DEVELOPING YOUNG LEARNERS' ORAL SKILLS: AN ANALYSIS OF SPEAKING EXERCISES IN AN INDONESIAN PRIMARY SCHOOL ENGLISH TEXTBOOK

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ABSTRACT

This study investigates speaking activities presented in *Grow With English Grade 4 Student's Book* to understand how primary English textbooks support young learners' oral communication development. Employing a qualitative descriptive design, the research examines task types, interaction patterns, communicative purposes, scaffolding strategies, and cognitive demands embedded in speaking exercises. Data were collected through systematic content analysis, where each activity was categorized according to its potential to promote meaningful communication, fluency development, and learner engagement. The analysis reveals that the textbook offers diverse speaking tasks, such as Look and Answer, Say, Let's Talk, peer survey activities, and short question–answer exchanges. These activities are consistently distributed across units and supported by visuals, model sentences, and structured prompts that guide learners to produce simple spoken English confidently. Nevertheless, most activities are highly controlled and predictable, focusing more on accuracy, repetition, and vocabulary recall than on extended oral production or creative language use. Opportunities for spontaneous conversation, problem-solving interaction, and higher-order communicative practice remain limited. Therefore, although the textbook provides a strong foundation for beginner speaking practice, active teacher facilitation and task modification are required to foster communicative fluency and authentic language use. This study emphasizes the need to complement textbook activities with open-ended, interactive, and contextually meaningful speaking tasks. The findings provide practical implications for teachers, textbook writers, and curriculum designers in developing more engaging, communicative, and developmentally appropriate EFL materials for Indonesian.

Keywords: Young Learners, Oral Skills, Speaking Activities, Primary English Textbooks, Communicative Language Teaching

INTRODUCTION

In today's increasingly interconnected and globalized world, the ability to communicate in English has shifted from being an additional skill to becoming a basic necessity, particularly for learners living in countries where English is used as a foreign language. English functions not only as an international language for communication but also as a medium for accessing global knowledge, technology, and educational resources. For this reason, introducing English at the primary school level is widely considered a strategic step to support children in developing communicative competence from an early age. Early exposure to English enables learners to build pronunciation awareness, basic vocabulary, and simple communicative patterns that can support their future language development. Educational policymakers

therefore need to manage educational resources effectively by improving teaching tools, limiting class sizes, and ensuring equal access to quality learning opportunities so that teachers can apply affective and pedagogical strategies that support young learners' language acquisition (Suryana et al., 2021). In line with this perspective, the national curriculum emphasizes that young learners should develop basic listening and speaking skills that allow them to express ideas, respond to others, and participate in meaningful communication. However, despite this educational vision, many classrooms still rely heavily on textbooks in which speaking exercises focus more on language form, memorization, and repetition rather than communicative function and interaction.

In the Indonesian context, the successful implementation of communicative English teaching largely depends on the availability of well-designed textbooks that support teachers in delivering interactive and meaningful learning experiences. Textbooks are widely recognized as the main learning resource in formal education systems and play an essential role in guiding the teaching and learning process. They determine the sequence of topics, introduce vocabulary and grammar, and provide structured activities that teachers use in classroom instruction. However, selecting the most appropriate textbook remains a challenge for teachers because the choice of material directly influences students' understanding, motivation, and engagement. Therefore, careful textbook selection is necessary to ensure that materials align with curriculum objectives and promote meaningful language development among young learners (Akbarjono et al., 2021). When textbooks fail to provide communicative speaking opportunities, teachers must invest additional effort to modify tasks or design supplementary activities to ensure students have opportunities to use English in real communication.

The importance of investigating speaking activities in primary school English textbooks becomes even more relevant considering the growing attention toward English instruction for young learners in EFL contexts. In Indonesian primary schools, English is introduced to help students gradually build communicative competence. Nevertheless, recent studies indicate that speaking activities in many classrooms remain teacher-centered, limiting students' opportunities to actively participate in meaningful communication (Laila et al., 2023). In addition, analyses of English textbooks used in elementary schools show that many materials still prioritize grammar accuracy and vocabulary drills rather than communicative interaction (Maesaroh et al., 2022). This mismatch between curriculum goals and actual learning materials has become a major challenge in supporting the development of young learners' oral proficiency. When speaking activities are limited to repetition and controlled responses, students may become passive learners who lack confidence and flexibility in using English for real communication.

