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APPENDICES

APPENDIX 1

INTERVIEW QUESTIONS

Introduction: Thank you for taking the time to participate in this interview about the 'English for Nusantara' textbook used at your school. The purpose is to better understand your views on how well the textbook content and tasks match the English level of your students.

Background:

1. How long have you been teaching English using the 'English for Nusantara' textbook?
2. What grade level(s) are you currently teaching with this textbook?

Alignment with Student Level:

3. In your opinion, how well does the overall content and language level of the textbook align with the current English abilities of your students?
4. Are there any chapters or sections of the textbook that seem particularly well-matched or mismatched to your student's level?
5. How challenging do your students find the linguistic tasks (speaking, reading, writing, listening, vocabulary, etc.) in the textbook?
6. What about the cognitive tasks that require thinking, classifying, concept mapping, etc. - are these generally appropriate for your student's level?

Task Appropriateness:

7. Do you find interpersonal and collaborative tasks effective for promoting communication among your students?
8. In your view, do the creative tasks allow appropriate opportunities for students to use their imagination and express themselves?
9. How well do the affective tasks connect with developing your students' emotions, values, and personal growth?

Adjustments and Improvements:

10. What adjustments or supplemental materials do you often need to use to better align the textbook with your students' needs?
11. Are there any types of tasks or content areas you would like to see added or expanded in future editions?
12. Overall, what are the major strengths and weaknesses of this textbook in terms of matching your students' English level?

Closing:

13. Do you have any other comments or suggestions related to improving the alignment of this textbook?

Thank you again for your valuable insights. Your feedback will help inform recommendations for enhancing the textbook to better meet students' needs.

INTERVIEW RESPONSES

1. I have been using the English for Nusantara textbook for about 2 years.
2. I currently teach using this textbook for 7th grade.
3. Overall, I feel the content of this book is quite good with varying levels of language. The language used is actually quite simple, but there are some contents that make students feel a bit challenged because the material is above their ability level.
4. Chapter 1 on self-introduction and Chapter 2 on daily routines are very suitable for their abilities. However, Chapter 5, which covers the material on asking and giving directions, makes them struggle to explain, especially for students with limited vocabulary skills.
5. Some linguistic tasks in this book use complex language, making it slightly difficult for students who are still in the early stages of learning a foreign language to understand. Therefore, students need to have a broader understanding of grammar and better language skills to master the material.

6. The cognitive tasks that encourage high-level thinking are mostly appropriate, but students still need support and guidance in dealing with the difficulties during the learning process.
7. Yes, I find interpersonal and collaborative tasks highly effective for fostering communication among my students. These tasks provide opportunities for them to engage in meaningful interactions, share ideas, and work together towards common goals, enhancing their communication skills in the process.
8. The creative tasks offer suitable opportunities for students to utilize their imagination and express themselves effectively. Through these tasks, students can explore their creativity, think outside the box, and convey their ideas in unique ways, which fosters their self-expression and enhances their overall learning experience.
9. These tasks provide meaningful opportunities for students to reflect on their feelings, explore their values, and foster personal development in a supportive learning environment.
10. To better align the textbook with my student's needs, I often make adjustments by incorporating additional real-life examples and interactive activities. Additionally, I may supplement the material with multimedia resources or simplified explanations to cater to different learning styles and abilities.
11. Adding more listening exercises, vocabulary placed in context, and interesting reading materials would help improve alignment, as well as project-based learning and real-world application tasks.
12. The textbook offers comprehensive coverage of various language skills, including listening, speaking, reading, and writing, allowing for a well-rounded language learning experience. However, one weakness of the 'English for Nusantara' textbook is that its language can be overly complex, potentially posing challenges for students, especially those with lower proficiency levels.

13. In order to enhance the alignment of this textbook, it would be beneficial to incorporate more interactive activities and authentic materials that reflect real-world language use. Additionally, providing flexible learning pathways and personalized learning opportunities could cater to the diverse needs and interests of students more effectively.

