

**CONTENT ANALYSIS OF TASK TYPES IN *ENGLISH FOR
NUSANTARA* TEXTBOOK USED AT SMPN 1 PATTALLASSANG**

**ANANDA RAHMADANA
F022221015**



**POST GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCE
UNIVERSITAS HASANUDDIN
MAKASSAR
2024**

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NUSANTARA* TEXTBOOK USED AT SMPN 1 PATTALLASSANG**

Thesis

As one of the requirements of achieving a magister degree
Study Program English Language

Prepared and submitted by

ANANDA RAHMADANA

F022221015

To

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Written and Submitted by

ANANDA RAHMADANA


Register Number: F022221015


Has been defended in front of the thesis examination committee
on July 26th, 2024
and is declared to have met the graduation requirements.

Approved by:

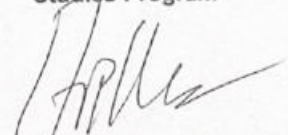
**Head of
The Supervisory Committee**

**Member of
The Supervisory Committee**



Dr. Abidin Pammu, Dipl. TESOL., M.A.
NIP 196012311986011071


Prof. Dra. Nasmilah, Dipl. TESL., M.Hum., Ph.D.
NIP 196311031988112001

**The Head of English Language
Studies Program**


Prof. Dr. Harlinah Sahib, M.Hum.
NIP 196211281987032001

**The Dean of Faculty
of Cultural Sciences**


Prof. Dr. Akin Duli, M.A.
NIP 196407161991031010

A STATEMENT OF THESIS AUTHENTICITY

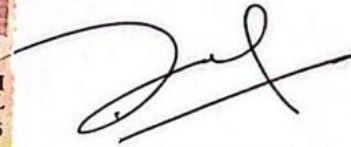
The Undersigned:

Name : Ananda Rahmadana
Register Number : F022221015
Study Program : English Language Studies

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Makassar, July 19th 2024




Ananda Rahmadana

F022221015

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The author fully acknowledges that, given the limitations of their abilities, this thesis is far from perfect. Therefore, the author sincerely apologizes for any shortcomings found in this work.

Constructive criticism and suggestions are highly encouraged with the aim of refining and further developing this study. In conclusion, the author hopes that this thesis will provide valuable insights, and knowledge, and serve as a reference for the advancement of linguistic studies.

Makassar, July 19, 2024

A handwritten signature in black ink, appearing to be 'Ananda Rahmadana', written in a cursive style.

Ananda Rahmadana

ABSTRACT

ANANDA RAHMADANA. Content Analysis of Task Types in English for Nusantara Textbook Used at SMPN 1 Pattallassang (supervised by Abidin Pammu and Nasmilah).

This study aimed to analyse the alignment of task types in the 'English for Nusantara' textbook with Nunan's (1999) task typology framework and explore teachers' perceptions regarding the textbook's suitability for students' levels. A mixed-method approach was employed, combining quantitative content analysis of the textbook with qualitative analysis of teacher interviews to analyse the data. The content analysis examined the distribution of Nunan's task types, including cognitive, interpersonal, linguistic, affective, and creative tasks across five chapters. Findings revealed significant alignment with Nunan's typology framework, with linguistic tasks predominating across chapters. Cognitive tasks were the second most frequent. The study also identified additional task types beyond Nunan's framework, contributing to a more comprehensive and varied learning experience. However, an imbalance in overall task type distribution was observed, with creative, affective, and interpersonal tasks being underrepresented. Qualitative analysis of teacher interviews highlighted concerns about the textbook's language complexity exceeding students' abilities, necessitating frequent adaptations. The study underscored the importance of balanced and diverse task representation in textbooks, the need for alignment between textbook content and learner proficiency, and the significance of teacher training in textbook adaptation. These findings suggest potential implications for future textbook design, curriculum development, and teacher professional development in English language education.

Keywords: Content Analysis; EFL Textbooks; Nunan's Typology framework; Task Types



ABSTRAK

ANANDA RAHMADANA. *Analisis Konten Jenis Tugas dalam Buku Teks English for Nusantara yang Digunakan di SMPN 1 Pattalassang* (dibimbing oleh Abidin Pammu dan Nasmilah).

Penelitian ini bertujuan menganalisis kesesuaian jenis tugas dalam buku teks 'English for Nusantara dengan kerangka tipologi tugas Nunan (1999) dan mengeksplorasi persepsi guru mengenai kesesuaian buku teks tersebut dengan tingkat kemampuan siswa. Pendekatan campuran digunakan, menggabungkan analisis konten kuantitatif dari buku teks dengan analisis kualitatif dari wawancara dengan guru untuk menganalisis data. Analisis konten meneliti distribusi jenis tugas Nunan, termasuk tugas kognitif, interpersonal, linguistik, afektif, dan kreatif di lima bab. Temuan menunjukkan kesesuaian yang signifikan dengan kerangka tipologi Nunan, dengan tugas linguistik mendominasi di seluruh bab. Tugas kognitif merupakan yang kedua paling sering muncul. Studi ini juga mengidentifikasi jenis tugas tambahan di luar kerangka Nunan yang berkontribusi pada pengalaman belajar yang lebih komprehensif dan bervariasi. Namun, terdapat ketidakseimbangan dalam distribusi jenis tugas secara keseluruhan, dengan tugas kreatif, afektif, dan interpersonal kurang terwakili. Analisis kualitatif dari wawancara dengan guru menyoroti kekhawatiran tentang kompleksitas bahasa dalam buku teks melebihi kemampuan siswa, yang memerlukan adaptasi yang sering. Studi ini menekankan pentingnya representasi tugas yang seimbang dan beragam dalam buku teks, perlunya kesesuaian antara konten buku teks dan kemampuan pembelajar, serta pentingnya pelatihan guru dalam adaptasi buku teks. Temuan ini menyarankan implikasi potensial untuk desain buku teks masa depan, pengembangan kurikulum, dan pengembangan profesional guru dalam pendidikan bahasa Inggris.

