Analysis of Tasks Presented in an EFL Textbook 'Practise Your English Competence' Through Coursebook Analysis Framework

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Abstract

Tasks presented in a textbook are one of the aspects which should be evaluated since the textbook should provide a variety of materials and assignments to help students in engaging with the language used in communication. This research delves into an analysis of the tasks in EFL textbook "Practise Your English Competence" for grade 8 used by a junior high school in Sumatera, Indonesia, with a specific focus on evaluating its alignment with level 2 subject analysis of Littlejohn's coursebook analysis framework. The study aims to discern whether the tasks incorporated in the textbook adhere to the standards proposed by Littlejohn and explore the perspectives of both teachers and students regarding their experiences with the textbook. Mixed-methods of research combining content analysis, questionnaire, and semi-structured interview were applied to achieve the objectives of the study. The result showed that the tasks presented in the textbook have fulfilled some of the criteria featured in the framework. The tasks provide a good process of learning discourse in the aspect of turn-take, language focus, and mental operation which are supported by the users of the textbook in this study. However, there should be some improvements such as language use, classroom participation and oral contents to be well adjusted for students in the tasks of the textbook.

Keywords: ELT, Indonesia, Littlejohn, Textbook Analysis

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Introduction

English is a language which is used internationally and has become a foreign language that needs to be learned for several countries in the world. The use of textbook is one of the crucial methods needed for the development of English teaching and learning for non-native speakers. According to Cunningsworth (1995), a textbook is a source for students to practice and perform activities which are vocabulary, pronunciation, grammar, listening, reading, speaking and writing. In this era of globalization, thousands of textbooks are published and are even accessible everywhere by learners of any area of education which sometimes can lead to the misconceived information and interpretation on the language learning. For these reasons, enhancement of standardized textbooks is necessary.

Sheldon (1998) mentioned the exigency of textbook evaluation; it will support the teacher or program developer in deciding and selecting the desirable and well-qualified textbook to be used and the educator will be accustomed to the probable merits and demerits of a textbook. Additionally, Ayu & Indrawati (2018) stated that textbook evaluation should be considered by the perspicuous answer whether it meets the requirements of curriculum's objective, student's context, and other features. By examining the textbook, the teacher knows the content of the textbook, its strengths, and weaknesses.

Task presented in a textbook is one of the aspects which should be evaluated since the textbook should provide a variety of materials and assignments to help students in engaging with the language used in communication. Nunan (1988) defines task as a piece of classroom activities in comprehending, directing, constructing, or interacting in the target language involving the learners while the meaning is paid more attention than the form. Students are expected to apply the materials that are learned by doing the exercises presented in a certain textbook. On that account, having an evaluation of the textbook's assignment addressed in the EFL textbook is also required to substantiate the quality of the learner's knowledge resources.

"Practise Your English Competence" is an English textbook published by Erlangga following the 2013 curriculum of education in Indonesia. It presents materials and varieties of exercises and tasks in one textbook. Many aspects of this textbook have been evaluated and reflected by researchers. However, the tasks of this book have little been examined to evaluate whether it is appropriate or not for certain students. In the framework of Littlejohn's (2011) 3- level coursebook analysis, three things have to be taken into consideration as an essential part of task analysis. The following three factors must be considered: how; the process by which learners and their teacher are to engage in learning, including classroom participation of whom they will work as well as what content should concern them most. As Grant (1987) mentioned that perfect book does not exist, the writer would like to investigate and conduct a mini-research on the critical analysis of the tasks and assignments displayed in the first semester of EFL textbook of 'Practise Your English Competence grade 8' used by a junior high school in Sumatera, Indonesia. This research aims to determine whether the tasks set out in the EFL textbook "Practice Your English Competence" have met good standards laid down by Littlejohn's theory. The writer also would like to find out about the experiences of the textbook users, a teacher and the students, to know the perception of the analyzed textbook.