APPENDIX 2

CONTENT ANALYSIS OF CHAPTER I

N O	DATA	CODE	INTERPRETATION
1	"Write what you usually say when introducing yourself in worksheet 1.1 one box has been completed for you"	C1/P.15/LT	The task is identified as a linguistic task aimed at practicing language skills. It serves as a controlled exercise that helps learners improve their ability to introduce themselves, enhancing both their linguistic competence and communication skills through structured and repetitive practice.
2	"Complete the chart below with your identity. You can put or draw your picture in the box on the left"	C1/P.18/AT	The task is an affective task because it involves personal reflection and self-expression. It is specifically personalizing because it requires learners to share their own personal information and include a visual representation of themselves, making the learning activity deeply connected to their personal identity and experiences. This combination enhances both emotional engagement and personal relevance in the learning process.
3	"Think of a hobby. Act it out!"	C1/P.18/CRT	The task is a creative task because it requires imaginative thinking and the use of expressive skills . Learners engage their imagination to conceptualize and innovate ways to represent their

			hobby through actions, and they use expressive skills to perform and convey their hobby non-verbally. This task enhances creativity by encouraging learners to think creatively and express themselves in a unique and engaging manner.
4	"Work with a classmate to complete Worksheet 1.15 based on Text 1.1"	C1/P.34/IT	The instruction is an interpersonal task , specifically falling under the cooperating subtype . It integrates interpersonal, collaborative, and applied learning elements. Through collaboration, learners interact, share ideas, and support each other's learning process, leading to a deeper understanding and application of the text material. This task fosters social interaction, cooperative learning, and the practical application of knowledge, enhancing overall learning outcomes.
5	"Complete Worksheet 1.24 with the correct information from the text"	C1/P.46/COT	The instruction "Complete Worksheet 1.24 with the correct information from the text" corresponds to the inducing subtype of cognitive tasks , as learners are tasked with identifying patterns or regularities within the text to accurately complete the worksheet exercises.

APPENDIX 3

CONTENT ANALYSIS OF CHAPTER II

NO	DATA	CODE	INTERPRETATION
1	"Read and listen to Monita and Galang are talking about their favorite foods and drinks. See the Wordbox"	C2/P.61/LT	The instruction "Read and listen to Monita and Galang are talking about their favorite foods and drinks. See the Wordbox" is a linguistic task that involves selective reading/listening . Learners focus on identifying and understanding key information from the conversation, using the Wordbox to help them recognize and apply relevant vocabulary, thereby improving their ability to selectively process important details in both written and spoken language.
2	"Draw a line from each taste to the food"	C2/P.67/COT	The instruction "Draw a line from each taste to the food" aligns with the discriminating subtype of cognitive tasks . It requires learners to identify and match distinct tastes with the appropriate food items, enhancing their ability to differentiate and make accurate associations based on given information.
3	"Think of at least two kinds of food and two kinds of drinks that have the following textures and tastes"	C2/P.69/COT	The instruction "Think of at least two kinds of food and two kinds of drinks that have the following textures and tastes" engages learners in a cognitive task that involves both classifying and inferring . Learners must categorize foods and drinks based on their textures and tastes, using their prior knowledge and sensory experiences to make accurate classifications and inferences. This task enhances their ability to organize information and draw conclusions from known data.

4	"Ask your family members about their favorite food and drinks. Ask them about the food and drinks' texture and tastes"	C2/P.73/IT	The instruction "Ask your family members about their favorite food and drinks. Ask them about the food and drinks' texture and tastes" is an interpersonal task that involves both cooperating and practicing conversational patterns . Learners engage in real-life interactions with their family members, improving their interpersonal communication skills while practicing and applying language patterns related to describing food and drink preferences.
6	Choose your favorite food or drink. Take a picture of the food or drink. Show and tell about it to your friends in the class"	C2/P.74/CRT	While the instruction primarily focuses on personal expression and communication, it inherently involves elements of creativity in selecting, photographing, and presenting the chosen food or drink. Therefore, "Choose your favorite food or drink. Take a picture of the food or drink. Show and tell about it to your friends in the class" can indeed be categorized as a creative task within the context of language learning and social interaction.
7	"Learning Reflection"	C2/P.97/AT	"Learning Reflection" falls under the category of affective tasks due to its emphasis on personalization, reflection, and emotional engagement in the learning process. It encourages learners to connect with their own experiences and emotions to deepen their understanding and enhance their learning outcomes.