Kata Kunci: analisis konten buku teks bahasa Inggris, jenis tugas, kerangka tipologi Nunan



TABLE OF CONTENTS

THESIS COVER	i
TITTLE PAGE	ii
A STATEMENT OF THESIS AUTHENTICITY	iv
ACKNOWLEDGEMENT	v
ABSTRACT.....	x
ABSTRAK	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Research Questions	3
1.1 Objectives of the Research	4
1.1 Significances of the Research	4
1.2 Scope of The Research	5
CHAPTER II LITERATURE REVIEW	6
2.1 Previous Studies.....	6
2.2 Theoretical Background.....	9
2.3 Conceptual Framework	21
CHAPTER III RESEARCH METHODOLOGY	23
3.1 Research Design	23
3.2 Data Sources	24
3.3 Data Collection Procedures	25
3.4 Data Analysis Technique	26
CHAPTER IV FINDINGS AND DISCUSSION	29
4.1 Findings	29
4.2 Discussion	47
CHAPTER V CONCLUSION AND SUGGESTIONS	58
5.1 Conclusion	58
5.2 Suggestions	59
BIBLIOGRAPHY	61

APPENDICES.....

LIST OF TABLES

Table 1. Nunan's Task Types (1999).....	13
Table 2 Codes	26
Table 3 Results of Nunan's Typology Analysis	29
Table 4. Result of Other Task Types	34

LIST OF FIGURES

Figure 1. Conceptual Framework	21
Figure 2. Ranging Task of Nunas's Typology	31

LIST OF APPENDICES

APPENDIX 1 : Interview Questions	
APPENDIX 2 : Content Analysis of Chapter I	
APPENDIX 3 : Content Analysis of Chapter II	
APPENDIX 4 : Content Analysis of Chapter III	
APPENDIX 5 : Content Analysis of Chapter IV	
APPENDIX 6 : Content Analysis of Chapter V	
APPENDIX 7 : Results of Nunan's Typology Analysis.....	
APPENDIX 8 : Content Analysis of Other Task Types	
APPENDIX 9 : Cover Book.....	

CHAPTER I

INTRODUCTION

1.1 Background

Over the decades, textbooks have played a pivotal role in shaping the learning process and influencing the educational landscape in Indonesia. They have been integral to teachers' pedagogical strategies, providing a structured framework for lessons tailored to students' needs. Universally recognized as indispensable resources, textbooks are frequently used by both teachers and students, cementing their importance in education (Senowarsito, Suwandi, Siti, & Ardini, 2023). This is particularly true in language education, where English as a Foreign Language (EFL) textbooks facilitate language learning and communication skills development.

EFL textbooks are essential in equipping teachers with structured instructional frameworks. Despite the proliferation of digital resources, textbooks remain fundamental in EFL classrooms, offering a structured curriculum, comprehensive content, and valuable guidance for lesson planning and execution. For students, these textbooks provide a systematic approach to language learning, incorporating various language skills, grammar explanations, and practice activities (Nguyen & Budke, 2022).

The significance of tasks within EFL textbooks cannot be overstated. The 'English for Nusantara' textbook, designed for Grade 7 junior high school students, exemplifies this by aligning its tasks with the textbook's objectives and diverse learning needs. These tasks promote active engagement, critical thinking, and language proficiency development. They are crafted to meet the Kurikulum Merdeka (Independent Curriculum) learning outcomes, addressing specific language skills—listening, speaking, reading, and writing—while incorporating character development and competency-building elements.

Moreover, the 'English for Nusantara' tasks are designed to reflect Indonesian students' familiar contexts and experiences, enhancing the

reliability and meaningfulness of the learning process. Role-playing activities set in everyday situations, discussions on culturally relevant topics, and collaborative projects foster authentic language use and real-life communication skills. The variety of tasks caters to different learning styles and preferences, from interactive multimedia activities to project-based assessments, allowing students to demonstrate their language proficiency and creativity in diverse ways.

However, certain aspects of the tasks in 'English for Nusantara' warrant further investigation. Task repetition, characterized by the recurrence of similar task types, can lead to monotony and reduced student engagement. There may also be an imbalanced focus on specific language skills, where certain skills receive disproportionate attention. Integrating language skills within tasks might be inadequate, limiting opportunities for comprehensive skill development. Furthermore, the authenticity and relevance of tasks could be enhanced to improve students' motivation and engagement.

