serta memenuhi beragam kebutuhan siswa.

Kata Kunci: English for Nusantara, Kurikulum Merdeka, Tugas, Pembelajaran Bahasa Berbasis Tugas

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INTRODUCTION

Textbooks are essential media for teaching and learning in junior high school. Textbooks foster language abilities by focusing on integrated classroom activities, carefully selecting vocabulary, and teaching grammar (Aljadani, 2020; Azam & Asim, 2023). English textbooks, in particular, serve as the foundation of language learning for English as a Foreign Language (EFL) in Indonesia. English textbooks are essential for EFL learners as they are vital in organizing language programs, providing standardized instructions, and saving teachers' time (Sun & Dang, 2020). According to Richards (2019), textbooks provide input, content, and practice in language programs. They can supplement teacher instruction, provide learners with language contact, and serve as teacher training for inexperienced teachers. They offer lesson planning ideas and formats, making them crucial for global language teaching. Textbooks have also been widely utilized as learning materials in most Indonesian schools since they provide students with natural sources of relevant information, ideal situations for communicative activity, and constructive feedback, facilitating significantly more language use opportunities (Vitaresti, 2015). Thus, textbooks play a pivotal role for students, serving as invaluable tools that aid in understanding and comprehending the material presented by their teachers. Additionally, textbooks serve as a crucial means for teachers to assess students' proficiency.

One of the essential aspects of textbooks is task. Tasks in English textbooks play a crucial role in promoting language development and proficiency among EFL learners. Tasks are created to encourage students to interact, stay engaged, and acquire language skills in the classroom, which plays a crucial role in encouraging active learning, cultivating critical thinking skills, and improving language proficiency (Ellis, 2009; Inayah et al., 2022; Pelekani, 2009; Richards & Rodgers, 2014). Tasks can be defined in a variety of ways. According to Ellis et al. (2019), a task is a well-organized action plan that requires learners to use language practically to achieve a specific result, which can be evaluated based on how accurately and appropriately they convey the intended information. In addition, Prabhu (1987) states that a task is described as an abstract activity with a specific goal, where language is used to achieve a practical result. According to Nunan (2004: 4), task refers to classroom work that requires students to comprehend, manipulate, produce, or interact in the target language, using their

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grammatical knowledge to express meaning rather than change form. Huang (2022) also stated that textbook tasks offer flexibility and encourage the integration of language skills, allowing students to practice and apply their language knowledge in different situations. In short, tasks are an invaluable learning tool for students to improve their language skills and actively engage with the target language.

Nevertheless, many educators use textbooks without considering the specific tasks and exercises they contain and whether these activities effectively engage learners in communication (Inayah et al., 2022). Likewise, Anggraeni (2020) states that textbooks should function as a tool to facilitate the teaching-learning process rather than dictating it. In addition, Ayu (2020) also noted that no single book can meet the diverse needs of all students. According to Grant (1987), there is no such thing as a perfect book. Therefore, it is essential to evaluate the textbooks used in the classroom. Textbook evaluation can be conducted by analyzing the tasks within it. Textbook evaluation involves carefully considering teaching and learning needs and values when selecting a textbook (Ayu, 2020). Cunningsworth (1995) presents a thorough set of four criteria for assessing textbooks. Textbooks should closely align with learners' needs by closely matching the aims and objectives of the language-learning program. In addition, textbooks must incorporate real-life language situations that students will encounter now and in the future. This will enable students to confidently and effectively use language for their needs. Additionally, textbooks should consider students' needs as learners, allowing for flexibility in their learning processes rather than strictly enforcing a particular approach. Textbooks should have a clear and supportive role in the learning process, acting as mediators between the target language and the learner, similar to the role of teachers in the educational journey.

Furthermore, textbook tasks can be identified based on their types and functions. Prabhu (1987) categorizes cognitive task types into information-gap, opinion-gap, and reasoning-gap tasks. In addition, Willis (1996) identifies six primary types of tasks, including listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, and creative tasks. Moreover, Richards, Platt, and Weber (1986) categorize pedagogical tasks based on the type of interaction involved in their completion. These categories include jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks, and opinion-exchange tasks. In addition, Nunan (1999) categorized tasks into five categories: cognitive

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tasks, interpersonal tasks, linguistic tasks, affective tasks, and creative tasks. Nevertheless, the framework Nunan (1998) proposed is more commonly employed for identifying textbook task types. Numerous studies have been undertaken to evaluate textbooks and identify the diverse types of tasks incorporated (Ayu, 2018; Fakültesi, Kampüsü, Üniversitesi, & Gaziantep, 2010; Hamidi, Bagheri, Sarinavaee, & Seyyedpour, 2016; Inayah et al., 2022; Lathif, 2015; Mohammadi & Abdi, 2014; Senowarsito, Suwandi, Musarokah, & Nur Ardini, 2023).

Inayah et al. (2022) studied the seventh-grade SMP/MTs revision 2017 English textbook *When English Ring A Bell* using Nunan's typology. Their findings revealed that the textbook included a wide range of task types. Nevertheless, the results indicate that these course books exhibit varying frequencies of assignment types. Also, it was found that each textbook emphasizes one or two tasks that the writers believe are crucial for language learning. Huda and Syafei (2020) also discovered the tasks in the *When English Rings A Bell* and *Bright* textbook using Nunan's typology. The result showed that *When English Rings A Bell*, the frequent tasks that appear are interpersonal, linguistic, affective, creative, and cognitive.

Meanwhile, in the *Bright* textbook, frequent tasks often appear as linguistic, cognitive, affective, interpersonal, and creative.

Nevertheless, certain task types received greater attention while others were overlooked. The average for each task type was below the mean. Based on the research conducted by Inayah et al. (2022) and Huda and Syafei (2020), there appears to be an imbalance in the utilization of task types in English textbooks. This imbalance could potentially hinder students in their language acquisition. Although the government-supplied textbook *When English Rings A Bell* emerged as the primary sourcebook for the 2013 Curriculum, highlighting a significant gap in the official textbooks' coverage of various task types. This study underscores the limitations of the provided materials, which emphasizes the importance of seeking additional resources that offer a more comprehensive range of language tasks.