The main issue addressed in this study is the limited communicative focus in speaking exercises found in English textbooks used in Indonesian primary schools. Many speaking activities emphasize repetition, memorization, and structural accuracy rather than meaningful communication and interaction. As a result, students are rarely encouraged to express personal ideas, initiate conversations, or respond spontaneously to communicative situations. This condition highlights the need to systematically analyze speaking exercises in primary school English textbooks and evaluate their alignment with the broader goal of developing communicative competence among young learners.

Previous studies have highlighted several important aspects related to speaking skill development among young learners. Rojas Castillo (2023) found that oral skill development is closely connected to creativity, but many commonly used learning resources such as textbooks, digital platforms, videos, songs, and flashcards do not always promote interactive speaking

because learners often use them individually without real communication opportunities. Similarly, Jayanti (2022) demonstrated that role-play activities can significantly improve young learners' oral communication skills, particularly for students with low self-confidence, because role play provides a safe and supportive environment for practicing English. Chand (2021) emphasized that speaking is often considered the most essential yet most challenging language skill for ESL and EFL learners because language learning is often associated with the ability to communicate orally. Arroba and Acosta (2021) further highlighted that authentic digital storytelling can serve as an effective strategy to develop speaking skills because it increases student motivation and engagement while supporting fluency development. Meanwhile, Akbarjono et al. (2021) emphasized the important role of textbooks and learning media in supporting speaking skill development through structured practice and communicative improvisation.

The significance of this study lies in its focus on systematically analyzing speaking exercises in primary school English textbooks used in Indonesia and evaluating their alignment with communicative language teaching principles. Speaking ability plays an essential role in young learners' language development because it enables them to express ideas, build social interaction skills, and participate actively in classroom learning. However, many English textbooks may not yet provide sufficient communicative speaking tasks to support these goals. Academically, this study contributes to a deeper understanding of how textbook speaking activities reflect communicative teaching principles and support young learners' language development. Practically, the findings can help teachers improve classroom interaction by adapting textbook materials to better develop students' oral skills. In addition, curriculum developers and textbook writers can use the findings to design more engaging and developmentally appropriate materials. Furthermore, this study may serve as a reference for future research on materials development and speaking skill enhancement for young learners.

This research also contributes to bridging the gap between theory and classroom practice by providing empirical evidence about the communicative quality of speaking exercises in primary English textbooks. The findings are expected to benefit multiple stakeholders. For teachers, the study provides practical guidance for selecting or modifying speaking tasks that encourage real interaction and student participation. For textbook developers, the research offers criteria for designing meaningful and interactive speaking activities that align with communicative teaching principles. For researchers, this study provides a foundation for further investigation into young learners' oral skill development in EFL contexts. Ultimately, improving the quality of speaking activities in textbooks will support the broader goal of improving English language education by helping students develop not only linguistic accuracy but also authentic communicative competence.

Understanding young learners' language development is essential when designing effective speaking activities. At the primary school level, language development is closely connected to cognitive, social, and emotional growth. Oral language forms the foundation for later literacy, academic success, and classroom participation. Children develop listening and speaking skills through interaction, play, and teacher-guided activities. These experiences influence vocabulary growth, sentence development, and confidence in using the target language. Effective teaching approaches for young learners therefore emphasize meaningful interaction, engaging activities, and contextual learning rather than abstract grammatical explanation. Research shows that approaches such as storytelling, play-based learning, dialogic reading, and gamified learning can significantly improve speaking skills, vocabulary development, and comprehension when implemented systematically (Astuti & Yafie, 2025).

In early English education, speaking is often considered a key indicator of language proficiency. For young learners, speaking involves not only producing correct sounds and grammar but also expressing meaning, taking turns in conversation, and responding appropriately in communication. Speaking activities also support broader language development, including vocabulary growth, grammar understanding, and listening skills. However, speaking skill development is often constrained by teacher-centered instruction, limited practice time, and insufficient use of interactive teaching media. Research indicates that interactive methods such as storytelling, role play, games, and digital learning platforms can significantly improve speaking proficiency and student engagement (Wulansari & Hardianto, 2025).

Speaking activities for young learners must be carefully designed to match their developmental stage. Common activities include repetition drills, question and answer tasks, dialogues, role plays, songs, storytelling, games, and short presentations. Visual and audiovisual materials play an important role in supporting speaking activities by reducing anxiety, increasing motivation, and providing concrete support for comprehension and language production. Studies show that visual and audiovisual materials can significantly improve speaking skills, vocabulary development, and learner confidence (Fajardo Dack & Salamea Avila, 2023).