Aligned with these observations, research findings shed light on potential areas of improvement within English language textbooks. For instance, Rohmatin (2021) analyzed English textbooks used in Indonesian senior high schools, including an evaluation of tasks and activities. He highlighted the need for greater variety, communicative focus, real-world relevance, balanced skill development, and scaffolding in the tasks and activities presented in the English textbooks used in Indonesian senior high schools. This resonates with Nguyen (2022) that the Vietnamese high school textbooks exhibited an imbalance in task types, dominance of grammar-focused and receptive skill tasks, with limited opportunities for productive and communicative tasks. Moreover, Nunan (1999) emphasizes the importance of task completeness and communicative capacity, stressing the need for tasks to stand alone as meaningful communicative acts.

Elmiana's (2018) analysis of EFL textbooks supported the notion of

task imbalance, highlighting a predominant focus on linguistic tasks over others. This finding contrasts with Nunan's (1999) classification of diverse task types aimed at fostering active student engagement and varied communication. These discrepancies underscore the importance of a balanced array of task types in textbooks to promote meaningful interaction and holistic language development.

Building on prior research, this study examines the 'English for Nusantara' textbook used at SMPN 1 Pattallassang through a detailed content analysis. The focus is on analyzing the types of tasks included in the textbook and assessing their alignment with Nunan's (1999) typology framework. Nunan's framework categorizes tasks into five dimensions: cognitive, interpersonal, linguistic, affective, and creative. This classification supports a comprehensive understanding of language learning by addressing both cognitive and affective aspects.

The content analysis aims to scrutinize the variety and distribution of these tasks within the textbook to evaluate their effectiveness in achieving educational goals. Nunan's typology is particularly suited for this analysis due to its versatility and alignment with contemporary pedagogical theories. By employing this framework, the study seeks to provide a nuanced evaluation of the textbook's pedagogical quality, ensuring that the tasks are well-suited to facilitate holistic language development and meet modern educational standards. Thus, the study, titled "An Analysis of Task Types in 'English For Nusantara' Textbook Used at SMPN 1 Pattallassang: A Content Analysis Study," delves into the intricacies of task design and implementation, providing insights for enhancing EFL education.

1.2 Research Questions

Based on the background of the study, the researcher formulated the following research questions:

1. To what extent do the task types employed in the 'English for Nusantara' textbook used at SMPN 1 Pattallassang align with the task typology framework by Nunan (1999)?

2. How does the teacher perceive the alignment of the textbook 'English for Nusantara' with the level of the students about the task typology framework by Nunan (1999)?

1.1 Objectives of the Research

Based on the research questions specified above, this research is formulated to fulfil three objectives, as follows:

1. To find out the extent to which the task types employed in the 'English for Nusantara' textbook used at SMPN 1 Pattalassang align with the task typology framework by Nunan (1999).
2. To describe the teacher's perception of how the task types in the 'English for Nusantara' textbook align with the students' level about the task typology framework by Nunan (1999).

1.1 Significances of the Research

This research is expected to bear both theoretical and practical implications, especially for educational practices at the secondary level of provincial government. The result of this research is expected to give some theoretical and practical advantages for the following parties.

1. This research contributed to theoretical advancements in the field of language education by examining the task types prevalent in the 'English for Nusantara' textbook and their alignment with established language learning frameworks. Through a detailed analysis, the study provided insights into the underlying pedagogical principles guiding the design and implementation of language instructional materials. This enhanced our theoretical understanding of effective language teaching methodologies and the role of instructional materials in facilitating language learning processes.
2. Practical Significance:
 - This study offers insights into task design in language textbooks, contributing to professional development for researchers.

- English teachers at SMPN 1 Pattalassang can use the findings to enhance textbook effectiveness, boosting student engagement and learning outcomes.
- Curriculum developers can identify areas for improving instructional materials based on the study's findings.
- English textbook authors receive valuable feedback to refine task design and ensure better alignment with educational goals.
- Other researchers benefit from this case study in textbook analysis, which informs and guides future research in language education.

1.2 Scope of The Research

This study focuses on a comprehensive content analysis of the 'English for Nusantara' textbook for Grade 7 at SMPN 1 Pattalassang. It categorizes and evaluates task types using Nunan's (1999) typology framework, such as cognitive, interpersonal, linguistic, affective, and creative tasks employing both quantitative and qualitative methods. The quantitative aspect involves the systematic counting and statistical analysis of the frequency and distribution of different task types within the textbook. Additionally, qualitative data gathered from teacher interviews provide insights into the textbook's alignment with student levels and its practical application in the classroom. By using mixed methods within the current academic year, this research aims to provide specific, relevant findings for enhancing English language education at SMPN 1 Pattalassang.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

Over the past few decades, there has been a surge in research investigating textbooks used in educational institutions worldwide. These studies primarily focus on how textbooks foster morals and cultural traditions, aspects often overlooked by textbook writers. The research endeavours aim to comprehensively evaluate the content, quality, and effectiveness of educational materials, with a particular emphasis on the types of tasks presented in English as a Foreign Language (EFL) textbooks. Specifically, these studies analyse the design, implementation, and impact of various task types on language learning and communicative competence in EFL contexts.