APPENDIX 4

CONTENT ANALYSIS OF CHAPTER III

N O	DATA	CODE	INTERPRETATION
1	"Mention rooms in your house. Circle the words in Worksheet 3.1. You can add more rooms. See the Wordbox"	C3/P.104/LT	The task is a linguistic task that combines practicing and personalizing . Learners improve their vocabulary and language skills by identifying and circling words related to rooms in a house, while also personalizing the task by mentioning specific rooms from their own homes and adding any additional rooms. This task enhances language acquisition and allows for individual expression.
2	"Here are the other rooms in Galang's house. Put the furniture in the right rooms. Write the words of furniture in the rooms"	C3/P.107/CT	The task is a cognitive task involving both classifying and note-taking . Learners categorize furniture items by placing them in the correct rooms and write down the names of the furniture, enhancing their understanding of household vocabulary and organizational skills.
3	"Discuss with a friend to answer these questions: Who has the old radio? 1. What does Monita like about Galang's house? 2. What do you like about Galang's house?" primarily	C3/P.108/IT	The task "Discuss with a friend to answer these questions: Who has the old radio? What does Monita like about Galang's house? What do you like about Galang's house?" is primarily an interpersonal task that involves co-operating and sharing personal opinions . Learners engage in collaborative discussion, enhancing their communication skills, and express their own preferences and opinions, which fosters personal connection and deeper understanding.

	falls under the category of an interpersonal task		
4	"Read the following situations. Then, draw a picture for each of the situations"	C3/P.129/CRT	The instruction "Read the following situations. Then, draw a picture for each of the situations" is a creative task involving visual representation and imaginative thinking . Learners use their creativity and artistic skills to interpret and illustrate the described situations, enhancing their ability to understand and express ideas visually. This task fosters creativity, artistic expression, and the ability to translate text into images.
5	"Learning Reflection"	C3/P.145/AT	The task is an affective task that involves both self-evaluation and reflecting . It encourages learners to think deeply about their learning experiences, assess their progress, and identify strategies for improvement. This task fosters self-awareness, critical thinking, and continuous personal development.

APPENDIX 5

CONTENT ANALYSIS OF CHAPTER IV

NO	DATA	CODE	INTERPRETATION
1	"Based on the dialog above, put a check (√) if the information is correct or put a cross (X) if the information is incorrect. Number one has been done for you."	C4/P.159/COT	The instruction "Based on the dialog above, put a check (√) if the information is correct or put a cross (X) if the information is incorrect. Number one has been done for you." is a cognitive task that involves discriminating and note-taking . Learners engage in critical analysis to determine the correctness of information and mark their responses accordingly, enhancing their comprehension and analytical skills.
2	"Listen to Audio 4.5. Repeat after your teacher."	C4/P.160/LT	The instruction "Listen to Audio 4.5. Repeat after your teacher." is a linguistic task focused on practicing . It involves listening to an audio recording and repeating the content after the teacher, which helps learners improve their pronunciation, listening comprehension, and overall language proficiency through repetition and imitation.
3	"Look at the class schedule below. Work with your classmate. Take turns to ask for and give information about the class schedule. Use	C4/P.162/IT	The instruction "Look at the class schedule below. Work with your classmate. Take turns to ask for and give information about the class schedule. Use expressions from Table 4.1." is an interpersonal task that involves co-operating and conversational patterns . Learners collaborate with a

