

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Textbook

a. Definition of Textbook

Since textbooks are mostly used by teachers as the main source of learning materials in the classroom, many experts have defined the term textbook itself. According to Graves, a textbook is the instrument of teaching and learning and a standard of information on the subject in a formal study.¹ It means that textbooks are commonly used in formal education to support the teaching and learning process. It can be used by teachers as an instrument to develop the materials in the classroom.

In another definition, a textbook is a book that is used by teachers and students to learn English either in the classroom or by self-learning.² It explained that textbooks can also support teachers in delivering the subject materials in the classroom. Meanwhile, for students, textbooks can support them in learning independently outside the classroom or by self-learning.

Based on some of the definitions of textbooks, it can be concluded that a textbook is a tool for students and teachers to help them in the teaching and learning process. As a tool, textbooks are used by them to achieve the learning needs in formal education. It also can be used independently by students outside the classroom or by self-learning.

b. Criteria of Good Textbook

As a common tool to teach students in the classroom, a textbook can be categorized as a good textbook if it fulfils the criteria of a good textbook. Some textbooks may not fulfil the criteria but understanding

1 Kathleen Graves, *Designing Language Courses: A Guide for Teachers* (Boston: Heinle & Heinle Publishers, 2000), 175.

2 Levika Egita Sulistiyana, "An Analysis of English Four Skills in "When English Rings A Bell" English Textbook Based on Alan Cunningsworth Criteria" (undergraduate thesis, State Islamic Institute of Palangkaraya, 2020), 21.

the criteria of a good textbook is a must. Based on The Ministry of Education and Culture as cited by Enni, et al., the criteria of a good textbook are as follows:

- 1) Readiness
It means that textbook materials must support the student's readiness to learn in the classroom. It is important to be considered because by fully readiness students can expand the knowledge and skill that they have learned before.
- 2) Motivation
It means that textbooks could motivate students to be tolerant. Textbooks should provide materials that can encourage the students to act tolerance, generous, patient, humble, empathy, etc.
- 3) The Learner's Active Participation
It means that textbooks should make students actively participate in any interaction and activity in the classroom. By actively participation, it enables students to increase their motivation in learning achievement.
- 4) Using the Tools for The Student Focus
It means that textbooks should make a clear concept through illustrations. By using illustration student will enthusiastic to learn without stress or boredom so that they can focus on their learning goals.
- 5) Life Skills
It means that textbooks should support students to develop their life skills. By provide the materials that related to life skills students are expected to able to solve the problem in their daily life more creative.
- 6) Cooperative
It means that textbooks should provide the materials that enable the students to work with others. By giving the students chance to work in groups or pairs, students can develop their accuracy in grammar, spelling, punctuations, etc.
- 7) The Experience
It means that textbooks should encourage students to have their own experiences. The material may ask students to explore new experience so that they are

able to learn something new and increase their own experiences.³

c. Selecting Textbook

To ensure that the teaching and learning process runs properly, the teacher should select the textbooks carefully. Murray & Christison mentioned that if teachers have the autonomy to pick out their textbook, here is the questions list to guide them before choosing the textbooks:

- 1) Who are the learners and what are their needs?
 - a) What's the language level of students in listening, speaking, reading, and writing skills?
 - b) What's the student literacy in L1?
 - c) What's the student's prior language learning?
 - d) What are the student goals?
 - e) What are the student orientation ways of learning?
- 2) What are the course objectives?
 - a) What is the content of the subject matter?
 - b) What language is used?
- 3) What are the teacher orientation ways of teaching?
- 4) How is the textbook's role for the teacher and student?
- 5) Is the subject matter applicable to students? Is the language level relevant (including instructional language)? Is the type of L1 support (if any) relevant?
- 6) Are the activities attractive to students? Are the activities help students learn and become autonomous learners?
- 7) Is the layout relevant (e.g., pictures, diagrams) to the teaching context?
- 8) Is the approach relevant to the teachers' view of language and language learning?⁴

3 Enni, et al., "The Criteria of Good English Textbook for Students: A Senior English Textbook Analysis," *Eloquence: Journal of Foreign Language* 1, no. 3, (2022): 118-119.