Mayumi Kobayakawa's study (2011) conducted a quantitative comparative analysis of writing tasks in Japanese high school English textbooks: English I, II, and Writing. The aim was to classify writing tasks into distinct categories and subcategories while evaluating their prevalence across the textbooks. Utilizing a quantitative approach, Kobayakawa meticulously categorized tasks and subtypes, providing a comprehensive overview of the predominant task types present in Japanese high school English textbooks. The findings indicated a prevalence of controlled writing tasks, particularly in English I and II textbooks, while Writing textbooks offered a broader variety of task types. This highlighted the need for a more diversified approach to task design to cater to the diverse learning needs of students.

In 2016, Saman Ebadi and Ibtehal Morad Hasan embarked on a critical analysis of tasks in the EFL textbook "Sunrise 12," utilized in the Kurdistan Region of Iraq. Their study aimed to extract and classify task types embedded within the textbook against the backdrop of the Communicative Language Teaching (CLT) paradigm. Employing qualitative

analysis methods, Ebadi and Hasan identified linguistic and creative tasks as predominant, while affective, interpersonal, and cognitive tasks were relatively infrequent. This research provided valuable insights into task typology within the curriculum, offering guidance to educators and material developers on enhancing the learning experience through diverse task types.

Dewi Satria Elmiana's (2018) study on senior high school EFL textbooks in Indonesia scrutinized task authenticity and real-world relevance. Elmiana employed qualitative content analysis to evaluate the alignment between textbook tasks and practical communication skills emphasized by the curriculum. The findings revealed a discrepancy between the tasks presented in the textbooks and the skills required for real-life language use, advocating for the integration of more contextualized and open-ended tasks to better prepare students for language proficiency.

Yuko Goto Butler, Katherine I Kang, Heejin Kim, and Yeting Liu conducted a study in (2018) focusing on tasks appearing in primary school English textbooks in China and South Korea. They aimed to analyze the appropriateness of tasks for young learners' cognitive and linguistic developmental needs. Employing content analysis, they examined government-approved textbooks and teacher resource books. Their findings revealed that most activities did not align with the conceptualization of tasks in the field, and there were challenges in making such judgments due to some vagueness in these conceptualizations. Moreover, tasks in the textbooks were mainly differentiated by manipulating linguistic elements, with fewer opportunities for meaningful target language use needed to stimulate children's language development.

Minoo Alemi, Kheirollah Ahmadi, and Atefeh Rezanejad's (2020) study aimed to evaluate task typology in Iranian high school English coursebooks. The researchers focused on examining the type and frequency of tasks present in Iranian high school English course books,

namely Prospect 1, 2, 3 & English Book 1, 2, 3. Employing content analysis based on Nunan's typology framework, they investigated five main task types: cognitive, interpersonal, linguistic, affective, and creative. Their findings revealed a predominant emphasis on linguistic tasks, with a notable absence of affective and creative tasks. They also observed a significant difference in the frequency of task types, indicating a potential discrepancy between instructional focus and communicative competence goals.

Suhada Arie Kustian's (2021) study analysed writing tasks in the "Bright an English" textbook for Grade IX of Junior High School. The aim was to investigate task types and their alignment with Paul Nation's theory. Through content analysis, 10 out of 23 tasks corresponded to the Nation's types, highlighting alignment. Tasks included Experience, Draw and Write, Linked Skills, Shared Task (e.g., Retell, Group Composition), Guided Task (e.g., Picture Composition, Question and Answer), and Independent Task categories. This study provides insights for educators in designing materials promoting diverse writing tasks and language proficiency among students.

Qian conducted a mixed-methods study (2022) analyzing task types used in four high school English textbooks in China. Using Nunan's typology framework, the aim was to explore the prevalence and nature of task types present in the textbooks. The findings indicated the presence of all task types, with linguistic tasks being the most frequent. This emphasis on linguistic tasks suggested a primary focus on language acquisition and linguistic skills, with a need for more cognitive tasks to foster critical thinking among students.

Dewantara's (2023) qualitative study delved into the type analysis of speaking performance assessment tasks in the "English for Nusantara" textbook, a resource for Indonesian English learners. The aim was to assess the prevalence and nature of intensive assessment tasks in the textbook. The findings highlighted the commonality of intensive assessment

tasks, underlining their importance for enhancing speaking skills in Indonesian English learning contexts.

Despite this extensive research, a notable gap persists in evaluating ELT textbooks' task types, particularly in specific local contexts. The current study, titled "An Analysis of Task Types in 'English For Nusantara' Textbook Used at SMPN 1 Pattallassang: A Content Analysis Study," aims to address this gap. Focusing on the 'English for Nusantara' textbook used at SMPN 1 Pattallassang, this study employs rigorous content analysis to unravel the nuances of task types within the textbook and evaluate their alignment with established frameworks such as Nunan's typology.

2.2 Theoretical Background

2.2.1 Content Analysis

Content analysis is a research technique used to systematically interpret and code textual material to make valid and replicable inferences. As Krippendorff (2018) notes, "Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use." This method is applicable to a range of sources, including books, articles, websites, interviews, and social media content. The technique involves identifying specified characteristics within text data and can be approached in two main ways: quantitatively and qualitatively.

