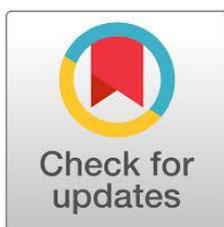


Article History:  
Submitted:  
18 December 2023  
Reviewed:  
23 December 2023  
Edited:  
12 January 2024  
Article Accepted:  
27 January 2024



## Evaluating Task Variety in an EFL Module: “Easy English for Package B (SMP)” from PKBM Bandung

Hardianto Hitimala\*, Yanty Wirza

Department of English Education, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia

\* Corresponding author email: [hardyantohitimala@upi.edu](mailto:hardyantohitimala@upi.edu)

DOI: <https://doi.org/10.18196/ftl.v9i1.20910>

---

### Abstract

English Textbook is a widely used source for teaching English in Indonesia, but studies showed that many textbook tasks are unsuitable for students' needs. Therefore, the objective of this study was to find out the task types presented in the EFL Textbook, Easy English for Package B (Junior High School level), used by an Institution, focused on Module 1, Getting Acquaintance. The research design was a content analysis under a descriptive qualitative study. The data were collected from the EFL Module 1, and 1 teacher was recruited as a participant. The study used the task types rubric by Nunan (1999; 2004). Besides the content analysis, an interview was conducted to identify tasks found in the textbook and the teacher's perspective regarding the module. The finding showed that the module does not meet the standards of a good textbook, predominantly because it centered around linguistic tasks, comprising 97.66% of all tasks; another type of task is creative tasks, constituting only 2.32%. In other words, the module lacks diversity in task types, as there are no cognitive, interpersonal, or affective tasks. In the interview, the teacher shows a negative attitude towards the tasks in module 1, which is that the tasks ignore many other important aspects of learning. To improve, textbook makers should include various tasks from Nunan's framework that apply to real life. Teachers should use these materials creatively, and schools should offer textbooks that provide comprehensive language tasks.

*Keywords:* EFL students; textbook; module; task variety

=====

## Introduction

In Indonesian educational settings, English as a Foreign Language (EFL) is extensively taught across various levels, from primary to senior high school. Educators employ diverse instructional materials to enhance teaching and learning processes, with textbooks being the primary resource offering guidance and content. Being acknowledged as crucial media for instruction, textbooks significantly contribute to the attainment of learners' goals and objectives, influencing not only the curriculum but also student engagement and achievement (Behnke, 2018; Li & Wang, 2024).

Utilizing textbooks is a prevalent and practical approach, particularly in English language instruction in Indonesia, offering several key advantages. Firstly, it provides a readily accessible resource through commercial channels. Secondly, it furnishes learners with clear and consistent guidance on the expected outcomes. Thirdly, it aids teachers in effectively planning their lessons. Lastly, it enables instructors to tailor their teaching methods to meet the specific needs of their students, as highlighted by Crawford in Richards (2002), emphasizing the significance of materials in language learning. In contemporary Indonesia, several English textbooks published by Kemdikbud and other publishers are available to meet the demands of the teaching and learning process. These textbooks, easily accessible and widely utilized, are employed in numerous educational settings, including boarding schools. They incorporate activities that encompass the development of four essential language skills: listening, speaking, reading, and writing, allowing learners to engage with English within the classroom (Cunningsworth, 1995; Harmer, 2007), as well as enhancing learners' English literacy achievements, proficiency in discourse, and cultural understanding (Ayu & Inderawati, 2018).

Despite the widespread use of these textbooks, it is notable that not all meet the criteria of what constitutes a high-quality textbook, as highlighted by Tambunan (2019) and Alemi et al. (2021). Recognizing that a single textbook cannot cater to all student needs or align perfectly with curriculum standards, Ayu and Inderawati (2018) emphasize the variability in the effectiveness and suitability of textbooks for learners' goals. Consequently, carefully selecting an appropriate textbook containing high-quality language teaching tasks is crucial for language educators. The effectiveness of textbooks can be gauged by examining the tasks they present. A task encompasses a spectrum of work plans to facilitate language learning, ranging from simple

and brief exercises to more intricate and extended activities, including group problem-solving, simulations, and decision-making (Nunan, 1989). A good task in a textbook should focus on meaning, use language and non-language resources, use real-world language, reach the communication goal (Ellis, 2003), match the learners' needs (Sanchez, 2004, as cited in Elmiana, 2018), and cover *cognitive task, interpersonal, linguistic, affective, and creative task* (Nunan, 1999; 2004). Although many textbooks are available in schools and bookstores, there is no guarantee that they have a variety of tasks that engage students in communicative language learning (Huda & Syaifei, 2020). Therefore, evaluating textbooks for classroom use is essential, as they should match the curriculum objectives, suit the students' contexts, and satisfy various other standards related to the quality and suitability of the tasks offered, especially regarding their potential to enhance students' language proficiency.

This study builds on previous research, such as the one conducted by Ayu and Inderawati (2018), who assessed the tasks and the distribution of tasks presented in an English textbook titled Bahasa Inggris SMA/MA/SMK/MAK Kelas X. They observed that the textbook had engaging tasks that aligned with the curriculum 2013 objectives and a balanced distribution of tasks throughout the chapters and the whole book. They used a descriptive analysis to categorize and describe the tasks. Similarly, Tambunan (2019) applied Nunan's (1999) classification of tasks to examine the task types used in two English textbooks for Indonesian senior high school students. He discovered that linguistic tasks were the prevalent type of tasks in both textbooks. Alemi et al. (2021) performed a quantitative content analysis of the task types used in four English textbooks for Iranian high school students. They utilized Nunan's task classification, and their statistical data indicated that linguistic tasks were the most frequent type of tasks in the textbooks.

In contrast, Inayah et al. (2022) investigated the tasks in the English textbook "When English Rings a Bell" for the 7th grade of junior high school in Indonesia, using Nunan's (1999) framework. They found that creative tasks were the most common type, and the tasks were well-balanced among chapters. They used qualitative and quantitative methods to analyze the task types. Furthermore, Novianti and Ambarwati (2023) evaluated the content and appropriateness of the English textbook *My Next Words* for the 5th grade of elementary school in Indonesia, following the BSNP (2017) criteria. They found the textbook was suitable for teaching English

to young learners, but some aspects could be improved. They used a document analysis under a qualitative approach to assess the textbook.