Furthermore, a lack of balance in task distribution during language learning can result in uneven skill development and limited exposure to different language contexts. In addition, teaching using tasks known as Task-Based Language Teaching (TBLT) has been extensively

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adopted in the classroom. TBLT is an approach that highlights the significance of involving learners' innate abilities to acquire language naturally by completing tasks that direct learners' focus to language structure (Ellis et al., 2019). Hence, Ellis (2009) also argues that TBLT emphasizes putting the learner at the center and encouraging active participation. According to Nunan (1990), TBLT aims to enhance communicative language teaching in the classroom by emphasizing the development of tasks that encourage learners to use language in meaningful ways. This approach highlights the significance of using language in real-life situations and the natural acquisition process. Studies have demonstrated the positive impact of TBLT in improving speaking skills, fluency, and communicative competence in different language settings (Nghia & Quang, 2021; Omar, Jamaludin, & Arshad, 2021). Moreover, TBLT was considered to be the "right" way to teach English because it got students involved in learning English, fit with the current curriculum in Indonesia, could get students more interested in learning English, and helped them "use" the language and "do" the tasks (Hima, Saputro, & Farah, 2021).

Thus, if the textbooks adopted in the classroom are unsuitable for the student's needs and curriculum, it can impede language development, create a disconnect between communication objectives and tasks, lead to teacher dissatisfaction, and impact instructional evaluation. Dao and Newton (2021) identified several instances of limited communication in textbooks. If these activities are framed as tasks, there may be a mismatch between the communicative goals, potentially hindering students' language development. Lei (2022) emphasized incorporating teaching evaluation into task-based language instruction. She also emphasized that if the tasks in the textbook are not appropriate, the evaluation process may be rendered ineffective, thus hindering the assessment of students' progress in language learning. In order to achieve successful TBLT, a high-quality and well-designed textbook is necessary. Textbooks should provide essential knowledge structure, a syllabus, and carefully selected materials since they are crucial in standardizing instruction and offering abundant learning resources (Qian, 2022). Therefore, it can promote students' critical thinking skills and enhance academic achievement. However, numerous teachers are utilizing textbooks without a thorough understanding of the tasks and exercises and whether these task types effectively engage learners in the communication process (Inayah et al., 2022).

Although some studies show appropriate task distribution in textbooks, some studies

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also find that textbooks used in learning are unsuitable for students (Alemi, Jahangard, & Hesami, 2013; Huda & Syafei, 2020; Inayah et al., 2022; Qian, 2022). Anggraeni (2020) stated that the *Let's Learn English* textbook is a good choice for teaching and learning media. Unfortunately, only about 62.5% of materials align with the 2013 curriculum for basic skills. Furthermore, Dewi (2018) studied three EFL textbooks for senior high school. The study found that these textbooks did not meet the criteria of communicative competence. One of the reasons for this was the imbalance of task types in the learning materials, which made it more challenging to learn the language.

Additionally, the textbooks lacked creative tasks, further hindering the language-learning process. The three textbooks analyzed in this study had a limited inclusion of cognitive tasks, specifically inferencing and concept mapping. This finding suggests that EFL textbooks may have a limitation in promoting reading and listening comprehension, which are essential objectives in language learning.

Moreover, Alemi et al. (2013) identified tasks presented in *Interchange* and *Top-Notch* textbooks, two popular course books currently taught in Iranian institutes using Nunan's typology. It was discovered that *Top-Notch* tasks primarily focus on the linguistic aspects of language, particularly grammar. However, the coursebooks do not include concept mapping, discriminating, diagramming, and reflecting task types. Nevertheless, both *Interchange* and *Top-Notch* textbooks lacked creative tasks.

In 2021, the Minister of Education and Culture launched the *Kurikulum Merdeka*. According to directive 028/H/KU/2021 guidelines from the Head of Research and Development and Book Authority, English language education is set to commence at elementary, junior high, and senior high schools. The *Merdeka Curriculum* emphasizes the development of proficiency in six language skills: listening, speaking, reading, viewing, writing, and presenting in different types of texts. In order to support the implementation of *Kurikulum Merdeka*, the government provides *English for Nusantara* textbooks intended for Junior High Schools in phases D. As cited in *Capaian Pembelajaran Mata Pelajaran* (2022) towards the end of Phase D; students are equipped with the skills to effectively utilize spoken, written, and visual texts in English, enabling interaction and communication across diverse formal and informal contexts. A key aspect is the student's ability to employ various text types, including narratives, descriptions, procedures, and unique texts such as short messages

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and advertisements, along with authentic texts serving as primary references for English learning in this phase. Engaging in English discussions, students articulate desires and feelings while their proficiency in understanding written text undergoes continuous enhancement, marked by the emergence of inference skills for grasping implicit information. Moreover, students can produce structured written and visual texts in English, showcasing a broader and more nuanced understanding. This phase also emphasizes their comprehension of the purpose behind producing English text and visuals.

Although extensive research has been conducted on the significance of tasks in English textbooks and their impact on language development, there is a noticeable lack of understanding regarding the distribution of task types in *English for Nusantara* textbooks in the Merdeka Curriculum. Previous research (Inayah et al., 2022; Huda & Syafei, 2020; Alemi et al., 2013; Dewi, 2018; Qian, 2022) has shed light on imbalances and limitations in task types found in various English textbooks, including those used in Indonesia. Recognizing the significance of the adoption of TBLT in English teaching and learning in Indonesia, it is crucial to evaluate the *English for Nusantara* textbook as it serves as the primary resource book in *Kurikulum Merdeka* in terms of their tasks according to Nunan's typology of tasks. According to Nunan (2004), the typology of tasks in language learning can be categorized into five groups: cognitive tasks, interpersonal tasks, linguistic tasks, affective tasks, and creative tasks.