Quantitative content analysis focuses on counting the frequencies of certain words, phrases, or concepts within a text and analyzing these counts statistically (Riffe, Lacy & Fico, 2014). This approach is often used to quantify text data and identify patterns through measurable metrics. On the other hand, qualitative content analysis aims to interpret underlying meanings and themes within the text, offering a deeper understanding of social realities (Hsieh & Shannon, 2005). As Mayring (2014) describes, "Qualitative content analysis defines itself within this framework as an

approach of empirical, methodological controlled analysis of texts within their context of communication."

Content analysis is widely utilized across various academic disciplines, such as communication studies, psychology, sociology, and business, for analyzing large amounts of textual data systematically and objectively (Neuendorf, 2017). It allows researchers to explore a broad array of data sources, including transcripts of interviews, open-ended survey responses, and various media content (Bauer, 2000). Holsti (1969) highlights that "Content analysis is a multipurpose research method developed specifically for investigating any problem in which the content of communication serves as the basis of inference." The process of content analysis can be conducted using either an inductive or deductive approach:

Inductive Approach

Preparation: Selecting a unit of analysis and sampling data that represents the whole dataset. Researchers must read and interpret the textual content multiple times to understand its meaning deeply. Organizing: This involves open coding (creating initial codes and labels), categorization (grouping codes into broader categories), and abstraction (forming categories that summarize the research topic) (Elo & Kyngäs, 2008). Abstraction: Creating main categories and subcategories that capture the essence of the data and organizing them to reflect the primary aspects of the study (Schreier, 2012).

Deductive Approach

Preparation: Applying predetermined categories or theoretical frameworks to the data. This approach is often guided by existing theories or models. Data Coding and Matrix Creation: Developing a categorization matrix and coding data according to these categories. The matrix can be structured or unstructured, depending on the research aim. Analysis and

Testing: Analyzing data based on the predefined categories and testing hypotheses or concepts against the data (Elo & Kyngäs, 2008).

Content analysis can also integrate both quantitative and qualitative approaches, combining the strengths of each to provide a comprehensive understanding of the research phenomenon. This mixed-method approach allows researchers to quantify occurrences while also interpreting contextual meanings and patterns (Mayring, 2014; Neuendorf, 2017). Regardless of the approach used, establishing clear coding procedures and ensuring reliability and validity are crucial (Stemler, 2000).

There are two main approaches to content analysis: quantitative and qualitative. Quantitative content analysis involves counting the frequencies of certain words, phrases, or concepts within a text and then statistically analyzing the results (Riffe, Lacy & Fico, 2014). Qualitative content analysis, on the other hand, focuses more on interpreting the underlying meanings and themes within texts (Hsieh & Shannon, 2005). As Mayring (2014) explains, "Qualitative content analysis defines itself within this framework as an approach of empirical, methodological controlled analysis of texts within their context of communication".

Content analysis has been widely used across various academic disciplines, including communication studies, psychology, sociology, business, and many others. Neuendorf (2017) highlights that "Content analysis has enjoyed a long history of use in communication, journalism, sociology, psychology, and business". It allows researchers to analyze large amounts of textual data systematically and objectively. Content analysis can be applied to a wide range of data sources, including transcripts of interviews, focus groups, open-ended survey responses, speeches, historical documents, and various forms of media content (Bauer, 2000). As Holsti (1969) points out, "Content analysis is a multipurpose research method developed specifically for investigating any problem in which the content of communication serves as the basis of inference".

When conducting content analysis, it is crucial to establish clear coding procedures and ensure reliability and validity. Stemler (2000) emphasizes that "Content analysis is a technique that involves specialized procedures for processing scientific data. Like all research methods, content analysis must respect the requirements of objectivity, system, and generality". Researchers must clearly define the coding categories, establish inter-coder reliability, and ensure that the coding process is consistently applied across the data set.

Content analysis can be used for both inductive and deductive purposes. In an inductive approach, researchers may start with the data and allow themes and categories to emerge through careful analysis (Weber, 1990). In a deductive approach, researchers may begin with predetermined categories or a theoretical framework and then examine the data to test hypotheses or verify the presence of these categories (Mayring, 2014).

Content analysis can also combine quantitative and qualitative approaches, leveraging the strengths of both methods. As Neuendorf (2017) stated, "Content analysis can be employed with both qualitative and quantitative messages, or it can be used to analyze qualitative data quantitatively or quantitative data qualitatively". Quantitative content analysis allows researchers to systematically count and quantify the occurrences of specific categories or variables within the data, providing objective and measurable results. Qualitative content analysis, on the other hand, focuses on interpreting the underlying meanings, themes, and patterns within the data (Schreier, 2012).

By combining these approaches, researchers may gain a more comprehensive understanding of the phenomenon under study. The quantitative component can provide insights into the frequencies and distributions of specific elements, while the qualitative component can offer deeper insights into the contextual meanings and nuances. As Mayring (2014) suggests, "Qualitative and quantitative steps of analysis are

integrated into a qualitative-quantitative content analysis". This mixed-method approach can lead to a more holistic and well-rounded analysis, allowing researchers to triangulate their findings and draw more robust conclusions.