4 Denise E. Murray and MarryAnn Christison, *What English Language Teachers Need to Know Volume II: Facilitating Learning* (New York: Taylor & Francis, 2011), 52-53.

2. English Language Skills

a. Reading

1) Definition of Reading

In daily life, we always read something either for pleasure or to do a task. Therefore, reading is as a source of learning or a source of enjoyment.⁵ Reading becomes one of the four language skills that must be mastered by someone to have good communication through printed or electronic texts. According to Radiatul, et al., reading is an activity to comprehend the meaning of the text either presented implicitly or explicitly.⁶ It means that the writer may communicate to the readers by using implicit or explicit words. Then, the readers try to comprehend the meaning of it.

In another definition, reading is an interactive process between the reader and the text which guides reading fluency and automaticity. In this process, the interaction between them runs dynamically because the reader tries to elicit the meaning and the knowledge being used.⁷ This definition tries to clarify that in reading activity the interaction between text and reader runs dynamically where the readers try to use their knowledge to gain the meaning from the text.

So, based on the definitions above it can be concluded that reading is an activity where the readers try to use their knowledge to comprehend the meaning of the texts that are presented implicitly or explicitly.

2) Types of Reading

The readers may read texts for various purposes. They may read texts just for fun, such as reading

5 I.S.P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), 49.

6 Radiatul, et al., "An Analysis of Reading Materials in "Bahasa Inggris" Textbook for Vocational High School Students," *PROJECT: Professional Journal of English Education* 5, no. 2, (2022): 396.

7 Hesham Suleiman Alyousef, "Teaching Reading Comprehension to ESL/EFL Learners," *The Reading Matrix* 5, no. 2, (2005): 144.

novels, comics, short stories, poems, etc. Whereas others may read texts to do tasks or exercises or even to develop a certain reading skill. Here is the type of reading that the researcher explained.

a) Extensive Reading

Extensive reading means an activity of reading for pleasure. In other words, students read a text based on their preferences, such as reading novels, magazines, newspapers, web pages, etc.⁸ It aims to train the students to read fluently and directly in the target language for pleasure without teachers' aid. The material of extensive reading is referred to as the graded or simplified readers and it can be taken from the original fiction and non-fiction books or establish of simplified literature.⁹ Extensive reading may in form in a longer text since it as a reading for pleasure and students can do outside the classroom.

So, it can be concluded that extensive reading is a kind of reading that allows students to read a text based on their preferences, such as novels, poems, poetries, short stories, etc. They can read the texts (longer text) outside the classroom and without a teacher's guidance.

b) Intensive Reading

The term intensive reading refers to an activity of reading that require the students to get the knowledge or to extract a specific information from the text. It also means a passage reading or text reading but in a shorter text. In intensive reading, the teacher may provide the genres and topics to the specific objectives that learners are studying for.¹⁰ It aims to increase the student's

8 Jeremy Harmer, *How to Teach English* (England: Pearson Education Limited, 2007), 99.

9 Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed., 283.

10 Jeremy Harmer, *How to Teach English*, 100.

comprehension skills since one of the goals of intensive reading is to comprehend the text.¹¹

So, based on the explanation above it can be concluded that intensive reading is a reading activity that requires students to get specific information or knowledge from the text chosen by the teacher. It may be from the reading tasks in the textbooks or others and it can facilitate them to improve their reading comprehension skills as well.

3) Types of Reading Level

Reading is one of activity of language skills that require students to read a text in many genres, level, preferences, etc. Reading level means that students will read a text that we are asking them to work with based on their level. Harmer divided reading level into two types as follows:

a) Authentic

In this level, students ask to read an authentic material (text). Authentic is referred to a text which written for any competent user of the language. The text should keep as authentic as possible by standardized the presentation of texts or without change the original text. Some example of authentic written material for the beginner are menus, timetable, signs and basic instruction. But we can offer the students a text which is written or adapted especially for their level and the text should as much like real English as possible.