Cognitive tasks involve various activities such as classifying, predicting, inducting, taking notes, concept mapping, inferencing, discriminating, and diagramming (Nunan, 2004). Classifying includes organizing similar items into different categories. Predicting involves speculating about the future of the learning process, inducing focus on seeking out patterns and routines, note-taking, capturing essential information using the author's words, concept mapping visually representing main ideas, inferencing utilizing prior knowledge to acquire new information, discriminating distinguishes primary ideas from supporting details. Diagramming uses written information to label a diagram.

Interpersonal tasks revolve around collaborating and engaging in role-playing activities (Nunan, 2004). Co-operating entails learning and exchanging ideas with fellow students while role-playing involves adopting a different persona and using appropriate language for a given scenario.

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Linguistic tasks encompass conversational patterns, practice, contextual usage, summarization, selective listening, and skimming (Nunan, 2004). Conversational patterns involve using phrases to start and maintain conversations, practicing includes deliberate exercises to enhance knowledge and skills, using context focuses on understanding unfamiliar terms through surrounding information, summarizing presents the main points of a text concisely, selective listening involves focusing on critical details while understanding the overall message and skimming is quickly reading to grasp the main idea of a text.

Affective tasks involve personalizing, self-evaluating, and reflecting (Nunan, 2004). Personalizing allows learners to share thoughts, emotions, and perspectives. Self-evaluation entails assessing performance on a learning assignment and rating oneself on a scale, and reflecting involves exploring effective learning strategies.

Creative tasks include brainstorming. Brainstorming enables students to generate a wide range of ideas and concepts. This process entails unrestricted and uninhibited thinking. The objective is to create as many distinctive words, concepts, and ideas as possible.

Therefore, this study aims to evaluate the most recent English textbooks, *English for Nusantara*, which serves as Indonesia's primary resource book. The recent introduction of the Merdeka Curriculum underscores the crucial role of textbooks in helping teachers align learning tasks with desired learning outcomes. Teachers often rely on textbooks to guide their instructional strategies, making it imperative that these educational resources maintain a well-balanced distribution of task types. This study holds particular significance as it aims to evaluate the distribution of task types in the *English for Nusantara* textbooks within the context of the Merdeka Curriculum. A balanced distribution ensures teachers can effectively utilize the provided materials without requiring extensive supplementary resources. If the distribution of tasks is found to be uneven or lacking, it becomes necessary for teachers to create additional materials to support students in their language acquisition efforts. Thus, the findings of this study can contribute valuable insights to the development and improvement of textbooks, facilitating an optimized learning experience under the goals of the Merdeka Curriculum. This study presents two research questions:

1. What are the task types that are used in *English for Nusantara*?

2. What are the types of tasks that frequently appear in *English for Nusantara*?

METHOD

Design

This research is content analysis. Content or document analysis is a research method used to examine written or visual materials, such as textbooks, newspapers, web pages, speeches, television programs, and advertisements, so it helps identify specific characteristics of the material (Ary, Jacobs, Sorensen, & Razavieh, 2010). In addition, Krippendorff (2004) mentioned that content analysis is a research technique used to draw reliable and accurate conclusions about the contexts in which texts (and other meaningful material) are used. The researcher adopted five steps of content analysis as suggested by Sari (2019): (1) Problem formulation: The initial step in content analysis involves the development of specified research problems. (2) Choosing the appropriate textbooks, (3) Operational definitions: This definition pertains to the unit of analysis. The identification of unit analysis relies on pre-established subjects. (4) Coding and testing for reliability: The code is written to recognize the significant properties of the category. Two or more coders should conduct separate studies, and their reliability should be tested by comparing one category to the next. (5) Analyze the data.

Subject

The object of this study is *English for Nusantara* textbooks. *English for Nusantara* textbooks was arranged and reviewed by various parties under the coordination of the Ministry of Education, Culture, Research, and Technology. *English for Nusantara* textbooks were published in 2020 as the first printed edition. These textbooks aim to support the implementation of the *Merdeka Kurikulum* in Junior High School. *English for Nusantara* consists of two textbooks specifically created for students in Junior High School's seventh grade and eighth grade.

Instrument and data type

The data covered all tasks from two *English for Nusantara* textbooks, including listening, viewing, reading, speaking, writing, and presenting. For this study, the researcher

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purposively selected *English for Nusantara* textbooks. *English for Nusantara* textbooks is the government's primary textbook. Given that English for Nusantara textbooks are relatively new and designed to serve as primary sourcebooks, the researcher has chosen to evaluate them based on their tasks.

Data collecting technique

The data were collected from *English for Nusantara* textbooks. *English for Nusantara* textbooks are intended for seventh-grade and eighth-grade Junior High School. These textbooks are designed for one academic year. Each textbook contained five chapters, with three units in each chapter. Since these textbooks encompassed various topics and materials, a sampling technique was employed to analyze the task types. The stratified random sampling technique was used to choose sample units. Stratified sampling identifies distinct subpopulations (strata) within a population, where each sampling unit relates to only one stratum, and random sampling is conducted separately for each stratum (Krippendorff, 2004). The sampling is selected from two units from each textbook.

Table 1. The selected sample units in *English for Nusantara*

Grade	Chapter	Units
7th	Chapter 1. About Me	Unit 2. I Love Fishing
	Chapter 4. My School Activities	Unit 3. My Study Habits
8th	Chapter 2. Kindness Begins with Me	Unit 2. Kindness and Happiness
	Chapter 5. Embrace Yourself	Unit 1. Be Yourself from

Source: Damayanti et al. (2022) and Damayanti et al. (2022)

Data analysis technique

The evaluation of data involves a series of five steps. The first step was reading and understanding the tasks in each selected unit. The second step was classifying the tasks. The tasks were organized based on Nunan's (1999) framework. The researchers employed a coding system to categorize the tasks. Coding systems effectively categorize and tally predetermined behaviors as they happen (Ary et al., 2010). The third phase involved tabulating and analyzing all the data. The researchers utilized Microsoft Excel to organize and analyze the data. The result of the data consisted of the occurrence frequency, which was then compared for each task. The data that were obtained were described in the end.