Literature Review

The Role of EFL Textbook in Teaching and Learning

According to The Collins English Dictionary (1998), "textbook" is a book that is a basic source of information relating to one subject. In the classroom of English as a foreign language, textbooks play an important role. They are an excellent source of information to teachers and students that provides structure and guidance in the learning process. Shannon (2011) in Wen-Cheng (2011) stated as follows:

> 'Textbooks are commodities, political objects, and cultural representations and, therefore, are the site and result of struggles and compromise in order to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and students will make use of them.' (p. 1149)

Cunningham (1995) stated that teachers' educational material has a major impact not only on the content of their teaching but also how they teach it. Textbooks contribute to the maintenance of consistency in education to ensure equal access to the same basic knowledge for students in all of their classes, schools and countries by applying set standards and curricula. Also, the purpose of the textbooks is usually to meet the objectives of a particular course or an education programme in terms of curriculum and language proficiency. They are helping to make sure teachers and students are equipped with the required content and language skills. Textbooks are often used as a complement to classroom instruction. Teachers will be able to give students reading from their textbooks in order to reinforce classroom discussions and prepare them for exams which can enhance the learning experience. Parrish (2004) furthermore describes the benefits of using a textbook to meet a learner's needs or expectations of having something concrete to work with and to take home for further study.

Studies have shown that English language textbooks are applied in a wide range of ways depending on the variety of factors. Research conducted by Schallert and Kleiman (1979) showed that teachers had four unique advantages over textbooks; they could tailor information for the level of understanding of their students and use knowledge from previous experiences when introducing new concepts, which allowed them to concentrate on a whole passage or just parts that were more interesting. Teachers also had an abundance of opportunity to examine student comprehension in order to assess what kind of information can be used as far as it is concerned. In summary, textbooks are a necessity to support educators and learners in EFL classrooms in the way that they assist teachers and students as they present materials, tasks, and activities for the language learning process.

Task for EFL Learning Process

Based on Van den Branden (2006:4), a task is an activity in which the students need to use the language in order to achieve the objective of language learning. Nunan (2004) also stated that task to be used as a part of class work that involves learners knowing how to manipulate the output or interaction in target language while their concentration is focused on mobilization of grammatical knowledge for expressing meaning, rather than manipulation of form. From these definitions, we can see that tasks help students in using the target language in the process of learning by understanding meaning and aspects in which they are used actively. Over the past decades, teachers around the world have become acquainted with the

basic principles of TBLT (Task-Based Language Teaching), and many countries have begun the activity with tasks in their classroom. A wide range of language specific tasks and activities that can be used by teachers in their teaching are frequently included in textbooks. In order to meet the specific needs and interests of students, such tasks can be modified. It contains a series of questions, tests and other evaluation materials to assess student progress and language skills.

Language learning tasks in an English as a foreign language textbook are generally characterised by certain characteristics, which help to foster the effective study of languages. Six basic criteria of the task are defined by He (2003) in Aryani (2018). It is scope, perspective form, authenticity, linguistic skills, psychology process and outcome. The scope shall relate to the teacher's work plan with regard to these tasks. In contrast to the semantic drills, it stresses pragmatic use of language. The perspective form looks for meaning in the performance of tasks by learners. The authenticity of the activities calls for a connection between tasks and student's lives beyond class. Linguistic skills are defined by focusing on the form of language, psychology is a process where learners use their mind to solve tasks and outputs in particular relate to specific products that they produce. Analysing tasks can be done in terms of the objectives, inputs, activities, settings, and role. According to Oura (2001), goals indicates the common purposes of the tasks for the learning process; input alludes to the starting information that contributes to the beginning point for the assignments; activities pass on the lesson that students will perform in respect to the input; settings influencing the task interaction in correlation to the classroom course of action, for instance, group or pair work activities; and role refers to the social or interpersonal connection between instructors and learners in a task.