In many EFL contexts, especially in primary education, textbooks remain the main source of learning materials. Well-designed textbooks should provide age-appropriate content, engaging visuals, simple language, and integrated language skill activities. Research on Indonesian primary English textbooks shows that while many materials align with curriculum goals and provide attractive visuals, they often still lack sufficient support for speaking practice and pronunciation development (Pujiani & Sukmawati, 2024). These findings highlight the importance of analyzing speaking exercises in primary English textbooks to determine whether they provide sufficient opportunities for communicative interaction or require additional teacher support and supplementary activities.

METHOD
1. Research Design

This study uses a qualitative descriptive design the textbook evaluation, analyze, the framework that going to use are from Regulation of the Minister of Education and Culture No. 8 Year 2016. The type of research was used descriptive qualitative research and the textbook that going to use are from English Book Elementary School Grade 6. Textbook that going to be used should've book that used to learning process and not book that didn't have any relation to anything besides education purpose, and in the textbook, there are no content that have anything besides positive thing in it, the textbook cover should've followed on Badan Standard Nasional Pendidikan system

2. Research Object

The main source of data obtained the speaking exercises in english textbooks used by primary school student. from the questionnaire and checklists are analyzed using appropriate statistical methods. This analysis aimed to help develop young learners oral skill by eximing the types os tasks, interaction levels and identity patterns communication primary school book in the third year. Prior to collecting data, carefully taken info account to ensure the confidentiality and anonymity of the participants.

3. Research Rationale

The reason for choosing this is because in language skills, speaking skills are very important for effective communication, especially in learning English. In the context of English Foreign Language (EFL), students need help to speak English fluently. Teachers generally use textbooks to support their teaching process, especially in speaking activities. These activities are contained in textbooks as teaching and learning materials. This can meet the goals and objectives designed to meet learning needs. Therefore, it is important to test students' speaking skills so that they can think critically and speak fluently in real situations.

4. Research Instruments

In the study the main instrument undertaken in this study focused on the two key research questions. The units of analysis consisted of the speaking activities found in the English textbooks, including aspects such as task type, interaction pattern, communicative purpose, and language focus. A qualitative contect analysis was conducted using eight-step franework. A deductive approach was applied to create a coding scheme, ensuring that the analysis was theoretically grounded and systematically examined how speaking exercises support oral skills development

5. Data Collection Procedure

The researcher collected quantitative data using two instruments. The first tool measured first-grade students' creativity through a one-hour drawing activity where students completed and titled their drawings. This test aimed to assess originality, flexibility, elaboration, and fluency. The data were then analyzed using qualitative content analysis, categorizing each speaking exercise based on specific checklist criteria. Patterns were identified in task types, communicative value, and how effectively they promoted meaningful English textbooks use.

6. Data Analysis Procedure

The data analysis process included collecting and examining all speaking exercises from the chosen textbooks using a checklist focused on task types, interaction patterns, and communicative purposes. The findings were then grouped into categories like originality, flexibility, fluency, and elaboration to evaluate how the learning strategies influenced students' creativity and their communicative abilities in reading, speaking, and listening skills.

FINDINGS AND RESULTS

In this study, Grow With English Grade 4 – Student's Book for Elementary School was examined as the primary source of data. The analysis focused on identifying speaking activities that appear across all units and evaluating how these tasks contribute to the development of students' oral skills. By reviewing the entire textbook page by page, several patterns related to task types, interaction opportunities, and instructional design emerged. The findings below describe the overall characteristics of speaking activities provided in the book.

A. Types and Frequency of Speaking Activities

Based on the full content review, the textbook contains a variety of speaking-related tasks. These activities appear consistently throughout the chapters, although their form and depth vary. Several types of speaking tasks can be identified, including guided dialogues, question-and-answer tasks, picture-based oral responses, survey activities, "Let's Talk" sections, role-play–like interactions, and short oral prompts such as "Say" or "Talk about…". Although the book does not always label activities explicitly as "Speaking," many tasks

require students to respond verbally. One of the most frequent categories across units is Look and Answer, which appears repeatedly (e.g., pages 16, 26, 42). In these tasks, students observe pictures and answer teacher questions or partner questions orally. This type of task provides simple oral practice and ensures that students practice vocabulary and sentence patterns directly related to the visuals. Another common type is Say or Look, count, and say, which also appears in multiple units. These tasks encourage students to pronounce words or short phrases related to numbers, objects, or daily activities. They focus mainly on pronunciation and accuracy rather than communication.