Table 2. Nunan's 1999 task typology coding

Cognitive Task	Interpersonal Task	Linguistics Task	Affective Task	Creative Task
Classifying	Co-operating	Conversational Patterns	Personalizing	Brainstorming
Predicting	Role-playing	Practicing	Self-evaluating	
Inducing		Using context	Reflecting	
Note Taking		Summarizing		
Concept Mapping		Selective reading/ listening		
Inferencing		Skimming		
Discriminating				
Diagramming				

Source: Nunan (1999)

RESULT AND DISCUSSION

Results

This study had two main objectives. First, identify the task types that are employed in *English for Nusantara*. Second, to determine the common types of tasks often found in *English for Nusantara*. The framework proposed by Nunan (1999) was used to analyze the *English for Nusantara* textbooks. The results are presented and discussed in the following sections.

The task type used in *English for Nusantara*

The first research question was the task types employed in English for Nusantara textbooks. Based on the findings, there are 35 tasks in seventh-grade textbooks, while the eighth-grade textbooks consist of 43 tasks. In addition, based on Nunan's (1999) framework, various tasks are applied in *English for Nusantara*, including cognitive, interpersonal, linguistic, affective, and creative tasks. Nevertheless, there was a discrepancy in the frequency and percentage of each task type found in *English for Nusantara textbooks*. Likewise, *English for Nusantara* textbooks does not cover the following three types of tasks: summarizing, reflecting, and taking notes.

Cognitive Task

Table 3. The Frequency and The Percentage of Cognitive Task

No.	Task Type	<i>English for Nusantara 7th grade</i>				<i>English for Nusantara 8th grade</i>			
		Unit 2. I Love Fishing		Unit 3. My Study Habits		Unit 2. Kindness and Happiness		Unit 1. Be Yourself	
		F	P	F	P	F	P	F	P
1	Classifying	2	11,8	2	11,1	1	5,6	0	0
2	Predicting	0	0	1	5,6	0	0	3	12,0
3	Inducing	3	17,6	2	11,1	2	11,1	1	4,0
4	Taking Notes	0	0	0	0	0	0	0	0
5	Concept Mapping	2	11,8	1	5,6	0	0	1	4,0
6	Inferencing	0	0	3	16,7	0	0	0	0
7	Discriminating	0	0	2	11,1	0	0	0	0
8	Diagramming	0	0	0	0	1	5,6	0	0
	Cognitive (total)	7	41,2	11	61,1	4	22,2	5	20,0

As shown in Table 3, cognitive tasks have become the most frequent task in *English for Nusantara* textbooks. Inducing is the most frequent task type that appears in cognitive tasks. Followed by classifying, concept mapping, predicting, inferencing, discriminating, and diagramming tasks. In *Unit 2. I Love Fishing* and *Unit 2. Kindness and Happiness* inducing become the highest percentages respectively, while in *Unit 3. My Study Habits* inferencing became the highest percentage and in *Unit 1. Be Yourself* predicting become the highest percentage.

Nonetheless, tasks that involve inferencing, discriminating, and diagramming are not widely employed. Inferencing and discriminating are only found in *Unit 3. My Study Habits*. Likewise, diagramming only appears in unit is employed in *Unit 2. Kindness and Happiness*. Also, taking notes does not appear in the selected units. It can be inferred that the emphasis on inducing, classifying, concept mapping, predicting, and other cognitive tasks in selected units indicates a purposeful teaching approach to enhance language proficiency and critical thinking abilities.

Interpersonal task

Table 4. The Frequency and The Percentage of Interpersonal Task

No.	Task Type	<i>English for Nusantara 7th grade</i>				<i>English for Nusantara 8th grade</i>			
		Unit 2. I Love Fishing		Unit 3. My Study Habits		Unit 2. Kindness and Happiness		Unit 1. Be Yourself	
		F	P	F	P	F	P	F	P
1	Co-operating	2	11,8	3	16,7	6	33,3	6	24,0
2	Role Playing	2	11,8	0	0	1	5,6	5	20
	Interpersonal (total)	4	23,5	3	16,7	7	38,9	11	44,0

Interpersonal tasks have become the second most frequent in *English for Nusantara* textbooks (see Table 4). Co-operating task types become the most frequent interpersonal tasks in each unit. However, role-playing tasks are utilized more frequently in eighth grade. Meanwhile, in the seventh grade, role-playing tasks are only presented in *Unit 2. I Love Fishing*, whereas in *Unit 3. My Study Habits* role-playing are not included. It can be derived that interpersonal tasks in *English for Nusantara* facilitated meaningful interpersonal communication by providing students with opportunities to use the language in authentic settings, both independently and in groups with their peers.

Linguistic task

Table 5. The Frequency and The Percentage of Linguistic Task

No.	Task Type	<i>English for Nusantara 7th grade</i>				<i>English for Nusantara 8th grade</i>			
		Unit 2. I Love Fishing		Unit 3. My Study Habits		Unit 2. Kindness and Happiness		Unit 1. Be Yourself	
		F	P	F	P	F	P	F	P
1	Conversational Patterns	0	0	1	5,6	0	0	0	0
2	Using Context	0	0	0	0	1	5,6	2	8,0
3	Summarizing	0	0	0	0	0	0	0	0
4	Selective Listening	3	17,6	0	0	0	0	2	8,0

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5	Skimming	2	11,8	0	0	3	16,7	0	0
	Linguistic (total)	5	29,4	1	5,6	4	22,2	4	16,0

Based on the result, linguistic tasks become the third task type used in *English for Nusantara* (see Table 5). The utilization of linguistic tasks varied among each of the units. In the seventh-grade textbooks, *Unit 2. I Love Fishing* employs selective listening and skimming, whereas *Unit 3. My study Habits* conversational patterns at a rate of 5.6%. In the eighth-grade textbook, in *Unit 2. Kindness and Happiness* are skimming and using context, additionally, in *Unit 1. Be Yourself*, using context and selective reading, shares the same percentage. It can be inferred that the selected units did not utilize several linguistics tasks, which can hinder students' language proficiency and linguistic development.