Previous studies have conducted qualitative research on the tasks used in English language textbooks but have employed different frameworks for task analysis (Ayu & Inderawati, 2018; Tambunan, 2019; Novianti & Ambarwati, 2023). In contrast, some studies have focused on statistical methods and used the same framework, namely Nunan's task typology (Alemi et al., 2021; Inayah et al., 2022). These studies mostly examined documents without exploring the data with interviews to investigate how teachers understand and apply the task types in the textbook. Therefore, this study adopted a qualitative method with content analysis and supplemented with interview data to explore teacher feedback on the tasks presented. Thus, this paper aims to examine the tasks offered in EFL Module 1, Easy English for Package B (SMP) which PKBM Daarut Tauhid employs. The research addressed the following questions: (1) What task varieties does the textbook/Module 1 incorporate? (2) What is the teacher's perspective on the tasks provided by the textbook/Module 1?

## Literature Review

### Textbook & EFL Textbook

Textbook, from a definitional perspective, is educational resources crafted and supplied to meet students' needs, adhering to the syllabus and curriculum (Nunan, 1999), books of lessons in a specific subject area that offer sources for learners to practice various language skills, such as vocabulary, pronunciation, grammar, listening, reading, speaking, and writing (Cunningsworth, 1995; Harmer, 2007), compatible and easy teaching media that are comprehensible by users in schools and colleges (Canale, 2021).

In terms of utility, several prominent figures have expressed the importance of textbooks in learning. Hutchinson and Torres (1994) stated textbook is a framework or guide that helps students organize their learning inside and outside the classroom. Textbook is often used along with other learning sources, such as workbooks, teacher's reference books, or supplementary texts. It assists students during lesson discussions, activities and exercises, homework, and test preparation. Cunningsworth (1995) claimed that a textbook is an effective resource for self-

directed learning, an information source for students, a syllabus that reflects predetermined learning objectives, and support for less experienced teachers who need more confidence.

Some experts also addressed the clear objective of textbook use. According to Ansary and Babaii (2002), textbooks are crucial in organizing and scheduling programs and can often act as a syllabus. Learners need textbooks to have a clear goal and motivation in learning and to avoid being distracted and dependent on the teacher. For teachers, textbooks offer security, guidance, and support. They supply ready-made texts and tasks for teaching and learning and are a cost-effective and convenient way of providing learning materials. Opoku-Amankwa et al. (2011) argued that textbooks should aim to deliver knowledge, arouse the pupils' interest, foster creativity and interactive learning, and raise cultural awareness.

### **EFL Learning Task**

Breen et al. Stated that a task refers to activities with meaning as the main focus and suggested materials that help students learn a foreign language (as cited in Littlejohn, 2011). Specifically, Richards (2002) argued that task is a part of classroom work in the form of media given by book writers that has some data or input (this could be words, e.g., a dialog or a reading passage, or non-words, e.g., a picture sequence), makes learners understand, use, or interact with the target language.

Additionally, tasks in language learning should be more communicative, have a clear or unclear goal and roles for teachers and learners, and mainly focus on meaning rather than form (Nunan, 1999). Hence, communicative tasks help learners improve and use their foreign language knowledge in communication. The main characteristic of a communicative task is the material that contains essential activities designed to require student participation during the learning process (Littlejohn, 2011), requires learners to use their cognitive skills to produce an outcome from given information, and allows teachers to facilitate and monitor that process (Richard, 2010). Bygate (2020), on the other hand, underscored the transformative impact of communicative tasks in language teaching, describing them as a significant evolution in the field.

Furthermore, tasks are integral to language learning and research, substantially benefiting EFL learners' performance (Ellis, 2003; Slimani & Rolls, 2005, as cited in Asgarikia, 2014). The

impact of tasks on students is influenced by several factors: the structure of the task (structured or unstructured), the modality (oral or written), and the planning condition (pre-planning or no planning). Asgarikia (2014) found that structured tasks, in particular, facilitate student performance, making them more manageable and effective for learners.

### The Tasks Framework

In the context of task framework, Task-based language learning and teaching (TBLT) has emerged as a highly favored teaching approach. Numerous experts have discussed this theory or method. For instance, Nunan (1989) divided task-based language into *pedagogical*, *real-world*, or *target tasks*. Under this classification, *real-world activities* are designed to improve learners' social skills and assist them in meeting their real-life needs in comparable routine interactions. Conversely, *pedagogical tasks* comprise a series of exercises covering various language skills. An alternative perspective comes from Brown (1994), who elaborated that task-based learning views the learning process as a set of communicative tasks directly linked to the educational objectives of the curriculum, with an emphasis on how language should be used rather than prioritizing language forms. Moreover, in the evolution of TBLT theory, Nunan (1999; 2004; 2006) proposed a new list of task-based activities consisting of five distinct task categories: *cognitive*, *interpersonal*, *linguistic*, *affective*, and *creative*.

#### Cognitive tasks

Cognitive tasks are classified into eight types: 1) Classifying: This type involves sorting items into categories based on certain criteria, where students classify words into nouns, verbs, and adjectives. 2) Predicting: This task involves making guesses or hypotheses about what will happen next based on the available information. 3) Inducing involves discovering rules or patterns from examples or data. 4) Taking notes means extracting and recording the main points or details from a spoken or written text. 5) Concept mapping involves visualizing the relationships among concepts or ideas. 6) Inferencing involves drawing conclusions or implications from the given information. 7) Discriminating: This task involves identifying the

differences or similarities between items based on certain criteria. 8) Diagramming involves creating a graphic representation of a process or a structure.

#### *Interpersonal tasks*

This type involves social interaction and communication. The interpersonal task is divided into two categories: 1) Cooperating: This task subtype involves collaborating and coordinating two or more people to achieve a common goal. The students are asked to work with a partner or a group to complete a task that requires sharing information or opinions. 2) Role-playing: This task involves simulating a real-life or imaginary situation, assuming a role or a character, and interacting with a partner or a group according to the given scenario.

#### *Linguistic tasks*

This task focuses on the form and function of language. A linguistic task is centered on enhancing particular language abilities or components, including vocabulary, grammar, and communication. Nunan (2004) categorized linguistic tasks into six distinct types: 1) Conversational patterns: This task subtype involves using language for social interaction and communication. The students are asked to comprehend dialogues or conversations that follow certain patterns or conventions. 2) Practicing: This task involves repeating or reinforcing language forms or structures. The students are asked to practice or drill the target language through exercises or activities. 3) Using context: This subtype refers to language about the situation or the background information. The students are asked to use or infer the meaning of language based on the context. I.e., pupils answer questions based on a picture or a text. 4) Summarizing: This is a process of the use of language to express the main points or the gist of a spoken or written text. 5) Selective reading/listening: This task involves using language to identify specific information or details from a spoken or written text. 6) Skimming: This task involves using language to get a general idea or an overview of a spoken or written text.