The textbook also includes Let's Talk sections (for example on pages 30 and 41). These sections encourage students to practice short dialogues or exchange information with a partner. They are among the clearest speaking-focused activities because they explicitly instruct students to talk with one another. The content typically involves simple functions such as asking for information, describing actions, or responding to a prompt. More interactive tasks are also present in the form of Ask your friend or Survey activities (pages 72, 104, and other sections). These tasks require students to move around or interact with classmates, asking questions such as "What time is it?", "Do you have…?", or "What does your friend do?". Students are often asked to record their partner's answer in a table, demonstrating that the activity integrates both speaking and listening. Finally, some activities resemble role-play, particularly where students are instructed to take cards and "answer the question" (page 61). Although not fully developed into a scenario-based role-play, these tasks still require students to respond in a semi-authentic context. Overall, the textbook includes a wide range of speaking tasks, though many of them remain short and controlled. Tasks that allow students to produce longer or more creative spoken output are less common compared to shorter drill-like prompts.

B. Quality and Pedagogical Characteristics of Speaking Activities

When examining the quality of the speaking tasks, several aspects can be observed: communicative intent, support provided, interaction opportunities, and linguistic demand.

1. Communicative Intent

Most speaking tasks support simple, functional communication. For example, Q&A sections encourage students to ask and answer about number of objects, daily routines, or personal information. The Talk about your friend's activities task requires students to express what someone does, contributing to meaningful communication. However, many tasks remain teacher-led and do not offer much opportunity for students to extend their answers beyond the model structure. Tasks such as Say or Look and say emphasize correct pronunciation more than interaction or communicative meaning. Thus, the communicative depth varies from task to task.

2. Support and Scaffolding

The speaking tasks generally provide strong scaffolding. Most activities are supported by pictures, sample answers, example vocabulary, or clear prompts. Visuals play a major role in guiding students' responses, especially in Look and Answer tasks. The presence of clear models helps young learners who still rely heavily on repetition and example-based learning. Nevertheless, scaffolding for more extended speaking is limited. For instance, tasks that require students to describe or talk about a friend often do not include sentence starters or speaking frames. As a result, students with lower proficiency levels may find it difficult to speak more than one or two sentences.

3. Interaction Opportunities

The textbook offers balanced interaction opportunities, especially through pair or small-group tasks. Activities like Ask your friend, Survey, and Let's Talk are explicitly interactive and encourage student-to-student communication. Such activities provide meaningful oral practice and foster social interaction in the classroom. However, some activities can be completed individually unless the teacher actively turns them into interactive moments. For instance, Look and say does not require interaction unless the teacher modifies the activity. Thus, the potential for interaction is present but not guaranteed unless teachers implement the tasks communicatively.

4. **Linguistic and Cognitive Demand**

Most speaking activities fall into the lower cognitive demand category. Students are often asked to identify, count, describe pictures, or answer simple questions. These tasks help students build accuracy and confidence with basic structures but do not push them to engage in higher-level thinking. Only a few tasks, such as surveys or talking about a friend's activities, demand slightly more cognitive engagement because students must recall information, listen to a peer, and communicate the response. Overall, the speaking tasks in Grow With English Grade 4 are appropriately designed for elementary learners, but they emphasize accuracy and controlled speaking rather than extended fluency. When the entire textbook is viewed as a whole, several patterns become clear. First, speaking tasks appear consistently in each chapter, showing that oral skills are integrated throughout the book rather than appearing in isolated sections. Students are regularly encouraged to answer questions orally or participate in brief exchanges. Second, the textbook relies heavily on picture-supported tasks, which is appropriate for Grade 4 learners and helps reduce linguistic load. These visuals make speaking tasks more accessible. Third, the textbook includes multiple Q&A and survey tasks, which are strong communicative components that require students to interact with their peers. These tasks help build listening and speaking simultaneously. Fourth, longer or more creative speaking tasks are limited. Role-play–like tasks exist but are not developed into extended dialogues or scenarios. Students rarely produce long utterances or personal descriptions beyond simple statements. Finally, the speaking tasks are highly structured and predictable. This is suitable for beginners, but teachers may need to supplement the tasks with more open-ended speaking opportunities.