Affective task

Table 6. The Frequency and The Percentage of Affective Task

No.	Task Type	<i>English for Nusantara 7th grade</i>				<i>English for Nusantara 8th grade</i>			
		Unit 2. I Love Fishing		Unit 3. My Study Habits		Unit 2. Kindness and Happiness		Unit 1. Be Yourself	
		F	P	F	P	F	P	F	P
1	Personalizing	1	5,9	1	5,6	3	16,7	4	16,0
2	Self-Evaluation	0	0	1	5,6	0	0	0	0
3	Reflecting	0	0	0	0	0	0	0	0
	Affective (total)	1	5,9	2	11,1	3	16,7	4	16,0

Affective tasks consist of three subcategories: personalizing, self-evaluation, and reflecting. As seen in Table 6, affective tasks became the fourth task utilized in *English for Nusantara*. Personalization is the most prevalent task type in affective tasks in each unit. On the other hand, self-evaluation only appeared in *Unit 3. My Study Habits*. Likewise, reflecting is not included in all of the units. It can be assumed that the absence of the affective tasks may impede students from accurately assessing their progress in learning English. Furthermore, the textbook's lack of reflection also impacted students, as they could not express their strengths and weaknesses in the learning materials. Affective task types can help students plan their

learning, track their progress, and reflect on their achievements and future learning goals (O'Malley & Charnot, 1990).

Creative task

Table 6. The Frequency and The Percentage of Creative Task

No.	Task Type	<i>English for Nusantara 7th grade</i>				<i>English for Nusantara 8th grade</i>			
		Unit 2. I Love Fishing		Unit 3. My Study Habits		Unit 2. Kindness and Happiness		Unit 1. Be Yourself	
		F	P	F	P	F	P	F	P
1	Brainstorming	0	0	1	5,6	0	0	1	4,0
	Creative (total)	0	0	1	5,6	0	0	1	4,0

As shown in Table 3. the fifth task type was creative, which only consisted of brainstorming tasks. Brainstorming involves actively utilizing the mind to solve problems, and a brainstorming session aims to generate innovative solutions to issues (Almutairi, 2015; Jarwan, 2005). The brainstorming task was only found in *Unit 3. My Study Habits* and *Unit 1. Be Yourself*. It can be inferred that without ample brainstorming tasks, students may struggle to cultivate their creative thinking skills, which can impede their capacity for innovative problem-solving and hinder the exploration of diverse perspectives in a collaborative learning setting. Without the chance to tackle these tasks, students might not feel as motivated and could miss out on essential opportunities to improve their communication and adaptability skills.

The type of task that frequently appears in English for Nusantara.

The second research question was to determine the most frequently found types of tasks in *English for Nusantara*. Table 4 displays a comparison of the types of tasks between seventh grade and eighth grade. In seventh grade, the cognitive task is the most frequent task type, while in eighth grade, the interpersonal task is the most frequent. It is implied that the authors assign distinct levels of emphasis to tasks in each English textbook for Nusantara. Nonetheless, both affective and creative tasks continue to be underutilized.

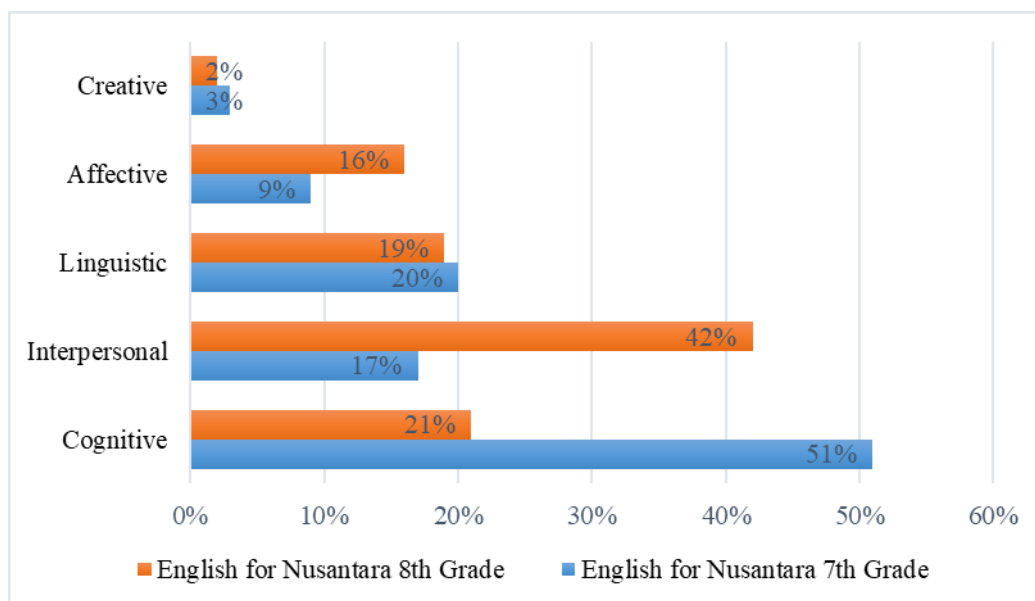


Figure 1. The rank of general task types

Cognitive task

As shown in Figure 1. *English for Nusantara* textbooks provide sufficient cognitive tasks. According to Kester and Kirschner (2012), cognitive tasks involve students actively processing new information or knowledge to enable them to recall, retrieve, and apply that information in a later or similar situation. In the seventh-grade textbook, cognitive tasks have the most significant percentage of 51%. On the other hand, in the eighth-grade textbook, cognitive tasks are in second place with 21%. The inducing task categories comprise the majority of cognitive tasks. Alemi et al. (2013) mentioned that inducing grammar from text is commonly acknowledged as a very complicated and challenging learning activity. However, it encourages students to rely more on the contextual components of the grammar point. It implies that students in the seventh grade must develop and comprehend their cognitive knowledge. In contrast, eighth-grade students should learn language authentically by communicating with their classmates.