2.2.2 Task Types

Task types play a crucial role in the design and evaluation of language teaching materials, as they shape learning experiences and create opportunities for language development. Many researchers have proposed complementary taxonomies and classifications of task types to guide educators in this process. For instance, Willis (1996) categorized tasks into six types: listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, and creative tasks. These categories are designed to address different aspects of language use and cognitive engagement. Prabhu (1987) distinguished between three main task types based on the cognitive processes involved: information-gap tasks, which require learners to exchange information; reasoning-gap tasks, which involve deriving new information through inference; and opinion-gap tasks, which necessitate expressing and justifying personal viewpoints.

Nunan's (1999) comprehensive analysis of task demands in his book *Second Language Teaching and Learning* presents a robust taxonomy of task types. He categorizes tasks into five broad groups based on the principles they support and require: cognitive, interpersonal, linguistic, affective, and creative. Each of these categories is further divided into specific sub-groups, providing a detailed and nuanced framework for understanding various task demands and their applications in second language instruction.

Table 1. Nunan's Task Types (1999)

1) Cognitive tasks	1. Classifying: <i>putting similar things in different groups</i> 2. Predicting: <i>foreseeing what may happen during learning</i>
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	<p>3. Inducing: <i>observing patterns and arrangements</i></p> <p>4. Note taking: <i>keeping a record of important information using your own words</i></p> <p>5. Concept mapping: <i>using a map to show the main ideas in a text</i></p> <p>6. Inferencing: <i>learn something new using what you already know</i></p> <p>7. Discriminating: <i>distinguishing between main idea and supporting information</i></p> <p>8. Diagramming: <i>labeling a diagram by the use of information from a text</i></p>
2) Interpersonal tasks (social tasks)	<p>1. Co-operating: <i>trying to share the learning experience with other students</i></p> <p>2. Role playing: <i>pretending to be someone else and speaking in the appropriate language for the situation</i></p>
3) Linguistic tasks	<p>1. Conversational patterns: <i>using expressions to start conversations and keep them going</i></p> <p>2. Practicing: <i>doing controlled exercises to improve knowledge and skills</i></p> <p>3. Using context: <i>guessing the meaning of words by using the context</i></p> <p>4. Summarizing: <i>presenting the most important points in a text</i></p> <p>5. Selective reading/listening: <i>reading or listening only for important information, not trying to comprehend every single word</i></p> <p>6. Skimming: <i>reading to get a general idea of a text</i></p>
4) Affective tasks	<p>1. Personalizing: <i>students share their own opinions, feelings, and ideas about a subject</i></p>

	<p>2. Self-evaluation: <i>rating oneself and evaluating how one learned</i></p> <p>3. Reflecting: <i>thinking about the optimal learning technique for oneself</i></p>
5) Creative tasks	<p>This part encourages students to find out a new word and improve their vocabulary, and then use it through the task.</p> <p>a. Brainstorming: <i>students are encouraged to consider as many new ideas as possible</i></p>

Source: Nunan, D. (1999). *Second language teaching & learning*. Heinle & Heinle.

The classification of tasks in language learning has been a subject of extensive research, with numerous scholars contributing valuable insights that extend and complement Nunan's foundational work. These contributions have enriched our understanding of how different task types can be leveraged to create optimal learning environments that cater to diverse learner needs, cognitive processes, and contextual factors.

For instance, the cognitive category includes tasks that engage learners in problem-solving, critical thinking, and information-processing activities. This group emphasizes the mental processes involved in understanding and using the language. Interpersonal tasks, on the other hand, focus on social interaction and communication, highlighting the importance of collaborative learning and the development of conversational skills.

Linguistic tasks concentrate on the structural aspects of language, such as grammar and vocabulary, enabling learners to build a solid foundation in language mechanics. Affective tasks address the emotional and attitudinal aspects of learning, fostering motivation, confidence, and a positive attitude toward language learning. Creative tasks, which encourage

innovation and self-expression, provide learners with opportunities to use the language in imaginative and original ways.

Overall, Nunan's taxonomy not only categorizes task types but also offers a valuable framework for designing instructional activities that are aligned with the specific needs and goals of language learners. By integrating cognitive, interpersonal, linguistic, affective, and creative tasks, educators can create a balanced and dynamic curriculum that supports comprehensive language development.

Ellis (2003) makes a significant contribution by distinguishing between focused and unfocused tasks. Focused tasks are meticulously designed to elicit specific linguistic features, thereby providing targeted practice and potentially accelerating the acquisition of particular grammatical structures or lexical items. In contrast, unfocused tasks allow for more general language use without targeting specific forms, mimicking real-world communication where language use is primarily driven by the need to convey meaning rather than practice particular structures. This distinction is particularly valuable for educators who need to balance form-focused instruction with opportunities for meaning-focused communication.

Building on this, Bygate, Skehan, and Swain (2001) propose a task complexity framework that adds depth to our understanding of how tasks can be sequenced and manipulated. Their framework considers three dimensions: cognitive complexity (e.g., simple vs. complex reasoning), code complexity (e.g., vocabulary range), and communicative stress (e.g., time pressure). By manipulating these dimensions, educators can design task sequences that gradually increase in complexity, providing learners with developmentally appropriate challenges that foster language growth without overwhelming cognitive resources.