#### *Affective tasks*

There are three kinds of affective tasks (Nunan, 1999): 1) Personalizing: This task lets students connect the content or the topic to their point of view. 2) Self-evaluation: This task

enables the students to measure their learning performance or progress using language. 3) Reflecting: This task lets the students think deeply or creatively about the content or the topic using language.

#### *Creative tasks*

The creative task enables students to make new and original texts or products using their imagination. This type involves imagination, originality, or artistic expression. A creative task might ask the learners to write a poem, draw a picture, or invent a story. Brainstorming is a creative task that refers to making many ideas quickly, without thinking if they are good or bad. The students have to come up with ideas for a topic, a problem, or a project.

## Method

### Research Design

This study employed a descriptive qualitative content analysis within a broader qualitative research framework. Qualitative research is inherently descriptive, utilizing diverse data sources, including documents, audio-video recordings, transcripts, and images (Tomaszewski et al., 2020; Bogdan & Biklen, 2003). The qualitative content analysis method involves meticulously coding the content to identify themes or patterns and systematically elucidating the meaning of the qualitative material (Nicmanis, 2024; Seddighi et al., 2021; Ulum, 2016). Through this approach, the content of text and picture data in the textbook is interpreted in a way that captures the nuanced, subjective experiences conveyed within (Hashemnezhad, 2015). Therefore, this study fits the descriptive qualitative content analysis criteria as it uses a coding scheme to categorize the task types in the textbook and analyze their characteristics.

### Textbook Description

The textbook that was investigated is called “Module1 ‘Easy English for Package B (SMP)” used by PKBM Daarut Tauhid, which is published by the Directorate of Literacy and Equality Education, Directorate General of Early Childhood Education and Community Education, Ministry of Education and Culture. This module is an example of equality education teaching materials based on core and basic competencies and designed according to the 2013 curriculum. The researchers chose to analyze this Module/Textbook due to: 1) This is a developing material,

which facts show that many developing materials are not suitable for the student's needs (Tambunan, 2019), p. 2) this module is written by someone trusted by the Ministry of Education and has published several modules, but no one has tried to evaluate them. The module comprises five chapters, divided into modules 1 to 5, with different topics. This research only focuses on analyzing the first chapter (module 1), "GETTING ACQUAINTANCE," which has two main units: 1) how do you do? 2) what is your name?

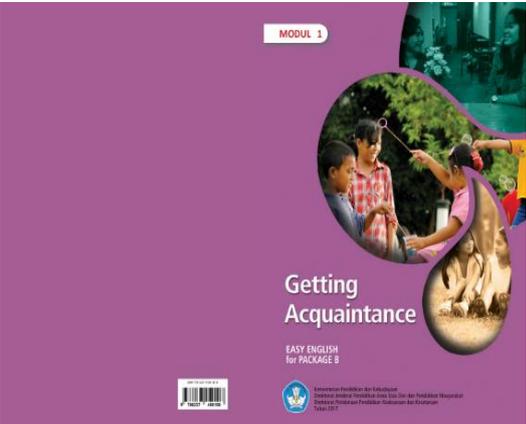
	Module 1 Title	"GETTING ACQUAINTANCE"
	Author	<u>Yuniarti</u>
	Number of Pages	36 pages
	Year Publication	2018
	Publisher	<u>Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan-Ditjen Pendidikan Anak Usia Dini dan Pendidikan Masyarakat-Kementerian Pendidikan dan Kebudayaan</u>
	Place of Publication	Jakarta
	ISBN	978-623-7450-10-8

Figure 1. The Overview of the Module

### Participant

A single EFL teacher was selected to participate in this study. He was chosen using purposive sampling, which relies on specific criteria to select participants (Creswell & Creswell, 2018). This approach is expected to yield complete information about the topic under investigation and the analysis of tasks presented in an EFL textbook (Creswell, 2012). The teacher was specifically chosen because 1) he exclusively uses the textbook as a teaching resource, 2) He was very welcoming and easy to contact and collaborate with, and 3) His teaching experience has been more than three years. Ethical research practices were followed (Creswell & Creswell, 2018), including getting the approval of the school principal to conduct the interview and giving a consent letter to the teacher and students to inform them about the study.

### Data Collection

A task rubric and the interview were used to collect the data. A task-type rubric was used to answer the first research question, while an interview was intended to answer the second research question.

#### *Task Evaluation Rubric*

Cunningsworth (1995) suggested that a textbook evaluator should determine her/his priorities, adapt, and create own rubric or checklist by using some criteria mentioned and adding others based on personal preferences. Concerning the statement, the researchers chose to use the task evaluation rubric based on the theory of Nunan (1999; 2004).

**Table 1.** Task Types (Nunan, 1999; 2004)

Cognitive Tasks	Interpersonal Tasks	Linguistic Tasks	Affective Tasks	Creative Tasks
Classifying	Cooperating	Conversational Patterns	Personalizing	Brainstorming
Predicting	Role Playing	Practicing	Self-evaluating	Other tasks
Inducing		Using Context	Reflecting	
Note Taking		Summarizing		
Concept Mapping		Selective reading/listening		
Inferencing		Skimming		
Discriminating				
Diagramming				

This rubric construction was used to identify tasks in the selected textbook. The researcher modified this task analysis sheet into three parts: task types, frequency, and percentage (see Appendix 1). For each task identified, the researchers enumerated the number and entered it into the sub-items in the existing rubric.

#### *Interview*

A semi-structured interview was conducted to answer the second research question: to validate, strengthen, and support the data findings regarding task analysis based on Nunan's theory. The researchers prepared eight open-ended questions to elicit the teacher's objective

perception (Creswell, 2012) regarding understanding and personal comment (see Appendix 2). The questions and answers were in Bahasa Indonesia to maintain clearance and avoid confusion (Mustofa & Wirza, 2023). The interview was recorded and transcribed, and then thematic analysis was conducted to identify and code the main themes in the data (Table 3). The participant was interviewed twice to get valid information, check the consistency and accuracy of the responses, clarify any misunderstandings, and enhance the credibility of the qualitative data (Harvey, 2015). Thus, the interview questions were based on the following.