English Textbook Selection and Evaluation

The evaluation of textbooks is important to improve the quality of the material given to learners in acquiring the knowledge. According to Cunningsworth (1995) and Ellis (1997), several procedures can be used in order to evaluate a published textbook, including pre-use, in-use, and post-use evaluations. The coursebook assessment can help teachers identify the books that are in line with their theories, and learn how to apply them for practical use at school (McDonough et al., 2013). The significance of textbooks in EFL Classroom have been investigated to show that it facilitates teachers and educators in determining the strategies and lesson plan as their guide in order to achieve the objective of EFL teaching and learning. There are three types of textbook evaluation according to the literature of English Language Teaching in Anjaneyulu (2014). Those are Pre-use predictive evaluation which involves making decisions about the potential value of materials for their users, In-use or whilst-use evaluation which involves measuring the value of materials while using them or observing them as being used, Post use evaluation measures the actual effect of the materials on the users. Previous relevant research had been done by Aryani (2018) conducting the tasks evaluation in "When English Rings A Bell" textbook. As a result of the study, it was found that the tasks outlined were relevant in terms of Littlejohn's requirements. Furthermore, another similar study by Ayu (2018) which was conducted to analyze the tasks and the substitutions of the textbook entitled Bahasa Inggris SMA/SMK/MAK Kelas X. The result also showed that the textbook has a good distribution of tasks in all chapters and the whole book.

EFL textbook "Practise Your English Competence" by Erlangga is a commercial EFL textbook used for secondary level classroom. It was written by Nur Zaida and published in

2017. This book was created based on the 2013 curriculum of Indonesia, 2016 revised edition, as a reference for teachers and students. This book is arranged systematically based on text type (genre). Vocabulary list and pictures are presented in this book. Each discussion starts from a short explanation that is easy to understand, then students will be faced with various types of questions from normative to predictive. In accordance with competency standards at each class level, this book was created to help students understand key concepts in English lessons while introducing characteristics of questions for school exams and national exams. As it is presented, tasks are the most highlighted in this textbook taking the highest percentage of the book contents.

The textbook analysis in this study is needed to ensure that tasks presented meet the criteria of a good textbook to provide students the best resource for their learning. Considering those aspects, Littlejohn's framework of coursebook analysis describes three levels which are built upon each other, from an objective description of materials to a more subjective extrapolation. The objective description of what is contained in the material shall be given at level 1. This includes the title and publication information, an explanation of what material is provided, description of each unit's subparagraph. An overview of one section of a student book shall be included in it. The second level is the subjective analysis, where teachers can determine what is required of students for each task. The teacher may check the boxes listed in the next three designated categories, "A" what the learners are expected to do and "B" who with and "C" what type of input and output is needed, when examining each task in one unit of the book. On the basis of levels 1 and 2, level 3 is a subjective assessment of the course book. This level enables teachers to infer the aims, selection, and sequencing of content, subject matter, types of activities, participation expectations, roles of teachers and learners, and role of the material as a whole.

Methodology

Research Design

This study aims to find out whether the textbook "Practise for English Competence" complied with the criteria according to Littlejohn's theory (2011) of coursebook analysis. This study employs a qualitative case study research design, combining qualitative and quantitative data collection and analysis approaches. The integration of content analysis, a structured questionnaire, and a recorded interview allows for a comprehensive exploration of the tasks presented in the textbook, fostering a deeper understanding of its impact on both students and the teacher in EFL context.

Data Collection

In the research, the textbook of "Practise for English Competence" The participants in this study are 1 English teacher who has used the book since 2021 and 20 students of grade 8 of a junior school in Sumatera. The book content consisting of 44 tasks was also analyzed to find out what learners are doing with psychiatric operations, as well as the type of input and output required in order to determine whether they meet the objectives of a course. The data was taken by considering the subsections in the framework which are turn take, focus, mental operation in teaching and learning process. The second is about class participation whether students are asked to work individually or in groups. Input and output to learners are the third to be analyzed emphasizing the focus of the task contents.

A five-point Likert scale questionnaire ranging from "5" (strongly disagree) to "1" (strongly agree) was applied based on the framework of Littlejohn to assess students' perception of the effectiveness of the task presented in the textbook. It consists of 20 items of questions based on Littlejohn's framework of Level 2 analysis. Furthermore, a semi-structured interview was designed in the study in order to investigate the teacher's perspective on the appropriateness of task presentation in achieving learning objectives in the textbook.