Robinson's (2001) Cognition Hypothesis further refines this approach by categorizing tasks along resource-directing (e.g., +/- few elements) and resource-dispersing (e.g., +/- planning time) dimensions. This hypothesis

posits that increasing cognitive demands along resource-directing dimensions can lead to greater accuracy and complexity in language production, as learners are pushed to use more sophisticated language to meet task demands. Conversely, increasing demands along resource-dispersing dimensions can initially decrease performance but may enhance long-term learning by forcing learners to develop strategies for managing cognitive load.

The role of metacognition in task design is underscored by O'Malley and Chamot's (1990) work on learning strategies. They emphasize tasks that involve planning, monitoring, and evaluating one's learning. These metacognitive tasks can be integrated across Nunan's categories, fostering learner autonomy and self-regulation, which are crucial for long-term language acquisition. By engaging in such tasks, learners become active agents in their learning process, able to manage their progress and adapt strategies to new learning challenges.

Gardner's (1999) Theory of Multiple Intelligences has also influenced task design. This theory suggests that tasks should cater to various intelligences: linguistic (word games), logical-mathematical (problem-solving), spatial (mapping), musical (songs), bodily-kinaesthetic (role-play), interpersonal (group work), intrapersonal (reflective tasks), and naturalistic (categorizing natural phenomena). By diversifying tasks to engage different intelligences, educators can create more inclusive classrooms where all learners find pathways to success, thereby enhancing motivation and engagement.

Tomlinson (2012) adds another dimension by emphasizing aesthetic tasks that engage learners emotionally and sensorily. Tasks such as responding to literature, creating visual representations of language, or engaging with music do more than teach language; they foster a deep, personal connection to the target language and its cultures. This affective

engagement can lead to more durable learning and a more positive attitude towards the language learning process.

A paradigm shift is proposed by Kumaravadivelu (2003) with his post-method pedagogy. He argues against pre-determined task types, instead advocating for tasks that emerge from the teacher's nuanced understanding of the learners' needs, interests, and the local context. This approach requires teachers to be reflective practitioners, capable of theorizing from their practice and practicing what they theorize. It acknowledges the complexity of the language classroom and the uniqueness of each learning context. These diverse perspectives underscore the multifaceted nature of language learning tasks. As Larsen-Freeman and Anderson (2011) argue, effective language teaching involves a principled eclecticism, where tasks are selected and combined based on a deep understanding of learning processes, learner variables, and the socio-cultural context of instruction. This approach moves beyond a one-size-fits-all methodology to a responsive, learner-centred pedagogy.

In conclusion, the classification and design of tasks in language learning is a rich, evolving field. From Nunan's (1999) foundational taxonomy to Kumaravadivelu's (2003) context-sensitive approach, researchers have provided a wealth of insights. These contributions allow educators to craft learning experiences that are not only linguistically rich but also cognitively stimulating, socially engaging, emotionally resonant, and creatively fulfilling. By drawing on this diverse toolkit of task types and design principles, educators can create dynamic, adaptive learning environments that cater to the complexities of language acquisition and the diverse needs of language learners in the 21st century.

2.2.3 English as a Foreign Language (EFL) Textbooks

EFL (English as a Foreign Language) textbooks are educational materials designed specifically for teaching English to non-native speakers in countries where English is not the primary language. These resources

aim to develop learners' skills in reading, writing, listening, and speaking, as well as their knowledge of English grammar and vocabulary (Richards, 2001). David Nunan, a prominent figure in language education, defines EFL textbooks as "materials that provide the core content of a language-teaching program" (Nunan, 1990), emphasizing their role in shaping the learning experience and methodology used in the classroom.

EFL textbooks typically follow a structured approach, presenting language content systematically. They often incorporate authentic materials, cultural information, and communicative activities to engage learners and provide context for language use. Many modern EFL textbooks also include supplementary resources such as audio recordings, online components, and teacher's guides (Tomlinson, 2012). Jack C. Richards and Theodore S. Rodgers offer a comprehensive definition, describing EFL textbooks as "a core set of materials that usually provide the basis for the language input learners receive and the language practice that occurs in the classroom" (Richards & Rodgers, 2014).

The content and design of EFL textbooks can vary significantly based on factors such as the target age group, proficiency level, and specific learning objectives. Some textbooks focus on general English skills, while others may be tailored for specific purposes like business English or academic English. Brian Tomlinson expands on this by stating that EFL textbooks are "designed to give cohesion to the language teaching and learning process by providing direction, support, and specific language-based activities aimed at offering classroom practice for students" (Tomlinson, 2012).

Kathleen Graves adds another dimension to the definition, describing EFL textbooks as "the visible heart of any ELT program" (Graves, 2000). She argues that textbooks not only provide content but also reflect and shape the curriculum, often influencing teaching methods and assessment practices. The selection of an appropriate EFL textbook is crucial for

effective language instruction and should align with the curriculum goals and learners' needs (McDonough et al., 2013).

Penny Ur, in her work on language teaching, defines EFL textbooks as "a framework or guide that helps learning to be organized and takes place" (Ur, 1996). Critics argue that some EFL textbooks may present an idealized or culturally biased view of English-speaking countries, potentially reinforcing stereotypes or neglecting the diversity of English use worldwide (Gray, 2010). Additionally, the rapid pace of language change and cultural shifts can sometimes make textbook content feel outdated. To address these concerns, many educators advocate for supplementing textbooks with authentic materials and adapting content to suit local contexts.