**Table 2.** Blueprint of interview question

Types of Question	Number of questions
Teacher's understanding of the tasks in the textbook	3
Teacher's challenges in implementing the tasks	2
Teacher personal comments and criticism on the tasks in the textbook	3
<b>Total</b>	<b>8</b>

### Data Analysis

In this study, the researchers used a content analysis under a qualitative approach to analyze the types of tasks presented in the English textbook/module. The researchers used a rubric based on Nunan's (2004) task model to identify and categorize the tasks in the module. Frequency and percentages as the inferential statistics and an interview were intended to answer the first and second research questions.

The inferential statistics data in this study were not intended to make this study quantitative but rather to facilitate the researcher in identifying the existing tasks qualitatively. Only frequency and percentage were used. Inferential statistics was used as a descriptive tool to summarize and organize data rather than to test hypotheses (Abulela & Harwell, 2020). After the statistical data were obtained, the researchers presented and described in detail the results of frequency and percentage using word description as a qualitative method, focusing on each type of task in the module.

Moreover, the data from the interview was analyzed using thematic analysis (Braun & Clarke, 2006; Creswell, 2012). Creswell (2012) argued that thematic analysis through themes and subthemes captures significant data focusing on the research questions. The thematic analysis conducted in this study consists of six stages, as shown in Table 3.

Table 3. Thematic analysis phases (Braun & Clarke, 2006)

Phase	Description
Familiarization with data	Reading and re-reading the transcribed interview responses
Generating initial codes	Highlighting the participant's answers relevant to the research objective
Searching for themes	Grouping participants' answers into some potential themes
Reviewing themes	Checking the coherence of each theme by working collaboratively, considering the validity of each theme needed
Defining and naming themes	Creating clear definitions and names for each theme, and writing a detailed analysis of each theme through discussion.
Producing the report	Choosing the best examples from the data, explaining how they answer the question and connect to other studies, showing how they fit into different evidence, and writing a good report of the findings

## Findings

This section presents the information to address the two research questions: 1) the task types presented in the module and 2) the teacher's perspective regarding the tasks presented in the module.

### The Task Variety Presented in the Textbook

As shown in Table 4, the module is dominated by **linguistic tasks**, which account for **97.66%** of all tasks. The module is mainly designed to help learners improve their language skills through various activities. The module has only one **creative task**: brainstorming, making up **2.32%** of all tasks. It indicates that the module wants the learners to use their creativity or originality to develop as many ideas as possible on a topic or problem. The module also lacks any **cognitive, interpersonal, or affective tasks**, which make up **0%** of all tasks, meaning that the module does not have any goals to improve the learners' cognitive skills, social skills, or emotional or motivational factors.

**Table 4.** Frequency and percentage of task types found in the module

Task Types	Frequency	%
<i>Cognitive</i>		
1. Classifying	0	0,00
2. Predicting	0	0,00
3. Inducing	0	0,00
4. Taking Notes	0	0,00
5. Concept Mapping	0	0,00
6. Inferencing	0	0,00
7. Discriminating	0	0,00
8. Diagramming	0	0,00
<b>Total</b>	<b>0</b>	<b>0,00</b>
<i>Interpersonal Task</i>		
1. Cooperating	0	0,0
2. Role Playing	0	0,0
<b>Total</b>	<b>0</b>	<b>0,0</b>
<i>Linguistic Task</i>		
1. Conversational Patterns	9	20,93
2. Practicing	22	51,15
3. Using Context	11	25,58
4. Summarizing	0	0,00
5. Selective Listening/ reading	0	0
6. Skimming	0	0
<b>Total</b>	<b>42</b>	<b>97,66</b>
<i>Affective Task</i>		
1. Personalizing	0	0,00
2. Self-Evaluating	0,00	0,00
3. Reflecting	0,00	0,00
<b>Total</b>	<b>0</b>	<b>0,0</b>
<i>Creative Task</i>		
1. Brainstorming	1	2,32
<b>Total Tasks</b>	<b>43</b>	<b>100</b>

*Linguistic task*

In terms of linguistic tasks, the table surprisingly portrays that the module contains 42 linguistic tasks, which are the most common task types. Most practice tasks (51.15% of all tasks) and use context tasks (25.58%). The module also has eleventh conversational patterns tasks

(20.93% of all tasks). The module includes no selective reading, summarizing, or skimming tasks. The examples of task types based on Nunan (2004) presented in the textbook/module are shown in Figure 2 (conversational pattern), figure 3 (practicing task), and Figure 4 (using context task).

**Pay Attention!**

- 1) When we introduce someone, we can say:
  - Please meet my friend, Santi.
  - This is Santi.
- 2) Reply:
  - How do you do?
  - Nice to meet you.
- 3) Respond for "nice to meet you" - "nice to meet you too".
- 4) Respond for How do you do? - "How do you do?"

Sekarang Anda akan mempelajari terkait beberapa grammar (aturan kebahasaan) yang terdapat pada modul ini!

1. Penggunaan tobe (am, is dan are)

SUBJEK	TO BE	CONTOH KALIMAT
I	am	I am Nina
You	are	You are Iwan
He	is	He is Anton
She	is	She is Nita
They	are	They are Anton and Nita
We	are	We are package B students
It	is	It is a book

2. Penggunaan kata ganti milik (possessive pronouns)

SUBJEK	PP	CONTOH KALIMAT
I	my	It is my book
You	your	It is your bike
He	his	It is his bag
She	her	It is her pen
They	their	It is their home
We	our	It is our school
It	its	It is its tail

Figure 2. Examples of Conversational pattern tasks

In Figure 2, two examples of task types represent *conversational patterns task*. On the left side, the task provides a conversation model for the students to follow when introducing someone and responding to introductions. The task gives some variations of the expressions that can be used in the introductions, such as 'Please meet my friend,' 'This is, "How do you do?'. Meanwhile, in the right example, the task provides a grammar rule for the students to follow when they use the verb to be with different subjects. The task shows examples of using the verb to be with different subjects, for example, 'I am Nina,' 'You are Iwan. However, these two tasks do not require the students to produce their language or use the language for a real purpose. Therefore, it is a conversational patterns task. Next, at the *practicing task*, learners are given opportunities to practice through exercise or activities, as shown in Figure 3.

- They are Mr. Jamal and Mr. Tejo
- They are a new friends
- Yes, they are
- In the office

c. Now make your own dialogue as the dialogue above as your example!



.....

.....

.....

.....

.....

.....

.....

f. Practice it!