Data Analysis

In order to reach the objective, content analysis was conducted in this research. As defined by Krippendorf (2022), it is a research method to generate replicable and valid inferences from text or other important matters when applied in the context of their use. In-use evaluation of a textbook is conducted which focuses on how well the book functions in the classroom and depends on monitoring the book while it is being used by collecting information from both teachers and students. Littlejohn's framework of coursebook analysis presented three levels of analysis of learning material shown in the following table (Table 1).

Table 1: Levels of Analysis of EFL Learning Materials

The levels of analysis	
1 'What is there'	*'objective description'*
- Statements of description	
- The physical aspect of the material	
- Main steps in the instructional sections	
2 'What is required of users'	*'subjective analysis'*
- Subdivision into constituent tasks	
- An analysis of tasks: what is the learner expected to do? Who with? With what content?	
3 'What is implied	*'subjective inference'*
- Deducing aims, principles of selection and sequence	
- Deducing teacher and learner roles	
- Deducing demands on learner' process competence	

Littlejohn, 2011, p. 185

This research has led to the presentation of a level 2 analysis that is a subjective assessment. Pemberton (2019) stated that the second level describes the tasks in one unit of a course which are objectively assessed by assessing what teachers and learners actually need to do. The activities are divided into different tasks, and each of them will be assessed on an individual basis. The tasks to be analyzed under this level analysis with regard to what is expected from learners? who with? and with what content? and those will be further reviewed in subsection questions provided by Pemberton (2019).

Quantitative data from the questionnaire were analyzed by using descriptive statistics. Frequencies and percentages will be calculated to summarize participants' responses on the task's presentation of the textbook. Furthermore, thematic analysis was applied to the qualitative data gathered from the interview with the teacher.

Findings & Discussions

Findings

The findings of the study found that the tasks in the textbook feature a good process of learning discourse, few classrooms participation and good content focus that should be integrated and adjusted by teachers and students to achieve the learning objectives.

What Is Expected From Learners.

The first subsection of the framework is related to processes which are divided into three aspects of the tasks. Turn-take is the first aspect consisting of how students are asked to initiate language and respond to the questions. The second is focus which examines whether the tasks focus on language rule, meaning, or system. Thirdly, an aspect of mental operation which refers to the cognitive process. The aspect from all of 44 tasks is presented in the following tables (Table 2 and 3) and descriptions.

Table 2: Analysis of 'What Is the Learner Expected to Do?'

1. What is the learner expected to do?	Total %
1.1 Turn-take	
Initiate language ● E.g., make a list; produce a text based on a sample or basic rhetorical frame	-
Respond ● In narrowly defined language/non-verbal response (e.g., identify picture; true/false; gap-filler; sequence words or sentences)	100
No action required ● E.g., read/listen—no other activity	-
1.2 Focus	
Language system (rules or form) ● E.g., practice forms/patterns; apply rules	66
Meaning ● E.g., comprehension exercises	32
Meaning/system/ form relationship ● E.g., consciousness-raising activity; prepare a report for presentation to the class	2
1.3 Mental operation	
Repeat identically	2
Repeat selectively	9
Repeat with expansion ● E.g., use a sample dialog but change the setting, retrieve from STM/working memory	5
Apply general knowledge ● E.g., use information learned in another subject	5
Decode semantic meaning ● Match phrases with meanings in L1	5

Select information	27
Categorize selected information	9
Hypothesize, infer meaning	2
Formulate language rule	-
● E.g., examine sentences and write partially formulated rule	
Apply stated language rule	23
Attend to example/ explanation	11
● Students are required to be alert, perhaps notice something.	
Express own idea/information	2

Table 3: Questionnaire Result of 'What Is the Learner Expected to Do?'