	expressions from Table 4.1."		classmate, taking turns to ask and provide information, using specific expressions. This task promotes effective communication, teamwork, and practical language application in a real-world context.
4	"Think of three learning tips to keep yourself focused online. Then, make an infographic about the tips. Present it to your friends in the class"	C4/P.182/CRT	The instruction "Think of three learning tips to keep yourself focused online. Then, make an infographic about the tips. Present it to your friends in the class" is a creative task involving brainstorming and visual representation . Learners generate ideas for learning tips, create a visually appealing infographic, and present it to their classmates. This task enhances their ability to think creatively, design effectively, and communicate their ideas visually and verbally.
5	"Rate yourself by coloring the stars. See the Wordbox"	C4/P.200/AT	The instruction "Rate yourself by coloring the stars. See the Wordbox" is an affective task focused on self-evaluation . Learners reflect on their own performance or feelings and use a star rating system to express their self-assessment. This task promotes self-awareness, reflection, and personal evaluation.

APPENDIX 6

CONTENT ANALYSIS OF CHAPTER V

NO	DATA	CODE	INTERPRETATION
1	"Give a check to the facilities that you can see in the picture"	C5/P.205/COT	The instruction "Give a check to the facilities that you can see in the picture" is a cognitive task that involves discriminating . Learners observe the picture to identify the facilities and mark them with a check, enhancing their attention to detail and ability to distinguish between different visual elements.
2	"Listen to Audio 5.3. Pipit and Monita talk about directions to the teacher's room"	C5/P.210/LT	The instruction "Listen to Audio 5.3. Pipit and Monita talk about directions to the teacher's room" is a linguistic task that focuses on practicing and listening comprehension . Learners engage in listening exercises to improve their ability to understand spoken directions and details within a dialogue, enhancing their overall language proficiency and comprehension skills.
3	Treasure Hunt. Now, let's play treasure hunt. Make a team of five or six"	C5/P.214/IT	The instruction "Treasure Hunt. Now, let's play treasure hunt. Make a team of five or six" is an interpersonal task that involves co-operating and role-playing . Learners form teams and work collaboratively to achieve the goal of the treasure hunt, taking on various roles and responsibilities within their groups. This task promotes teamwork, communication, problem-solving, and interactive participation.

4	"Draw your school's map. Label the name of each room in your school"	C5/P.218/CRT	The instruction "Draw your school's map. Label the name of each room in your school" is a creative task that involves visual representation and practicing . Learners engage in drawing a map of their school and labeling each room, which enhances their spatial thinking, artistic skills, and understanding of their school's layout and related vocabulary.
5	"Learning Reflection"	C5/P.243/AT	The instruction "Learning Reflection" is an affective task that involves self-evaluation and reflecting . Learners engage in introspection to assess their own learning experiences, identify their strengths and weaknesses, and think about ways to improve. This task promotes self-awareness, critical thinking, and a growth-oriented approach to learning.