Now, you have to practice to introduce yourself with a new friend somewhere. Write down your own dialogue below:

You : .....

New Friend : .....

You : .....

New Friend : .....

Note:

Write down your new friend's name!

Where is the place of meeting? .....

Figure 3. Instances of practicing tasks

Both tasks above are examples of practicing tasks, which help learners use and review what they have learned. The two tasks above require learners to write a dialogue to introduce themselves to a new friend using the language form they have learned. Both tasks specify the speakers' names and the meeting place, adding context and authenticity. However, the first task provides a model dialogue for learners to follow, while the second task asks learners to make their dialogue based on the example given. Consequently, the second task is more challenging than the first task, as it requires learners to produce their language rather than copy or adapt the given language.

The next is *using context tasks*. This task enables the students to use or guess the meaning of language from the situation, as shown in Figure 4.

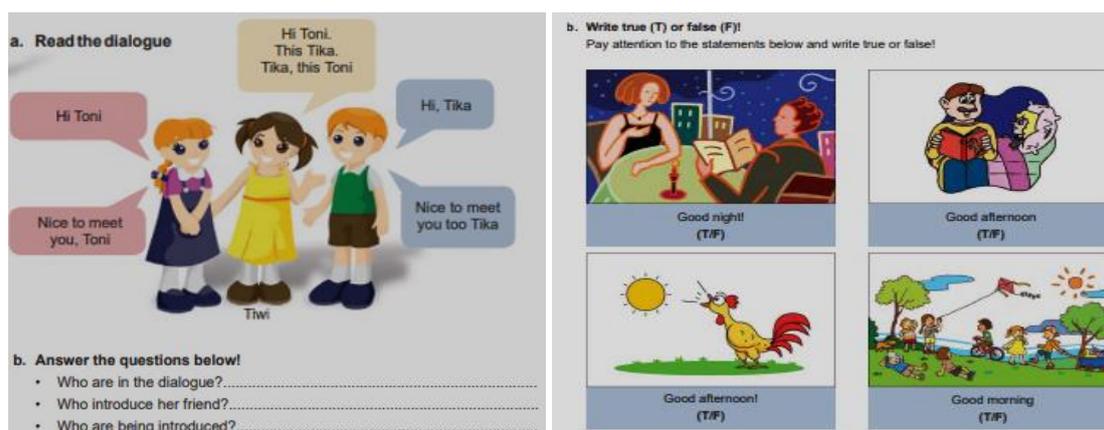
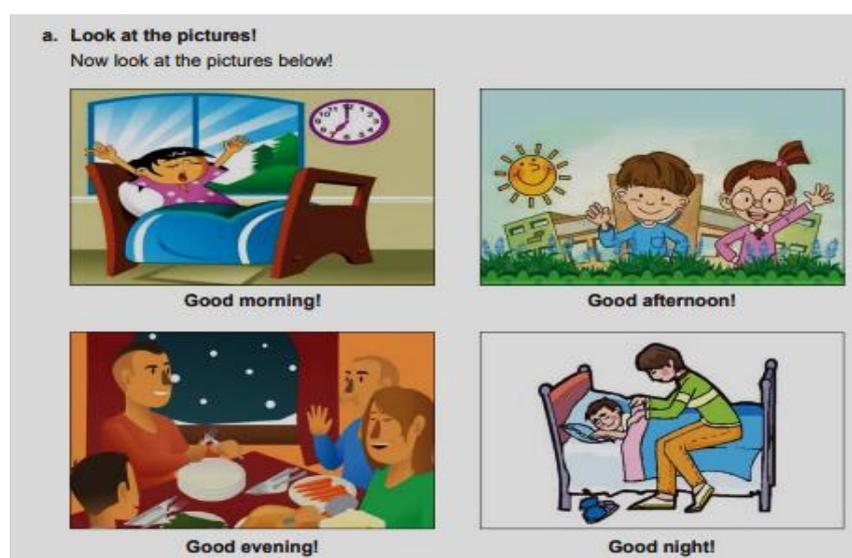


Figure 4. Examples of Using Context Tasks

On the left example in Figure 4, the task is to read a conversation between two people and answer some questions. The picture shows the characters' names, genders, and expressions to be identified by the learners to determine who is speaking and who is being introduced. The students must use the picture and what they know about the language and the culture to understand the conversation. However, on the right side, the task is to write true or false for some sentences based on the picture. The picture shows the time of day and the greeting of the people. The students must use the picture and their knowledge to understand the sentences. The tasks above help learners develop their language competence and ability to use it in real-life situations.

### *Creative task*

Concerning creative tasks, the learners are encouraged to use imagination or originality to produce original and personal responses in the target language. However, the table demonstrates that the module/textbook comprises only one creative task: brainstorming, which constitutes 2.32% of all tasks. Figure 5 is an instance of a brainstorming task or creative task.



**Figure 5.** Instance of creative/brainstorming task

In Figure 5, the task engages the learners in expressing their responses to the picture displayed. The task enables the learners to practice their vocabulary related to the greeting expression in the target language. The task guides and prepares the learners for the subsequent activity by activating their prior knowledge.

### **Teacher's perspective regarding the tasks presented in the textbook**

During the interview, the teacher confidently shared his views and experiences on using tasks in the *textbook* but lacked sufficient knowledge and skills to implement them effectively and consistently. The interviewee acknowledged his unfamiliarity with Nunan's task types but admitted that he applied some tasks by selecting and adjusting them according to the learning objectives, students' levels, and interests. The teacher said.

*I am unfamiliar with the task types theory from the experts you mentioned earlier. However, I may have applied some types of tasks in my teaching by selecting and adjusting tasks that align with the learning objectives, students' levels, and interests, as well as adding other tasks that involve students in thinking, active speaking, and creativity.*

As shown in the excerpt above, the teacher had some awareness and understanding of the task types theory. Moreover, the teacher revealed that the tasks in language learning should involve *direct practice*, such as exercise and creating products to improve student's language skills, as well as their critical thinking, collaboration, and expression skills as the teacher stated,

*In my view, the tasks in the module that might improve my students' English language skills require direct exercises, such as reading, writing, vocabulary, and pronunciation. However, in module 1, there is no task for students to talk directly, so I usually give more speaking tasks.*

The above excerpt inferred that some tasks in module 1 effectively improve students' language skills. However, the teacher faced challenges or difficulties in implementing tasks from the textbook, such as unclear and incomplete instructions, time constraints, and lack of variety and relevance. The teacher responded,