Despite these challenges, EFL textbooks remain a valuable resource for language teachers and learners. They provide a structured framework for instruction, offer a wealth of ready-made activities and exercises, and can serve as a reliable reference for learners. However, their effective use often depends on the teacher's ability to adapt and supplement the material to meet the specific needs of their students (Harmer, 2015).

It is important to note that while these definitions capture the essence of EFL textbooks, the concept continues to evolve with advancements in technology and changes in language teaching approaches. Modern EFL textbooks often incorporate digital components, interactive elements, and more diverse cultural perspectives to meet the changing needs of language learners in a globalized world. As the field of English language teaching progresses, the role of EFL textbooks continues to adapt. Recent trends include the integration of corpus linguistics to inform vocabulary and grammar content, the incorporation of task-based and project-based learning approaches, and an increased focus on developing learners' intercultural competence (Tomlinson, 2012).

Furthermore, the rise of blended learning and online education has led to the development of digital EFL textbooks and platforms that offer interactive exercises, personalized learning paths, and real-time feedback.

These digital resources are often designed to complement traditional print textbooks, providing learners with a more comprehensive and engaging learning experience (Chapelle & Sauro, 2017). The integration of multimedia elements, such as audio and video clips, enhances the learning experience by catering to different learning styles and making the content more relatable and immersive. Additionally, digital platforms often include features like progress tracking and adaptive learning technologies that adjust the difficulty of exercises based on the learner's performance, ensuring that students remain challenged and motivated.

2.3 Conceptual Framework

A conceptual framework is a structure that explains the progression of the phenomenon to be studied and represents the researcher's synthesis of the literature on how to explain the phenomenon, (Adom et al., 2018). It makes the research easy to understand. The conceptual framework for this research is mentioned as follows:

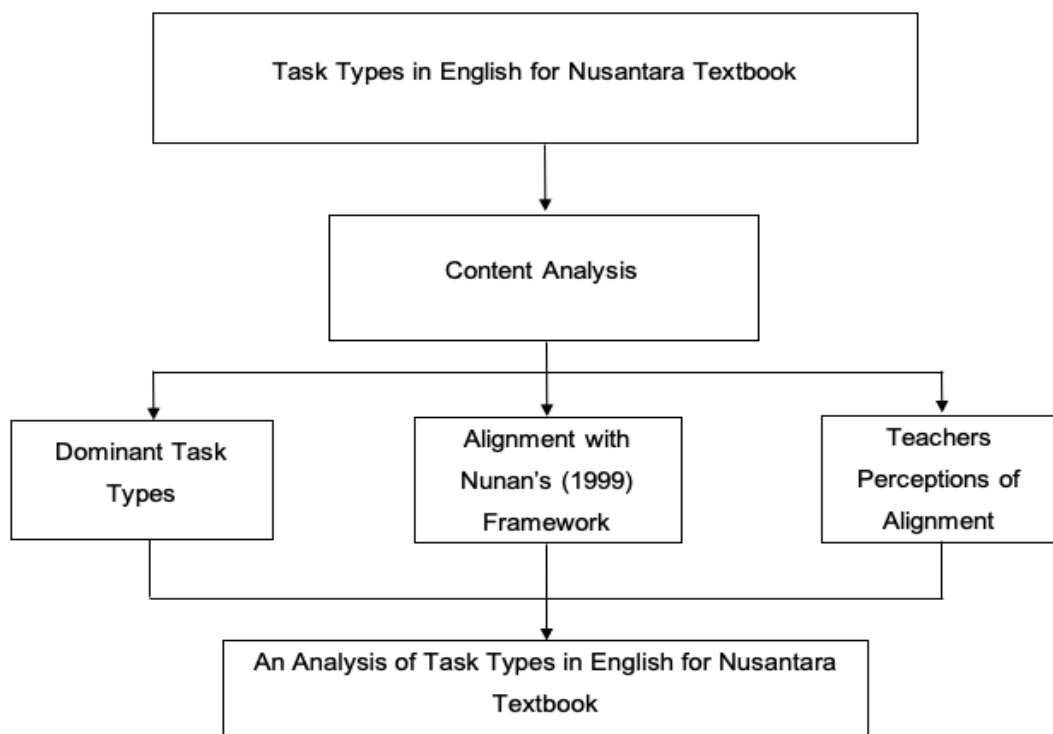


Figure 1. Conceptual Framework

The research utilizes content analysis to examine the task types in the 'English for Nusantara' textbook used at SMPN 1 Pattalassang. Content analysis is a research method used to derive consistent and accurate conclusions from texts (or other significant materials) within the context of their use (Krippendorff, 2018). First, the study identifies the dominant task types, such as cognitive, interpersonal, linguistic, affective, and creative tasks, by categorizing the various tasks and activities present in the textbook. Second, these tasks are evaluated against Nunan's (1999) framework to assess their alignment with established theoretical principles and criteria for language learning tasks. Third, teachers' perceptions of these tasks are gathered through interviews to gain insights into their practical implementation, effectiveness, and the challenges associated with these tasks in the classroom setting. Upon completing these three analyses, the findings are compiled into a report titled "An Analysis of Task Types in the 'English for Nusantara' Textbook," providing a comprehensive examination of the task types, their theoretical underpinnings, and teachers' experiences with them.