Discussion

The findings of this study provide important insights into how speaking activities are presented in *Grow With English Grade 4 – Student's Book* and how these activities contribute to the development of young learners' oral skills. When interpreted in relation to current theories of young learner language development and textbook evaluation, the results reveal both strengths and limitations in how speaking competence is supported through textbook-based instruction. This discussion situates the findings within broader research on English language teaching for young learners and highlights the contributions, novelty, and implications of the study for educational practice and future research.

The analysis shows that speaking activities in the textbook are distributed consistently across all units, indicating that oral practice is treated as a regular component of language learning rather than an occasional addition. The presence of multiple task types such as *Look and Answer*, *Say*, *Look, Count, and Say*, *Let's Talk*, peer surveys, and short question–answer exchanges demonstrates that the textbook attempts to provide varied speaking opportunities. These activities create structured and frequent chances for learners to practice oral production, which is important for young learners who still depend on guided models. The use of visual

support and model sentences is particularly effective in helping learners understand meaning and produce simple spoken language confidently. These features align with theories of young learner pedagogy that emphasize the importance of scaffolding, visual input, and repetition in early language acquisition.

However, despite the variety of activity formats, most speaking tasks remain highly controlled and predictable. Students are typically asked to repeat vocabulary, identify objects, or respond with short answers rather than produce extended or spontaneous speech. As a result, the textbook supports accuracy-focused learning more strongly than communicative fluency development. This suggests that while the textbook provides a solid foundation for beginner speaking practice, it does not fully support higher-level communicative interaction or creative language use. From a communicative language teaching perspective, this indicates that the balance between accuracy and fluency is still weighted toward form-based instruction rather than meaning-based communication.

When compared with previous studies conducted between 2020 and 2025, the findings show strong similarities with broader trends in Indonesian EFL textbook design. Hardi and Rizal (2020) found that primary English textbooks often rely heavily on picture-based prompts and low-level speaking tasks. The present study confirms this pattern, as the textbook also prioritizes short, structured responses supported by visuals. However, this study expands previous research by providing a more detailed categorization of speaking tasks and examining how scaffolding and interaction are embedded in the activities. This deeper analysis helps explain not only what types of tasks exist but also how they function pedagogically.

Similarly, Dewantara (2023) reported that speaking assessment tasks in *English for Nusantara* were largely structured and provided limited communicative freedom. The current findings support this conclusion, although *Grow With English* appears to include slightly more peer interaction through survey and pair activities. While these interactive elements do not fully create spontaneous communication, they still represent a step toward learner-centered speaking practice compared to test-oriented speaking tasks. This suggests that textbook development in Indonesia may be gradually moving toward more interactive models, although progress remains limited.

The findings also align with Handayani's (2024) study, which showed that teachers often feel that textbooks do not sufficiently support creative or spontaneous speaking. The consistency between these studies indicates that limited communicative space may be a common characteristic of EFL textbooks for young learners in Indonesia. What this study adds is a specific examination of how this pattern appears in Grade 4 materials and how speaking tasks are structured across units. This level of specificity helps educators better understand how communicative limitations appear at particular grade levels.

One of the main contributions of this study lies in its novelty. First, the research provides a focused analysis of speaking activities in *Grow With English Grade 4*, a textbook that has not been widely evaluated in terms of oral skill development. Many previous studies examined textbooks broadly or focused on multiple language skills simultaneously, whereas this research concentrates specifically on speaking. Second, the study introduces a clear classification of speaking task types, which can serve as a reference framework for future textbook evaluation research. Third, the analysis uses multiple evaluation dimensions, including communicative purpose, scaffolding level, interaction potential, and cognitive demand. This multidimensional approach provides a more comprehensive understanding of how speaking tasks function pedagogically. Finally, by comparing findings with studies published between 2020 and 2025, the research contributes updated insights into current trends

in EFL materials for young learners. The significance of the study is evident in both practical and theoretical contexts. For teachers, the findings provide useful guidance on how speaking activities in the textbook can be maximized in classroom practice. Because many tasks are controlled, teachers can adapt them to encourage more meaningful communication. For example, *Look and Answer* tasks can be expanded into picture description activities, and *Let's Talk* exercises can be extended into simple role plays or group discussions. Such adaptations allow teachers to maintain structured support while gradually introducing more communicative practice.