The examples of these tasks in these textbooks are:

- Read the description of Galang's hobby in Text 1.2. Look at the highlighted words referring to Galang (Damayanti et al., 2022. p. 35)
- Learning to express opinions (Damayanti et al., 2022. P.244)

Interpersonal task

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Interpersonal tasks are widely used and have become the more frequent task for eighth-grade textbooks. Interpersonal tasks allow students to collaborate with other students to complete assignments (Huda & Syaifei, 2020). On the other hand, interpersonal appeared in the third position in the seventh-grade textbooks. As AlDhafiri (2015) pointed out, interpersonal behaviors are essential to education and learning and potentially influence the classroom environment. Furthermore, interpersonal tasks involve co-operation and role-playing tasks. Role play is a meaningful way to teach speaking because it allows students to practice talking to people in different social situations (Karomat & Xadicha, 2021). It can be noted that eighth-grade students should learn language by having conversations with their classmates through co-operating tasks and role-playing tasks.

The examples of role-playing tasks in the textbooks are:

- Think of a hobby. Act it out. (Damayanti et al., 2022. p. 39)
- Choose a student from one team to come to the front of the class and mime an action shown on a card, then guess the miming action from one of your teammates. (Damayanti et al., 2022. P.245)

Linguistic task

Linguistic tasks are essential in the early stages of language acquisition because they help students build and explore their foundational language skills (Huda & Syaifei, 2020). As indicated in Table 4, linguistic tasks are more commonly used as the second type of task in seventh grade, while in eighth grade, they are ranked in third position. Furthermore, linguistic assignments are crucial for novice learners as they facilitate their exploration of language universals and establish a fundamental basis for language acquisition (Alemi et al., 2013). The lack of linguistic tasks challenges students to develop strong communication skills, language proficiency, and the ability to express thoughts and ideas effectively. This deficiency could impact their academic performance since linguistic tasks involve reading, listening, writing, speaking, and grammar.

The examples of selective listening tasks in the textbooks are:

- Listen to Audio 1.4 Part 1. Andre and Monita are talking about their hobbies. (Damayanti et al., 2022. p. 30)

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- Listen to the dialogue Part 1 in Audio 5.1. Monita and Pipit are talking about beauty advertisements. (Damayanti et al., 2022. P.2349)

Affective task

As shown in Table 4. affective tasks are the fourth task type that appeared in *English for Nusantara* textbooks. Dewi (2018) mentioned that affective and creative learning has become the least prevalent in EFL textbooks. According to Crookal (1990), as cited in Alemi et al. (2013), affective tasks provide students with extensive input and foster the development of a positive attitude. From the result, it can be inferred that these textbooks lack affective tasks. Without sufficient personalizing, reflecting, and self-evaluation tasks, students may face difficulties understanding themselves, their learning processes, and their strengths and weaknesses. The absence of these tasks may hinder personal growth, impede the ability to make well-informed decisions, and restrict the development of essential metacognitive skills required for lifelong learning and success.

The examples of personalizing tasks in the textbooks are:

- Look at Picture 1.1. Say what you know about the people's activities in the park. (Damayanti et al., 2022. p. 2)
- Tell the story to your friends from other classes or schools or to your family. How did they feel while watching your performance? (Damayanti et al., 2022. P.252)

Creative task

Creative tasks are the least frequently employed tasks in *English for Nusantara textbooks*. According to Alemi et al. (2013), second language learners must be exposed to tasks and situations in which they can generate something (written or spoken) in the target language; otherwise, they will not be able to progress from the usage phase to the use phase of the language learning process, and their output will be unauthentic. Furthermore, creative tasks were discovered to be the slightest task in textbooks (Dewi 2018). As shown in Table 4, creative tasks were only 3% in seventh grade and 2% in eighth grade. Insufficient participation in creative tasks, such as brainstorming, can hinder students' capacity to think innovatively, solve problems creatively, and generate original ideas. The lack of creative tasks may negatively affect students' critical thinking abilities and potential for academic

success, which require creative thinking and problem-solving skills.

The examples of brainstorming tasks in the textbooks are:

- Look at the picture below. Write down words for the things you can see in Monita's study area. Number one has been done for you. (Damayanti et al., 2022. p. 184)
- What are the products for? (Damayanti et al., 2022. P.244)

Table 7. The First Five Rankings of Particular Task Types

Rank	<i>English for Nusantara 7th Grade</i>		<i>English for Nusantara 8th Grade</i>	
	Unit 2. I Love Fishing	Unit 3. My Study Habits	Unit 2. Kindness and Happiness	Unit 1. Be Yourself
	Type Task	Type Task	Type Task	Type Task
1	Inducing	Inferencing	Co-operating	Co-operating
2	Selective Listening	Diagramming	Skimming	Personalizing
3	Classifying	Classifying	Personalizing	Classifying
4	Concept Mapping	Inducing	Inducing	Using context
5	Co-operating	Predicting	Classifying	Selective listening

Discussion

English for Nusantara effectively incorporated various task types based on Nunan's typology, emphasizing a distinct task. In the seventh grade, the writers emphasized cognitive tasks more; however, interpersonal tasks were prioritized in the eighth grade. The findings align with the study conducted by Inayah et al. (2022), which indicates that each textbook focuses only on specific types of tasks that the authors consider crucial in the language learning process. Nevertheless, the employment of tasks in *English for Nusantara* textbooks is imbalanced and insufficient. Neither of the textbooks includes summarizing, note-taking, and reflecting tasks. These textbooks' absence of diverse task types will negatively impact students' language acquisition.