*For the textbook I use with my current students, the difficulty lies in unclear and incomplete instructions for many tasks. I often need to add and carry out activities beyond what the book instructs, but it can be time-consuming to think and modify, and I feel the available time is insufficient.*

As shown in the above excerpt, the teacher is dissatisfied with the tasks in the book since they are simple but unclear to do. However, the teacher is good at changing and adding things to the tasks, making them better and engaging for the students, but this also takes a lot of time and work. Therefore, to overcome the challenges, the teacher adjusts the tasks according to the goals, steps, media, and assessments suitable for the class, as the teacher described,

*I usually adjust these tasks to the conditions and needs of my class. Then, I evaluate my implementation process and find ways to improve my mistakes.*

The excerpt implied that the teacher is good at solving problems when using the tasks from the book. The teacher cares about what his class needs and wants by changing the tasks to make them fit their students' level, interest, and way of learning. The teacher also thinks about how they can teach better. In addition, the teacher recommended that textbook developers could

improve the quality and diversity of tasks to be more pertinent, more interactive, and cooperative, as well as explicit instructions, as the teacher's expression as follows,

*I hope that textbook developers pay more attention to the needs and characteristics of students. I hope they can create a more engaging, relevant, and meaningful textbook for students. Clearer and more comprehensive guidelines for teachers implementing the tasks would also be appreciated. I suggest adding other task types focusing more on communication, such as cognitive and collaborative skills.*

Moreover, the teacher suggested that other teachers who planned to use these tasks vary their sources beyond the textbook and show more inventiveness and adaptability in modifying these tasks, as the teacher stated.

*Other teachers who want to use these tasks do not rely solely on the textbook as a learning source but also seek and use other varied and rich sources. I suggest being more creative and flexible in adapting these tasks to the situation and conditions of their class.*

The excerpt above portrays that the other teachers who want to use the tasks in the textbook should have supplementary sources to suit their needs.

To sum up, the teacher talked confidently about using tasks in the textbook but admitted they did not know much about it. The teacher uses some tasks that fit what the students need and like. However, some tasks in the book are unclear, taking much of the teacher's time to fix the problems by planning, changing things, and adjusting. The teacher thinks the book should have clearer instructions and more tasks where students talk and work together. He advises other teachers to find other supporting sources to help and be creative.

## Discussions

Based on the findings, there are 42 total task types available in **linguistic tasks**, which are *practicing (22), conversational pattern (9), and using context (11)*. However, only one **creative task** type is found in the textbook, which is the *brainstorming task*. It shows that ***the most frequent task presented in the textbook is the linguistic task***. It supports the findings related to task types presented by Tambunan (2019) and Alemi et al. (2021), who also found that the linguistic task was the dominant task type from Nunan's (1999) typology in the textbooks, had the highest

percentage among the six task categories. Nunan (1999) stated that linguistic tasks are essential for the basic level of language learning, as they help students build and explore their language foundation.

The module analysis portrays that most of the tasks identified in this module are not optimally organized for classroom implementation. For instance, *the practicing task*, which belongs to the linguistic task category, consists of exercises that require students to write self-introduction conversations based on specific situations depicted by pictures or predetermined subjects and their self-introduction conversations with actors of their choice. However, students are rarely ordered to practice directly, such as practicing self-introduction with friends in front of the class, showing that the practice tasks have not been optimally covered as stated by Nunan (as cited in Alemi and Hesami, 2014) and Nunan (2004), practicing tasks in language learning requires the learners to reinforce their language skills through drills, exercises, or games. Regarding *Conversational patterns*, module 1 provides nine tasks representing conversational pattern types. However, the tasks mostly instruct learners to pay attention to the language forms and expressions of self-introduction (8 tasks) rather than grammar rules (1 task). Although the distribution of this task type is not balanced, conceptually, the tasks are effective for EFL Students of junior high school, especially in using the language in a particular manner. Ellis (2003) asserted that language patterns in task-based language teaching can make students learn better.

Meanwhile, **using context** is also accommodated in Module 1. Using context tasks requires the learners to use clues or hints from the surrounding text or situation to understand the meaning of unfamiliar words or expressions (Nunan, 1999, as cited in Alemi & Hesami, 2014). Moreover, regarding **creative tasks**, Module 1 provides a task that promotes brainstorming activity (Figure 5) to activate their background knowledge. The students have to guess the expressions of situations in the pictures. Unfortunately, there is only one creative task involved, even though this task is very good for encouraging learners to generate as many new ideas as possible. Scane et al. (1991), students will feel less stressed and more confident in language learning if they engage in brainstorming (creative task) activities.

Consequently, the tasks presented in the textbook "Easy English for Package B, module 1, Getting Acquaintance, are more focused on developing students' language skills (linguistic)

rather than other aspects. The tasks refer more to activities that enable students to understand language patterns in English (conversational patterns), answer questions related to certain language expressions (using context), and practice language by reading and writing activities (practicing task). However, this indicated that *module 1 had not reached a good level of suitable textbook for students*, considering that many types of tasks, such as collaborative (interpersonal) tasks, critical thinking (cognitive), and affective, are not accommodated in the tasks. This finding contrasts the interpretation that tasks should prioritize meaning above linguistic form and be complete and independent communicative acts (Nunan, 1999). Additionally, this finding supports the previous research that many textbooks do not meet the criteria of what constitutes a high-quality textbook, as highlighted by Tambunan (2019) and Alemi et al. (2021). Richards (2002), the task is a classroom work that makes learners use or interact with the target language and focus on meaning rather than form, as well as an activity that involves a cognitive process (Richard, 2010).

The interview findings show that the second research question has been addressed comprehensively. Thus, the interview indicated that *the teacher has a negative attitude toward the tasks in Module 1*. Some of his responses indicated dissatisfaction as someone who used the module. He said that some tasks in module 1 are consistent with the theory, and from his experience, some tasks are quite good to apply, especially in developing students' language skills. However, he found many shortcomings in this module, many tasks that neglect other important aspects such as thinking, feeling, socializing, or collaborating activities. Therefore, he thinks the textbook is not perfect, considering that teaching language to children is not only about how to use language but also how to think needs to be developed. This finding aligns with the research by Harbi (2017), who found that clarity of the textbook objectives and tasks was one of the teachers' negative comments. The content of the textbook does not help apply teaching theories and practices.