For textbook developers, the findings highlight both strengths and areas for improvement. The consistent use of visuals, clear instructions, and structured scaffolding represents strong design elements that support young learners. However, adding more open-ended speaking tasks, simple problem-solving discussions, and collaborative communication activities could help improve fluency development. The results suggest that young learners are capable of participating in meaningful communication if appropriate scaffolding is provided. From a theoretical perspective, the findings support communicative language teaching principles while also recognizing the importance of controlled practice for beginner learners. The study shows that communicative elements can be integrated even at the primary level if supported by visuals, models, and structured prompts. This reinforces the idea that communicative competence development does not need to be delayed until higher grade levels.

The study also contributes to a broader understanding of textbook design and evaluation. By offering a structured framework for analyzing speaking components, the research provides a methodological reference for future textbook studies. Researchers can use this framework to evaluate other textbooks or conduct comparative studies across different materials or educational contexts. Future research could also include classroom observation or teacher interviews to explore how speaking tasks are implemented in real teaching situations.

Overall, this discussion highlights that *Grow With English Grade 4* provides a strong foundation for beginner speaking development but requires teacher support to fully develop communicative competence. The textbook successfully supports vocabulary development, pronunciation practice, and basic interaction routines through structured activities and visual scaffolding. However, opportunities for extended speech, creative expression, and spontaneous communication remain limited. This reflects a broader pattern in Indonesian EFL textbook design, where accuracy-based practice is often prioritized over communicative fluency. The study therefore contributes to ongoing efforts to improve English language teaching materials for young learners. By identifying both strengths and limitations, the research provides practical recommendations for teachers, material developers, and curriculum designers. Ultimately, improving the balance between controlled practice and communicative speaking opportunities will help young learners develop not only accurate language use but also confidence and competence in real communication situations.

CONCLUSION

This study explored the speaking activities found in Grow With English Grade 4 – Student's Book to understand how the textbook supports the oral skill development of young English learners. The analysis across all units shows that the book consistently provides speaking opportunities through a variety of task types, including Look and Answer, Say, Let's Talk, surveys, and short question–answer exchanges. These tasks appear regularly and are supported by visuals, examples, and structured prompts, which are helpful for young learners who rely heavily on guided models when producing spoken English. Through these features,

the textbook manages to introduce basic oral skills such as vocabulary pronunciation, simple sentence use, and short interaction routines in a steady and accessible way.

Despite these strengths, the findings also point to several limitations. Most speaking activities remain highly controlled, allowing students to speak only within fixed patterns or short responses. Activities that encourage learners to produce longer utterances, express personal ideas, or use English more freely are rare. As a result, while the textbook builds a good foundation for accuracy-focused spoken practice, it offers fewer opportunities for learners to develop fluency or communicative confidence. This pattern is consistent with earlier studies that found Indonesian EFL textbooks tend to emphasize structured drills and predictable language over open-ended communication.

Based on the results, it can be concluded that Grow With English Grade 4 functions effectively as a beginner-level speaking resource, but teachers still play a crucial role in expanding its communicative potential. Simple modifications—such as adding follow-up questions, encouraging students to describe pictures in more detail, or turning dialogue models into short role-plays—can help shift the activities from controlled practice toward more meaningful communication. Such adaptations can encourage learners to speak more actively and provide them with chances to use English beyond set sentence patterns. The study also carries several important implications. For classroom teachers, the findings offer practical insight into how the speaking activities can be maximized to create richer oral interaction. By making small but intentional adjustments, teachers can help students develop both accuracy and fluency without overwhelming them. For textbook developers, the results highlight the need for a better balance between guided speaking tasks and communicative activities. Including more open-ended prompts, structured sentence starters, or simple collaborative tasks in future editions would make the textbook more communicative and better aligned with young learners' needs.

For researchers, this study provides an analytical framework that can be used to evaluate other textbooks or extended into comparative studies involving multiple materials. Further research might also include classroom observations to understand how teachers interpret and implement speaking tasks in real teaching situations. Such research would offer a deeper picture of how textbook design influences learners' speaking development in practice. In summary, the study contributes to ongoing discussions on textbook evaluation and young-learner language teaching by highlighting both the strengths and limitations of speaking activities within a widely used primary school textbook, and by offering practical directions for improving oral skills instruction in Indonesian EFL classrooms.

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