	Strongly agree (%)	Agree (%)
Turn – take	40	60
Focus	45	55
Mental Operation	48	52
TOTAL	44	56

The result of the aspect of what is the learner expected to do or the process of learning discourse in Table 2 showed that in the aspect of turn-take, the situation where students make a list, produce a text based on a sample or basic rhetorical frame, none of the tasks ask students to initiate language although one of the chapters discusses about recount text. All tasks require learners to respond in narrowly defined language responses such as identify picture, true/false, gap-filler, or sequence word or sentences (Figure 1). Based on six questions of the questionnaire regarding 'what is the learner expected to do', it showed that 40% strongly agree and 60% agree to the aspect of turn-take assigned to them during the exercise (Table 3).
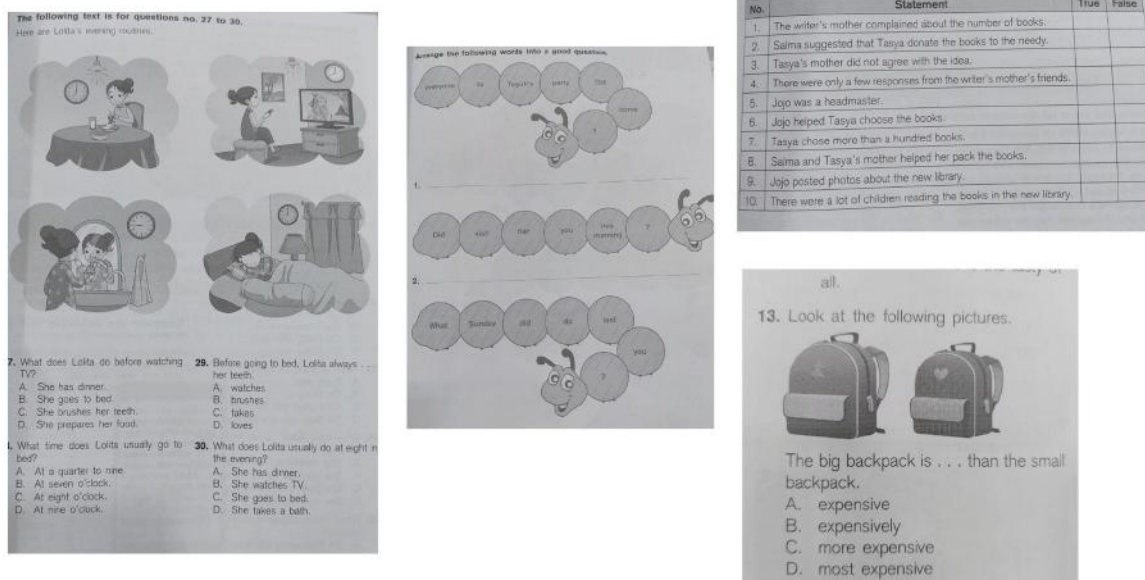
Figure 1: Turn-Take Questions Sample

In terms of focus, 66 % of tasks focus on language systems where students practice forms or patterns and apply rules while 32% tasks focus on meaning or comprehension exercises.

There are only 2% tasks that focus on students to form relationships such as consciousness-raising activity or preparing a report for presentation to the class which are shown in Figure 2. The students also responded positively in this aspect with the percentage of 45% and 55% students strongly agreeing and agreeing respectively (Table 3). The question type examples are presented in the following (Figure 2).

Figure 2: Focus Questions Sample

The state of mental operation showed that the tasks mostly ask students to select information and apply language rules for about 50 %. There are also 11% of tasks that require learners to be alert to examples which are provided. Students need to repeat for only 2% identically, 9% respectively and 5% extendedly in the tasks. Then, students are assigned to apply general knowledge which is learned in another subject and decode semantic meaning for 10%. Lastly, 13% of tasks demand learners to infer meaning, categorize information, and express their own idea or information. The examples are provided in Figure 3. Additionally, all of the students also agree to the focus of the tasks presented in the textbook. About 48% of them agree strongly that the tasks presented and encourage them to do the mental operation aspect described in Table 3.

Figure 3: Mental Operation Questions Example

According to the interview, the teacher mentioned that the tasks are based on the objectives of the lesson topic when asked about the alignment of the textbook with the learning objectives. She explained "… For example, in the topic of greeting cards, there are three purposes of the lesson, which are to identify social function, to identify structure, and to identify detailed info. In the tasks, the student is asked, what is it? When do you send it? Whom do you send it to? and why do you send it? and it is provided with the greeting card…". Furthermore, the tasks always require students to be active in understanding the material of the topic discussed in each chapter. For example, compiling the blank space, arranging sentences, or understanding the meaning of the picture or conversation.