However, the teacher also responds when asked about the challenges of implementing the tasks, highlighting the problem of unclear and incomplete instructions and many important tasks that are missing, such as the need for group work, reflection, and others that require him to add and present new activities beyond what is instructed. The textbook developer prioritizes

the material to develop the student's language skills rather than the cognitive, affective, and interpersonal aspects. This finding also confirms the results of the document analysis (module) that reached the same conclusion (*see third paragraph of discussion*). The current finding is in line with Alemi et al., who found that the language material developers are mostly focused on creating communicative tasks that represent linguistic forms rather than holistic communicative skills to improve learners' language ability (as cited in Alemi et al., 2021). Moreover, tasks in language learning should be more communicative, and have a clear or unclear goal, instruction, and roles for teachers and learners (Nunan, 1999). In addition, this shows that teachers and institutions are not very selective in choosing appropriate textbooks. As stated by Alemi et al. (2021), most teachers do not realize significant gaps in textbook task types. They may need to be more careful in selecting textbooks or willing to provide specific supplementary materials to compensate for the shortcomings in the textbooks. The role of institutions and teachers in choosing appropriate textbooks is very important to match the needs of students. This supports the argument made by Alemi and Hesami (2014) that language instructors and institute authorities can choose the most appropriate materials for their goals by knowing the different task types used in each of them. They also suggested that English teachers should be aware of the tasks and exercises in the ELT textbooks and help their students improve their English skills by using different textbook tasks. This would also allow them to overcome the shortcomings of each textbook in terms of the task type. All in all, this evaluation is solely based on Nunan's rubric. As Gholampour and Mehrabi (2023) argued, most textbook analyses might pose theoretical biases.

### **Conclusion, Limitations, and Recommendation**

This study evaluates how well Module 1 of the "Easy English for Package B" textbook reflects the task types from Nunan (1999; 2004) and the EFL teachers' views on these tasks. We discovered that Module 1 of EFL has not achieved a suitable level for students, as it does not accommodate interpersonal, cognitive, and affective tasks (0%). The module mainly includes linguistic tasks (97.66%), with only one creative task (2.32%), indicating it does not aim to enhance students' thinking, social, and emotional skills. In the interview, the teacher was unclear

about Nunan's task type theory but agreed that some tasks in the module align with it. The teacher believes the tasks slightly improve language skills but miss many essential aspects of learning and present difficulties, such as unclear instructions that need correction and a lack of activities. Therefore, the study suggests implications for textbook developers, educators, and institutions. Material developers should create textbooks that cover all language tasks in Nunan's framework. Educators must innovate with existing materials, and institutions should adopt more textbooks that fit the task types.

This study has certain limitations that should be acknowledged. Firstly, the study had a small sample size and a specific setting, which limits its generalizability to other situations. Secondly, the study only examined module 1 of the EFL Module, while many are used in the school. Thirdly, the study only involved one teacher as a participant. Therefore, future research should include more teachers with different characteristics and students as participants. Last, this study only focused on finding out what kind of tasks are present and what the teacher thinks so future researchers can see how the tasks presented in the textbook affect the motivation and students' achievement.

This research suggests several recommendations for future work. Firstly, textbook creators should include all the tasks and sub-tasks from Nunan's framework, ensuring they are relevant to real-world scenarios. Secondly, the findings should guide textbook developers to produce higher quality materials that offer a range of tasks to develop various language competencies. Thirdly, teachers are encouraged to be creative with the materials they have. Lastly, educational institutions should embrace a wider selection of textbooks that cover all necessary task types for comprehensive language learning.

### **Acknowledgment**

We want to thank the EFL teacher at PKBM Bandung City, Indonesia, for their willingness to participate in this study. We also thank the editor and anonymous reviewers for their constructive feedback on improving this paper.

### Funding

This work was supported by Lembaga Pengelola Dana Pendidikan (Indonesian Education Endowment Fund for Education) under the Ministry of Finance of the Republic of Indonesia (2022).

### References

- Abulela, M. A. A., & Harwell, M. M. (2020). Data analysis: Strengthening inferences in quantitative education studies conducted by novice researchers. *Educational Sciences: Theory and Practice*, 20(1), 59–78. <http://dx.doi.org/10.12738/jestp.2020.1.005>
- Alemi, M., Ensafi, A., & Rezanejad, A. (2021). Global business textbook evaluation: Task types in the spotlight. *IARTEM EJournal*, 13(1), 1-20. <https://doi.org/10.21344/iartem.v13i1.826>
- Alemi, M. & Hesami, Z. (2014). The presentation of different types of tasks in ELT textbooks. *Teaching English Language*, 8(1): 61–92. [http://www.teljournal.org/article\\_54565\\_e38b236c722820fd404b4787a203e71d](http://www.teljournal.org/article_54565_e38b236c722820fd404b4787a203e71d).
- Ansary, H., & Babaii, E. (2002). Universal characteristics of EFL ESL: a step towards systematic textbook evaluation. *The Internet TESL Journal*. <http://iteslj.org/Articles/Ansary-Textbooks/>
- Asgarikia (2014). The effects of task type, strategic planning, and no planning on written performance of Iranian intermediate EFL learners. *Procedia - Social and Behavioral Sciences*, 98, 276-285. <https://doi.org/10.1016/j.sbspro.2014.03.417>
- Ayu, M., & Inderawati, R. (2018). EFL textbook evaluation: The analysis of tasks presented in English textbook. *Teknosastik*, 16(1), 21-25. <https://ejurnal.teknokrat.ac.id/index.php/teknosastik/article/view/87>
- Behnke, Y. (2018). Textbook effects and efficacy. In E Fuchs & A Bock (Eds.), *The Palgrave Handbook of Textbook Studies* (pp. 383–398). Palgrave Macmillan, New York. [https://doi.org/10.1057/978-1-137-53142-1\\_28](https://doi.org/10.1057/978-1-137-53142-1_28)
- Bogdan, R. C & Biklen, S. K. (2003). *Qualitative Research for Education: An Introduction to Theories and Methods* (4th ed.). New York: Pearson Education Group.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to pedagogy*. NJ: Prentice Hall
- Bygate, M. (2020). Some directions for the possible survival of TBLT as a real-world project. *Language Teaching*, 53(3), 275–288. <http://dx.doi.org/10.1017/S0261444820000014>