So, it can be concluded that authentic is the reading material (text) that written for any competent user of the language. If students are giving authentic material, then it must write or adapted as authentic as possible without any changes from the original text or by standardized the presentation of the text.

11 I.S.P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), 25.

b) Simplified or Graded Readers

Simplified or graded reader is intended for lower-level students for their extensive reading activity. It is happened because by making graded reader, the students in different level can use the language that appropriate for that level. The materials are also not too difficult so that the students are able to read for pleasure even when they read without teacher's help.

So, it can be concluded that simplified or graded readers is a reading material which intended to lower level students. The purpose is to help them to read a text without any difficulties because the materials are graded for their level.¹²

4) Types of Reading Activity

To know the student's competencies in reading skill, teachers can use a test to measure their reading skill competence. The test may be including in activities of reading skill. According to Burgess and Head, there are some test types of reading that are usually used in reading activity as follows:

a) Multiple Choice

It is mostly use in a reading task that consist of the text in any genre and type. Multiple choice means that a text is accompanied by multiple choice items (a, b, c, d) and students are required to choose one of them as the correct answer.

b) True/False

In this type, a text or group of texts are accompanied by a series of statements and students are asked to determine the correct statement (true) or incorrect statement (false) according to the text.

c) Matching

Matching is a reading task that allow students to select from the list of prompts. The prompt may be a heading, statement, or question completion. For

12 Jeremy Harmer, *How to Teach English*, 100.

example, the students may ask to match words to their meanings.

d) Gapped Texts

Gapped texts are also known as fill in the gap. It means that a single word, phrases, or sentences have been removed from the text and students are asked to fill the gap (fill the text) with the correct words, phrases, or sentences. The options to fill the gap may from a series of alternatives.

e) Proofreading

Proofreading is typically form of a part of grammar and vocabulary test. In reading task, proofreading provides a text from any type and genre and usually shorter than other text of reading tasks. This task is asked the students to locate the extra word, correct the spelling error, or mark lines as correct from the text have been read.¹³

b. Listening

1) Definition of Listening

As the basic skill in language learning, listening is always used in daily life as well as other skills. Listening skill is very important because it helps students to understand what the speaker says. According to Chastain as cited by Maulida, mentioned that listening is a skill to comprehend what the native spoke at normal speed. It is a way to receive and understand information in spoken language.¹⁴ In addition, listening involves cognition, attention, perception, and memory to process it.¹⁵ So, listening can be defined as a skill that requires cognition, attention, perception, and memory as the

13 Sally Burgess and Katie Head, *How to Teach for Exams* (England: Pearson Education Limited, 2005), 27-29.

14 Raihan Maulida, "An Analysis of Students' Difficulties in Learning Listening: A Study at SMAN 11 Banda Aceh" (undergraduate thesis, Ar-Raniry State Islamic Univeristy, 2018), 8.

15 Dwi Rara Saraswati, "Learners' Difficulties & Strategies in Listening Comprehension," *English Community Journal* 2, no. 1, (2018): 140.

process to comprehend and get the information from what the speaker said.

2) Types of Listening Activity

To develop the student's listening skills, teachers may use some listening activities to achieve their goals. Nation & Newton divided the listening activities that are usually used by teachers in the classroom as follows:

a) Dictation

Dictation is applied by teacher who reads aloud the text that contain 150 words phrase by phrase, then students write each phrase that they heard about.

b) Partial Dictation

Students are giving an incomplete written text, then they should complete it while listen to a spoken version of the text.

c) Text with Questions

This activity required students to answer the question in multiple choice questions form while they listen to the recorded dialogue or a text being read by teacher.

d) Responding to Statements

Students asked to listen to statements or questions, and they should respond them by choosing from multiple choice items of words or pictures. The respond may indicate true/false or giving short answer.

e) Three Choice True-False

This type of listening activity has three categories of responses, they are true, false, opinion or true, false, not stated.

f) Recorded Cloze

Students required to write the missing words while they listen to a tape recording that pauses at the end of each sentence.