Who the Assignments Were Done With.

The second subsection of the framework is related to classroom participation of the learners while performing the assignments. It examines whether students work individually, in pairs, or in groups. The aspect from all of 44 tasks is presented in the following tables (Table 4 and 5) and descriptions.

Table 4: The Analysis of 'Who With'

2. Who with?	Total %
Teacher and learner(s) • E.g., teacher-fronted question and answer sessions	-
Learners (Individual/Pair/Group)	100
Learners in pairs/groups simultaneously	-

Table 5: Questionnaire Result of 'Who With'

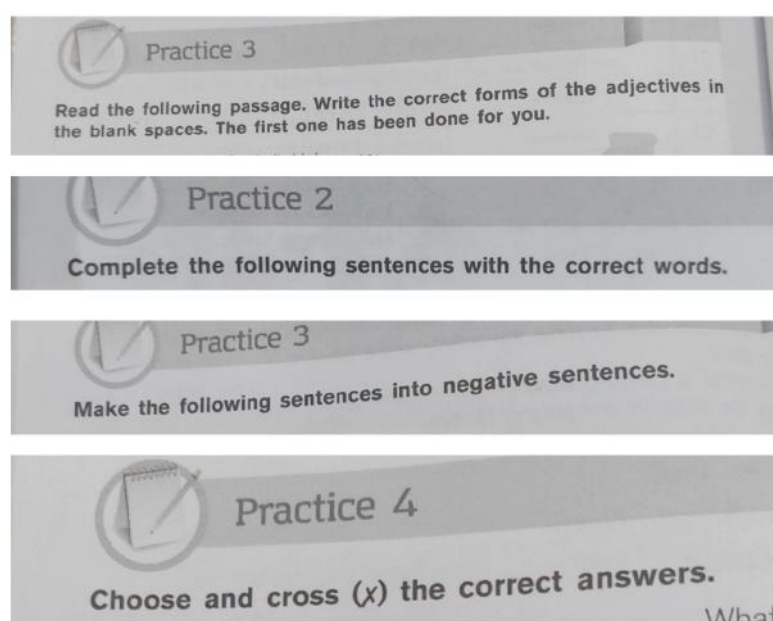|	Strongly agree (%)	Agree (%)
Teacher and learner(s)	60	40
Learners	53	47
Learners in pairs/groups simultaneously	58	42
TOTAL	**57**	**43**

Figure 4: Mental Operation Questions Sample

It is shown in Table 4 that all tasks presented in the textbook required learners to work individually by having a percentage of 100% as it is shown in Figure 4. Furthermore, five questions from the questionnaire were administered to students in this subsection of the tasks presented in Table 5. The result showed a contrast response which are positive responses regarding 'Who with?'. The table showed that 60% of them strongly agree that tasks are done with the interaction of teacher and students while 40% agree on this as well. They strongly agree and agree that they do the assignments individually for 53% and 47% respectively. All of them also agree that the tasks also encourage them to collaborate with other students simultaneously in finishing the assignments. All in all, most students agree that the tasks presented in the textbook motivated them to participate and collaborate with other people. Based on the interview, the tasks in this book are more about individual skills. The teacher said "… I try to modify the individual task into a pair or group task to improve the communication skills and also the cooperation of the students in the classroom…." However, it is necessary for her to help students by encouraging them to interact and give feedback while doing the tasks. By doing this, learners understand the material given by both the book and the teacher.

Content of the Tasks.

The last aspect of the framework is related to the content focus of the tasks. It examines input and output for students in the tasks presented. The aspect from all of 44 tasks is presented in the following tables (Table 6 and 7) and descriptions.