- Canale (2021). The language textbook: representation, interaction, and learning. *Language, Culture and Curriculum*, 34 (2), 113–118, <https://doi.org/10.1080/07908318.2020.1797080>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approach*. SAGE Publications.
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating: quantitative and qualitative research* (4th ed.). Pearson
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Macmillan Heinemann.
- Elmiana, D.S. (2018). A critical analysis of tasks in senior high school EFL textbooks in Indonesia. *Journal of Asia TEFL*, 15(2): 462–70. <http://dx.doi.org/10.18823/asiatefl.2018.15.2.14.462>
- Ellis, R. (2003). *Task-based language teaching and learning*. Oxford University Press
- Harbi (2017). Evaluation study for secondary stage EFL textbook: EFL teachers' perspectives. *English Language Teaching*; 10 (3), 26-39. <http://dx.doi.org/10.5539/elt.v10n3p26>
- Harmer, J. (2007). *How to teach English*. Longman Inc.
- Harvey, L. (2015). Beyond member-checking: A dialogic approach to the research interview. *International Journal of Research & Method in Education*, 38(1), 23–38. <https://doi.org/10.1080/1743727X.2014.914487>
- Hashemnezhad, H. (2015). Qualitative content analysis research: A review article. *Journal of ELT and Applied Linguistics (JELTAL)*, 3(1), 54–62.
- Huda. N. & Syafei, A. F. R., (2020). Task types found in the textbooks "Bahasa Inggris: When English Rings a Bell" and Bright, an English course for junior high school. *Journal of English Language Teaching*. 9(1): 23–31. <https://doi.org/10.24036/jelt.v9i1.107932>
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48, 315-328. <https://doi.org/10.1093/elt/48.4.315>
- Inayah. Y. N, Gunarto, S. P., & Sundari, H. (2022). The analysis of tasks in English textbook for junior high school: a case of when English rings a bell for 7th grade. *Proceedings of the National Seminar on Language, Arts, and Literature "Language, Art, Literature and Its Teaching in the Digital Age"*. Vol 1. 92–99. <https://www.proceeding.unindra.ac.id/index.php/sinistra/article/view/6067/1639>
- Li, F., Wang, L. (2024). A study on textbook use and its effects on students' academic performance. *Discip Interdiscip Sci Educ Res*, 6(4), 1-20. <https://doi.org/10.1186/s43031-023-00094-1>

- Littlejohn, A. (2011). The analysis of language teaching materials: Inside the Trojan Horse. In B. Tomlinson (Ed.), *Materials Development in Language Teaching* (pp. 179-211). Cambridge University Press. <https://doi.org/10.1017/9781139042789.011>
- Mustofa, M. I., & Wirza, Y. (2023). Promoting learner autonomy through EFL textbook: the textbook facilitation and the students' and teacher's perceptions. *Journal on English as a Foreign Language*, 13(1), 289-313. <https://doi.org/10.23971/jefl.v13i1.6056>
- Nicmanis, M. (2024). Reflexive Content Analysis: An approach to qualitative data analysis, reduction, and description. *International Journal of Qualitative Methods*, 23, 1-12. <https://doi.org/10.1177/16094069241236603>
- Novianti, P., & Ambarwati, E.K. (2023). A textbook analysis of "My Next Words" for the fifth-grade elementary school. *Jo-ELT (Journal of English Language Teaching)*, 10(1), 12-25. <https://doi.org/10.33394/jo-elt.v10i1.6972>
- Nunan, D. (2006). *Task-based language teaching in the Asia context: Defining 'task.'* Asian EFL Journal Press. [https://www.asian-efl-journal.com/September\\_2006\\_EBook\\_editions.pdf](https://www.asian-efl-journal.com/September_2006_EBook_editions.pdf)
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press
- Nunan, D. (1999). *Second language teaching and learning*. Heinle/Thomson.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press.
- Opoku-Amankwa, K., Brew-Hammond, A., & Kofigah, F. (2011). What is in a textbook? Investigating the language and literacy learning principles of the 'Gateway to English' textbook series. *Pedagogy, Culture & Society*, 19(2), 291-310. <https://doi.org/10.1080/14681366.2011.582264>
- Richards, J. (2002). *Approaches and methods in language teaching*. Cambridge University Press.
- Gholampour, S., & Mehrabi, D. (2023). Literature Review of ELT Textbook Evaluation. *Mextesol Journal*, 47(2), 1-7. [https://www.mextesol.net/journal/index.php?page=journal&id\\_article=46436](https://www.mextesol.net/journal/index.php?page=journal&id_article=46436)
- Scane, J., Guy, A. M., & Wenstrom, L. (1991). *Think, write, share: Process writing for adult ESL and basic education students*. OISE Press.
- Seddighi, H., Yousefzadeh, S., & López, M. (2021). Qualitative content analysis as a research method to investigate hazards information in school textbooks. *MethodsX*, 8, 101559. <https://doi.org/10.1016/j.mex.2021.101559>
- Tambunan (2019). Content analysis of English textbook "Interactive English" used in first-grade junior high school in 2013 curriculum. *Journal of English Teaching & Applied Linguistics*, 1 (1). 20-27. <https://doi.org/10.36655/jetal.v1i1.101>

- Tomaszewski, L. E., Zarestky, J., & Gonzalez, E. (2020). Planning Qualitative Research: Design and Decision Making for New Researchers. *International Journal of Qualitative Methods*, 19, 1-7. <https://doi.org/10.1177/1609406920967174>
- Ulum, Ö. G. (2016). A descriptive content analysis of the extent of Bloom's taxonomy in the reading comprehension questions of the course book q: Skills for Success 4 reading and writing. *The Qualitative Report*, 21(9), 1674-1683. <https://doi.org/10.46743/2160-3715/2016.2172>

## Appendices

### Interview Guidelines

Types of Question	Number of questions
<b>Teacher's understanding of the tasks in the textbook</b>	
1. Do you know about the task types from Nunan (2004) comprising cognitive, linguistic, affective, and creative tasks? If yes, how do you use them in teaching English?	3
2. What task types appear the most in the textbook that you use? Give examples and reasons.	
3. What task types do you think are the most effective for improving your students' English skills? Give examples and reasons.	
<b>Teacher's challenges in implementing the tasks</b>	
1. What challenges or difficulties do you face in implementing the tasks in the book?	2
2. How do you overcome or anticipate those challenges or difficulties?	
<b>Teacher personal comments and criticism on the tasks in the textbook</b>	
1. What advice or feedback do you have to improve the quality and variety of the tasks in the textbook?	3
2. What do you expect or suggest from the textbook developers regarding the tasks?	
3. What advice or recommendations do you give other teachers who want to use the tasks?	
<b>Total</b>	<b>8</b>