g) Information Transfer

Students asked to fill a chart or table while they are listening. They also asked to listen to a description or dialogue to label a diagram.

h) Rating Scales and Lists

It used by teacher to indicate the students' listening proficiencies. It also can use as self-assessment for students because they can choose what they can do.¹⁶

c. Speaking

1) Definition of Speaking

People are always communicating each other to express their thoughts and feelings. They may communicate in many ways such as in spoken or written language. In spoken language (speaking) people can communicate with others to address their needs or to have good communicative competence. As a skill, speaking can transfer something from mind and try to express or translate some ideas into words that people can capture the meaning.¹⁷ As a way to express human thoughts and feelings, speaking skill has some aspects, such as pronunciation, fluency, accuracy, coherence, grammatical, cohesion, stress, and intonation.¹⁸

So, it can be concluded that speaking is a skill to express or transfer something from thoughts into the words in spoken language form. Speaking needs some aspects that influence it, such as pronunciation, fluency, accuracy, coherence, grammatical, cohesion, stress, and intonation.

2) Types of Speaking Activity

There are some activities used in classroom speaking class. Harmer divided classroom speaking activities into six types as follows:

16 I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), 170-171.

17 Levika Egita Sulistiyana, "An Analysis of English Four Skills in "When English Rings A Bell" English Textbook Based on Alan Cunningsworth Criteria" (undergraduate thesis, State Islamic Institute of Palangkaraya, 2020), 12.

18 Titik Ulif Hidayati and Aprilia Riyani Putri, "An Analysis of English Speaking Activities from *Bahasa Inggris Think Globally Act Locally Book*," *Education Tracker: Teaching English as a Foreign Language Teacher* 1, no. 2, (2022): 70.

- a) Acting from A Script
Acting from a script requires students to act out the scenes from plays and/or coursebook. This activity contains specific task such as playscript and acting out dialogue.
- b) Communication Games
Communication games can encourage students to talk as fluently and quickly as possible. This activity involves two particular categories, they are information-gap games and television and radio games.
- c) Discussion
Discussion requires students to discuss some topics in range from highly formal, whole-group staged events to informal small-group. It involves discussion of buzz groups, instant comment, formal debate, unplanned discussion, and reaching a consensus.
- d) Prepared Talks
As one of popular activity, prepared talks allowed students to make a preparation for their own topic choices. This activity gives students time to prepare their talks and rehearse their presentations by present to each other in pairs or small groups.
- e) Questionnaire
Questionnaires are giving chance for students to design some questions on any topic that is suitable. As a resource, teacher can help them in designing the process. As the results, questionnaires can be the basis of discussion or prepared talks.
- f) Simulation and Role-Play
These activities are useful to encourage student's general oral fluency or to train them for specific situation, especially where they're studying ESP.¹⁹

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed., 348-352.

d. Writing

1) Definition of Writing

Writing is a skill to communicate with others in written language form. It enables the writer to deliver their ideas or thoughts in organizational sentences, structures, and language effectively. Moreover, writing is a productive skill that should be mastered by students to help them in learning achievement because it can support the retention and organization of students' knowledge in the target language.²⁰ As the most complicated and challenging skill, writing skill requires mastering spelling, grammar, and vocabulary.²¹

Based on the explanation above it can be concluded that writing is a skill to express the ideas in written form that help the writers to communicate to the readers in good sentences, structure, and language effectively. Writing is necessary to be mastered by students since it is assumed as a complicated skill that is required to master grammar, vocabulary, and spelling.

2) Types of Writing

Writing skill has many types to be practiced in daily life or in the classroom. Fedicheva divided types of classroom writing performance into five types as follows:

a) Imitative or Writing Down

Imitative writing enables students at the beginning level to write down simple letters, words, or sentences. In this category, some forms of dictation might be applied by the teacher.

b) Intensive or Controlled

Intensive writing appears in controlled writing form, such as written grammar exercises where students are expected to change a paragraph

²⁰ Elspeth Broady, *Effective Learning and Teaching in Modern Languages* (Oxon: Routledge, 2005), 62.