Table 6: Analysis of 'With What Content'

1. With what content?	Total %
A. FORM	
1.1. Input to learners	
Non-verbal (e.g., pictures to sequence)	20
Written: Words/phrases/ sentences	80
Oral: Words/phrases/ sentences	-
1.2. Expected learner output	
Non-Verbal; e.g., match items, check correct picture, draw	9
Written words/phrases/single sentence; e.g., fill in the blanks	91
Oral words/phrases/single sentence; e.g., respond to a drill	-
B. SOURCE Who decides?	
Materials (dialog/text)	100
Teacher	-
Learners (e.g., present results of own research)	-
C. NATURE	
Metalinguistic information (e.g., a grammatical rule with example sentences; explanations about the use of certain expressions)	71
Non-fiction	29
Fiction	-
Learners' personal information/ opinion	-

Table 7: Questionnaire of 'With What Content'

	Strongly agree (%)	Agree (%)
Form	35	65
Source	58	42
Nature	42	58
TOTAL	**45**	**55**

Table 6 presents that students are provided with 80% input of written words/phrases/ sentences in the task while the other 20% are non-verbal. The tasks required the output from the learners for 91% written words and 9% non-verbal. By nine questions administered, the result of questionnaire (Table 7) showed that students are provided with helpful images and are asked to answer in written words with the percentage of people who strongly agree for 35% and agree for 65%. The sample of the questions are given in Figure 5.

Figure 5: Input and Output Sample for Students

All of the sources in the textbook are provided in helping the learners to do the tasks in the form of materials such as conversation or text shown in Figure 6. The learner also agrees that the source given in the textbook helps them in directing the answer for 58% strongly agree and 42% agree.

Figure 6: Written Source for Students

There are also 71% examples given related to metalinguistic information for the students while 29% others are non-fiction text or pictures as shown in Figure 7 below. The textbook delivers several examples which are strongly and fairly agreed by 58% and 42 students. Therefore, all students agreed that the sources in the textbook have a role in helping them to finish the tasks.
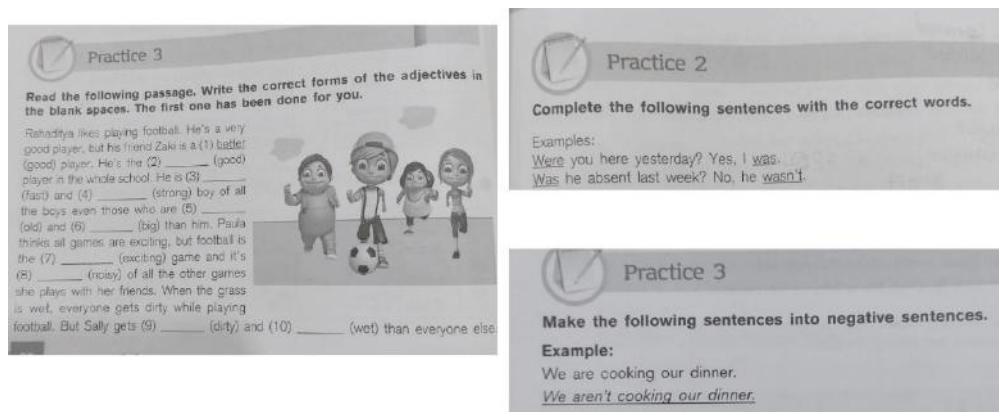

Figure 7: Nature Aspect of Source Example

The result of the interview revealed that the text or image that is presented is very clear and easy to understand by the teacher. In contrast, the majority of students in this school are at the beginner level of English mastery. Therefore, she described "…my students often have difficulty in understanding the words or phrases that they have just learned in English. In addition, the number of students who have a dictionary is only a few students." For this reason, the teacher always translates the new words into Bahasa Indonesia that can be understood by the students. The teacher thinks that "… the book should function as a dictionary in order for my students to practice language and finish the tasks because of their low ability of English mastery…." She also asked for the learners' output based on their ability level and lesson objectives and helped to explain in Bahasa Indonesia by connecting the material in the book with the context in school or in the student's daily life.