Cognitive task

After analyzing the data, it was found that cognitive tasks are commonly used in *English for Nusantara*, with a significant emphasis on inducing, classifying, concept mapping, and predicting tasks. It aligns with the central approach of TBLT, which is the

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adoption of sufficient cognitive tasks (Mairi, 2019). This indicates a clear intention to improve student's language proficiency and critical thinking skills, which is in line with the purposeful teaching approach used in the curriculum. The Merdeka Curriculum's focus on cognitive tasks aligns with its objective of teaching students how to effectively use different text types, such as narratives, descriptions, procedures, and particular texts like short messages and advertisements. However, inferencing, discriminating, and diagramming are textbooks' least used cognitive tasks. The absence of these tasks may hinder the student's capacity to apply existing knowledge to acquire new skills, especially in language learning.

According to Nunan (1999), sufficient tasks are essential because learning consists primarily of establishing connections between what is novel and what is pre-existing knowledge. Thus, a lack of discriminating activities may prevent students from identifying critical information in a text and developing good reading and listening abilities. Discriminating tasks help skilled learners identify the most critical information in a text, and readers can process language more quickly and effectively (Nunan, 1999). Nonetheless, note-taking tasks were not included in textbooks. Note-taking is a highly effective strategy for analyzing content, developing language skills, and improving overall task performance (Rahmani & Sadeghi, 2011; White, 1996). Bao & Du (2015) highlighted that learners' proficiency level is crucial in their ability to understand and complete note-taking tasks using the TBLT approach. In short, various cognitive tasks should be considered in order to enhance students with sufficient input, as mentioned (Richards, 2019)

Interpersonal task

There is a transition from cognitive tasks in seventh grade to interpersonal tasks in eighth grade, which reflects a developmental approach. This approach aims to foster authentic language learning through peer communication. Incorporating these tasks is intended to promote effective interpersonal communication and offer students chances to use language authentically in different social contexts. According to Nunan (1999), an interpersonal activity is particularly effective in language learning because it encourages students to communicate with one another while completing a pedagogical task. Thus, having sufficient co-operating tasks allows students to communicate with their classmates. However, role-play is only available in *Unit 2. I Love Fishing* for the seventh-grade textbook. Role play was the

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most effective method in foreign language education due to its positive effects on the communicative competence and motivation of the learner (Alemi et al., 2013; Raz, 1985).

Moreover, TBLT can potentially address challenges in oral communication for students learning English as a Foreign Language (Maulana, 2021). It also strives to consider learners' language needs, placing them at the center of English Language Teaching practice (Lin & Wu, 2012). It implies that utilizing interpersonal tasks benefits EFL students since they study the language in a real-life context with other people. Moreover, the *English for Nusantara* textbooks prioritize interpersonal tasks, such as co-operating and role-playing activities, to align with the Merdeka Curriculum's emphasis on students actively participating in English discussions. These tasks enable students to express their desires and emotions, promoting the development of effective communication skills in both formal and informal settings.

Linguistic task

Linguistic tasks, encompassing conversational patterns, using context, summarizing, selective listening, and skimming, ranked third in frequency. While these tasks play a crucial role in language acquisition, the variation across units suggests a need for a more consistent and comprehensive linguistic development experience. The utilization of linguistic tasks varies in each unit. Nevertheless, the absence of specific linguistic tasks may impact students' language proficiency, affecting their ability to communicate effectively in diverse situations. Nunan (1999) believed that some linguistic tasks would be implemented more frequently than others, depending on the student's proficiency, age, needs, and skills.

Furthermore, Nusantara does not employ summarizing in English. Summarizing is essential to learning EFL as it greatly enhances the development of students' language skills. Summarizing is a highly effective strategy for seamlessly incorporating reading and writing activities in EFL classes (Anaktototy, 2023). In addition, summarizing has been recognized as a valuable strategy for improving listening comprehension performance among EFL learners (Khavazi, Yousefi, & Kharaghani, 2018).

On the other hand, the findings differ from those of Alemi et al. (2013), who discovered that the linguistic task takes precedence in the *Top Notch* and *Interchange* textbooks. The lack of linguistics may affect students' language proficiency. To enhance

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students' language achievement and conversational interaction. Thus, integrating linguistic tasks within TBLT shows potential for improving language learning outcomes. Therefore, if students do not receive sufficient linguistic tasks, their language proficiency may be hindered. Concerning phase D, *English for Nusantara* aligns with the Merdeka Curriculum's goal of improving students' comprehension of written text. The textbooks demonstrate a consistent improvement in inference skills, which aligns with the curriculum's objective of fostering students' capacity to understand implicit information from authentic texts, essential resources for English language acquisition.

Affective task

Affective tasks assist students in planning their learning, monitoring their development, or evaluating their accomplishments and future learning goals (O'Malley & Chamot, 1990). Affective tasks, including personalizing, self-evaluation, and reflecting, are rarely employed in *English for Nusantara*. The limited inclusion of affective tasks raises concerns about students' ability to accurately assess their progress and express their strengths and weaknesses in the learning materials. Likewise, the restriction on affective tasks impedes students' ability to evaluate their progress while learning in the D the Merdeka Curriculum. Personalizing becomes the most affective task in English for Nusantara.

On the contrary, self-evaluation is the minor task in the affective task. Chaika (2023) has identified that self-evaluation is valuable for improving learners' language proficiency, self-awareness, and metacognitive skills. By self-reflection, learners develop a sense of accountability and independence in their language acquisition endeavors, thereby assuming responsibility for their learning processes and results (Latkovska & Aleksejeva, 2021).

Moreover, reflection is not emphasized in *Nusantara's English*. Reflection allows students to gain a deeper understanding of the material by considering how it relates to themselves, others, and the circumstances that influenced it to reimagine material/experience for future personal or social benefit (Ryan, 2013). Thus, using reflection can benefit the students in their future learning, and they can assess whether they have difficulties learning new materials. Consequently, without sufficient affective tasks, students will be restricted in their ability to develop and explore the practical application of the language. Qian (2022) also found that through sufficient affective tasks, students can express their ideas and connect their

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prior knowledge to new concepts while completing this task. She also noted that personalizing tasks has positively affected students' motivation, mental focus, and learning efficiency. When students can tap into their prior knowledge in a language class, it significantly impacts their academic performance in reading, listening, and other areas. Nevertheless, using affective tasks in *English for Nusantara* can be considered insufficient in assisting English learning.