APPENDIX 7

RESULTS OF NUNAN'S TYPOLOGY ANALYSIS

TASK TYPES	SUBTYPES	CHAPTER I		CHAPTER II		CHAPTER III		CHAPTER IV		CHAPTER V	
		F	P	F	P	F	P	F	P	F	P
Cognitive Tasks	Classifying	1	1,6%	1	1,7%	2	3,9%	2	3,6%	4	6,6%
	Predicting	1	1,6%	1	1,7%	1	2,0%	1	1,8%	3	4,9%
	Inducing	3	4,9%	5	8,6%	0	0,0%	1	1,8%	2	3,3%
	Note-taking	3	4,9%	3	5,2%	0	0,0%	1	1,8%	1	1,6%
	Concept mapping	1	1,6%	1	1,7%	1	2,0%	1	1,8%	2	3,3%
	Inferencing	2	3,3%	1	1,7%	1	2,0%	1	1,8%	2	3,3%
	Discriminating	2	3,3%	0	0,0%	1	2,0%	1	1,8%	0	0,0%
	Diagramming	0	0,0%	2	3,4%	1	2,0%	1	1,8%	2	3,3%
TOTAL		13	21,3%	14	24,1%	7	13,7%	9	16,1%	16	26,2%
		F	P	F	P	F	P	F	P	F	P
Interpersonal Task	Role Playing	3	4,9%	4	6,9%	0	0,0%	1	1,8%	0	0,0%
	Co-operating	7	11,5%	9	15,5%	2	3,9%	8	14,3%	5	8,2%
TOTAL		10	16,4%	13	22,4%	2	3,9%	9	16,1%	5	8,2%
		F	P	F	P	F	P	F	P	F	P
Linguistic Tasks	Conversational patterns	18	29,5%	2	3,4%	3	5,9%	7	12,5%	8	13,1%
	Practicing	4	6,6%	6	10,3%	15	29,4%	10	17,9%	10	16,4%
	Using contex	6	9,8%	10	17,2%	12	23,5%	8	14,3%	8	13,1%
	Summarising	3	4,9%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Selective reading/listening	4	6,6%	10	17,2%	10	19,6%	10	17,9%	8	13,1%
	Skimming	1	1,6%	1	1,7%	0	0,0%	0	0,0%	0	0,0%
TOTAL		36	21,3%	29	50,0%	40	78,4%	35	62,5%	34	55,7%
		F	P	F	P	F	P	F	P	F	P
Affective Task	Personalising	0	0,0%	0	0,0%	0	0,0%	1	1,8%	0	0,0%
	Self-evaluating	0	0,0%	0	0,0%	0	0,0%	0	0,0%	1	1,6%
	Reflecting	1	1,6%	1	1,7%	1	2,0%	1	1,8%	1	1,6%
	TOTAL		1	1,6%	1	1,7%	1	2,0%	2	3,6%	2
		F	P	F	P	F	P	F	P	F	P
Creative Tasks	Self-expression	1	1,6%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Show and Tell	0	0,0%	1	1,7%	0	0,0%	0	0,0%	0	0,0%
	Illustration	0	0,0%	0	0,0%	1	2,0%	0	0,0%	0	0,0%
	Infographic Creation	0	0,0%	0	0,0%	0	0,0%	1	1,8%	0	0,0%
	Interactive Game	0	0,0%	0	0,0%	0	0,0%	0	0,0%	1	1,6%
	Visual Representation	0	0,0%	0	0,0%	0	0,0%	0	0,0%	1	1,6%
	Creative Problem-solving	0	0,0%	0	0,0%	0	0,0%	0	0,0%	1	1,6%
	Visual Communication	0	0,0%	0	0,0%	0	0,0%	0	0,0%	1	1,6%
TOTAL		1	1,6%	1	1,7%	1	2,0%	1	1,8%	4	6,6%
TOTAL ALL		61	100%	58	100,0%	51	100,0%	56	100,0%	61	100,0%

APPENDIX 8

CONTENT ANALYSIS OF OTHER TASK TYPES

N O	DATA	TASK TYPES	EXPERTS	INTERPRETATION
1	Complete a mind map about Andre	Sharing Personal Experiences	Willis (1996)	This task involves organizing information about Andre visually, which aligns with Willis's focus on tasks that involve sharing personal experiences or observations.
2	Look at Picture 1.1. Say what you know about the people's activities in the park	Information-Gap Task	Prabhu (1987)	Learners exchange information based on a visual prompt, fitting Prabhu's description of tasks where learners share specific information.
3	"In Picture 1.2, you can see Galang and his friends. Can you identify each of them? Point the pictures and say their names."	Identification Task		This task requires identifying individuals based on visual prompts, which can be related to tasks involving specific skill practice and identification.
4	"Observe the structure of a descriptive text about Made presented in Section 4	Analytical Task	Bygate, Skehan, and Swain (2001)	Learners analyze the structure of a descriptive text, fitting Bygate's description of tasks focused on understanding and analyzing text structures.

5	<p>"Write the kinds of food and drinks in Worksheet 2.1 at the appropriate categories."</p> <ul style="list-style-type: none"> • 	Ordering and Sorting Task	Willis (1996)	<p>This task involves organizing items (food and drinks) into appropriate categories or groups, which aligns with Willis's task type focused on ordering and sorting. This type of task helps learners develop skills in categorization and systematic organization of information.</p>
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APPENDIX 9

TEXTBOOK COVER