Discussions

This study analyses the tasks in an EFL textbook "Practice Your English Competence" that is currently used by grade 8 of a junior high school in Sumatra, Indonesia as a compulsory book for English lessons. This book follows the K-13 curriculum that focuses on the learners' competency. It aims to determine whether the tasks set out in the EFL textbook "Practice Your English Competence" have met good standards laid down by Littlejohn's theory. The study also would like to find out about the experiences of the textbook users, a teacher and the students, to know the perception of the analyzed textbook. In order to analyze the content in the textbook Littlejohn's framework (2011) modified by Pemberton (2019) is adapted. A Questionnaire and interview were also administered to delve deeper into the perspective of textbook users regarding the tasks presentation which is the focus in this study.

First, the section of tasks expected for the learners to perform. In turn-take, the students are mostly required to respond in narrowly defined language or non-verbal responses. For example, they are asked to produce a text, identify pictures, true or false, and sequence sentences. The tasks in the textbook do not ask students to only read or listen without any other activity. The tasks focus on the language system for the students to practice pattern and apply rule and meaning in a form of comprehension exercise. It is shown that only a few

times students are asked to present a report to the class. Mental operation described in the result interprets that the tasks frequently ask students to select information and applied language rules while the rest of the questions in the tasks necessitate other items such as repetition, meaning inference, and notice language use. On the other hand, there is no rule formulation that is asked in the tasks. The teacher and students also show positive responses on this aspect of tasks. They believe that the book provides tasks that engage critical thinking and problem solving in improving students' language skills.

The second part is regarding the people with whom students interact in finishing the tasks. The textbook fully asks students to work individually. There is no information that students are asked to do the task in pairs or groups. However, the students react positively to their interaction with other people. This reaction is because the teacher provided them to do the tasks in pairs or groups and give additional directions and insight. The teacher then graded students' results by discussing and giving feedback to the learners.

The last section concerning the input and output for the learners. The tasks in the textbook provide several inputs and outputs such as pictures to sequence and written form of words/phrases/sentences that fill in the blanks. The tasks do not provide oral input or output at all. In contrast, the teacher often discusses the task together with the students orally to improve their listening and speaking skills. The sources given in the tasks of the textbook are all in written form such as conversations and texts. The educator needs to giv more explanations and directions in order for students to understand more about the tasks because the textbook does not assign the students to present the results of their own research. The natural input which is metalinguistic information are given in the form of sentence examples and certain use of expressions. There are also non-fiction materials featured in the task. In addition, there is no material that comes from fiction and learners' personal information or opinion because the topic mostly talks about real-life situations. In this aspect, the teacher actively gives additional examples for the comprehension of the students. In conclusion, the input and output of the tasks in the textbook are adjusted and integrated by the teacher considering it mostly presents written contents.

Conclusion

The study focuses on the analysis of the tasks in the textbook of "Practise Your English Competence" used by grade 8 in a junior school in Sumatera, Indonesia. This research aims to determine whether the tasks set out in the EFL textbook "Practice Your English Competence" have met good standards laid down by Littlejohn's theory. The writer also would like to find out about the experiences of the textbook users, a teacher and the students, to know the perception of the analyzed textbook. Based on the data shown in the findings, the tasks have fulfilled some of the criteria featured in Littlejohn's framework. The tasks provide a good process of learning discourse in the aspect of turn-take, language focus, and mental operation which are supported by the users of the textbook in this study. Few classrooms participation is administered in the book since there is no clear explanation of the tasks that required the students to finish them in pairs or groups. For this result, teachers should actively and independently participate and give insight and knowledge as well as asking them to do the task in pairs or groups. Furthermore, the book tasks present good content focus based on the criteria that can be integrated and adjusted by teachers and students to achieve the learning objectives. In addition, both the teacher and the students agree that the tasks of the textbook are helpful and insightful for the language learning but the teacher also believes that there should be some improvements such as language use to be well adjusted for both higher

and lower level of students. Classroom participation and oral contents also need to be well administered on the tasks presented since most of the tasks only employ written forms of knowledge that can improve reading and writing skills, but cannot be enough for improving listening and speaking skills for a more integrated language learning.

Acknowledgements

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