Creative task

Creative tasks, primarily represented by brainstorming activities, were the least frequently employed. The scarcity of creative tasks may impede students' creative thinking skills, hindering their capacity for innovative problem-solving and exploring diverse perspectives in collaborative learning settings. It has been established that integrating creative tasks in EFL classrooms is crucial for fostering student engagement and improving their language skills (Han, Gao, & Yang, 2021; Tseng & Huh, 2019). Nunan (1999) argued that brainstorming tasks encourage students to discover a new word, enhance their vocabulary, and employ it throughout the tasks. On the other hand, Qian (2022) emphasized that incorporating creative tasks can lead to positive learning outcomes as it motivates students.

Creative tasks are less frequent but remain crucial for Phase D of the Merdeka Curriculum. Engaging students in creative tasks fosters the development of their creative thinking abilities, which aligns with the curriculum's objective of having students create well-structured written and visual texts in English while gaining a deeper and more comprehensive understanding. On the other hand, the findings of this study indicate that the use of creative tasks is not fully optimized. As a result, students may struggle to effectively use and integrate vocabulary in the target language when trying to create new words. This limitation in speech can arise from the nature of creative tasks that require generating fresh vocabulary.

Therefore, drawing from the result, the study's implications indicate the necessity for a more equitable allocation of task categories; this would guarantee that cognitive, interpersonal, linguistic, affective, and creative tasks are sufficiently represented throughout the units. This well-rounded approach can offer a comprehensive language learning experience. Moreover, a growing demand is for a greater focus on targeted affective and creative activities to enhance students' metacognitive abilities. It is advisable to regularly review and update textbooks to meet changing educational requirements and maintain their

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efficacy and relevance in the long run. Overall, the examination of task types in English for Nusantara textbooks demonstrates an alignment with the goals outlined in Phase D of the Merdeka Curriculum. This focus aims to equip students with the skills needed to interact, communicate, and produce different types of texts in English.

CONCLUSION AND IMPLICATION

Conclusion

The study findings indicate that the *English for Nusantara* textbooks skillfully incorporate various task types, following Nunan's typology. There is a strong focus on cognitive tasks in the seventh grade and interpersonal tasks in the eighth grade. Nevertheless, the findings suggest a need for improvement in the utilization of tasks, particularly in summarizing, note-taking, and reflecting tasks. Even though cognitive tasks become prominent in *English for Nusantara*, there is a lack of variety, especially in inferencing, discriminating, and diagramming. The absence of discriminating tasks may hinder the development of essential reading and listening abilities. Linguistic tasks exhibit variation in distribution, but there is an absence of summarizing tasks that can affect students' language proficiency. Moreover, affective and creative tasks are rarely employed, raising concerns about students' ability to assess their progress, express strengths and weaknesses, and enhance creative thinking skills. In addition, English for Nusantara textbooks significantly aligns with the goals outlined in Phase D of the Merdeka Curriculum, emphasizing a well-rounded language learning approach.

The finding of this study suggests that enhancing the variety and balance of task types in *English for Nusantara* textbooks could contribute to more comprehensive language learning outcomes. The findings of this study can help the government or book designers become more aware of the types of tasks employed in *English for Nusantara*. In addition, *English for Nusantara* become the primary resource book; therefore, educators should also consider the tasks used in the textbook so students can learn efficiently and effectively. In conclusion, due to the lack of tasks, the *English for Nusantara* needs to be revised so that students receive sufficient exposure for language acquisition.

Limitation

The study employed a sampling technique on specific units, such as English for Nusantara, which comprised two textbooks for seventh- and eighth-grade students, encompassing a wide range of materials and tasks. Teachers can enhance their instructional approach by understanding the different task types in these textbooks, enabling them to engage better and educate their students. Additional research is necessary to investigate all the tasks utilized in these textbooks, as this study only focuses on specific units of *English for Nusantara*, using Nunan's (1999) typology. The analysis also highlights Phase D of the Merdeka Curriculum and may not provide a comprehensive overview of the various English language teaching approaches. In addition, the study points out the lack or limited presence of certain task types without providing detailed explanations for these omissions. Additional research could delve into the pedagogical reasoning and potential obstacles textbook authors encounter when integrating various tasks. Lastly, the study could enhance its findings by incorporating empirical evidence, such as teacher and student feedback, alongside textual analysis. This would offer a more comprehensive understanding of the effectiveness and impact of task types on language learning outcomes.

Implication

This study aims to analyze *English for Nusantara* textbooks, which are utilized as primary sources in *Kurikulum Merdeka*. Since teachers in Indonesia place greater emphasis on textbooks, tasks provided in the textbooks must be accessible to students because they provide opportunities for hands-on learning. The findings underscore the need for a more equitable distribution of task categories in English for Nusantara textbooks. Ensuring a comprehensive representation of cognitive, interpersonal, linguistic, affective, and creative tasks across units can enhance the language learning experience. Specifically, there is a call for a greater focus on affective and creative activities to boost metacognitive abilities and foster creative thinking skills. In addition, since *English for Nusantara* was the first published edition, by analyzing these textbooks, the government can evaluate and revise the textbooks to assist in successfully teaching English as a Foreign Language. Reviewing and updating textbooks periodically to meet changing educational needs is advisable. This will help to ensure their continued effectiveness and relevance over time. In addition, it would be beneficial for English teachers to supplement the existing textbooks with materials corresponding to phase D of the Merdeka

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Curriculum. This is because the current textbooks are deficient in specific tasks. To address the limitations of these textbooks, the teacher can create handouts that provide supplementary materials and exercises.

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