²¹ Nandha, et al., "An Analysis of Students' Difficulties in Writing Narrative Text," *Journal of Excellence in English Language Education* 1, no. 4, (2022): 413.

structure. For example, they might be expected to change the past tense verbs into the present tense. Intensive writing is also including dicto-comp activity.

c) Self-writing

It refers to note-taking activities during classroom interaction. Self-writing enables students to take a note during a lecture so that they can recall it later.

d) Display Writing

Display writing involves short answer questions, essay examinations, or even research reports.

e) Real Writing

There are two subcategories of real writing:

1) Academic

In academic writing, students exchange some information with teacher or their friends.

2) Personal

It includes diaries, notes, postcards, letters, personal messages, etc. Valentine cards and other informal writing may be including within the context of classroom activities.²²

3. Textbook Evaluation

a. Definition of Textbook Evaluation

Textbooks are the main source that is used by the teachers to teach students and because of that textbooks should be evaluated so that the teacher can select a good textbook to be applied in the classroom. According to Sahyoni, textbook evaluation is a process to evaluate materials in the textbook and it enables the evaluators to give their opinion and give feedback on the material.²³ There are some reasons why textbooks should be evaluated. Firstly, since the students are becoming more experienced through the internet, television, and social

22 N.V. Fedicheva, "Teaching English as a Foreign Language: Educational Guidance for Students Would-be Teacher of English," 118-119.

23 Sahyoni, "Textbook Evaluation on Everyday English for Hospitality Professionals and English for Work in EFL Classroom," *SALEE: Study of Applied Linguistics and English Education* 1, no. 1, (2019): 85.

media, they also expect textbooks to help them to learn easier and more enjoyable.²⁴ Another reason is that evaluation is very helpful to increase the quality of education.²⁵ The last, textbook evaluation will show a textbook is appropriate to the students' needs or not.²⁶

So, it can be concluded that textbook evaluation is a tool to assess or evaluate the materials in the textbook. Textbook evaluation is very important to know how well the textbook fulfils the students' needs and help teachers to select a suitable textbook for their teaching needs.

b. The Evaluation of English Language Skills Based on Alan Cunningsworth's Theory

Alan Cunningsworth has developed the checklist of English Language Skills in his book entitled "Choosing your Coursebook". His book aimed to guide the teachers to evaluate their textbooks from many aspects, such as English language skills. Specifically, here is the indicator checklist of English language skills based on Alan Cunningsworth.

1) Reading

Reading is one of skills that contains in the textbook and help students to improve their reading comprehension skill. Therefore, Alan Cunningsworth has developed the indicator checklist of reading skill as follows:

- a) Reading text is supporting new language items (vocabulary and grammar), consolidating language work, etc.
- b) Focused on developing reading skills and strategies
- c) Reading material is related to other skills work

24 Alan Cunningsworth, *Choosing your Coursebook* (Oxford: Macmillan Heinemann, 1995), 1.

25 Dr. Montasser Mohamed AbdelWahab, "Developing an English Language Textbook Evaluative Checklist," *IOSR Journal of Research & Method in Education* 1, no. 3, (2013): 55.

26 Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learning-Centred Approach* (Cambridge: Cambridge University Press, 1987), 152.

- d) Emphasizing joyful reading and reading for intellectual satisfaction
 - e) Presenting variety of reading texts
 - f) Presenting reading text at elementary level
 - g) Promoting extensive or intensive reading
 - h) Using authentic text
 - i) Subject matter is relevant to (topical, interesting, challenging, varied, culturally acceptable, unlikely to date)
 - j) Relevant to genres of reading text
 - k) Presenting complete or gapped text
 - l) The material helps comprehension by (setting the scene, providing background information, pre-reading questions)
 - m) Presenting comprehension questions (inference questions, discourse-processing questions, literal/surface questions)
 - n) Expand student's knowledge (knowledge of the world)²⁷
- 2) Writing**

Similar to reading skill, writing is a skill that often practiced by students with or without teacher's control. Writing skill that contains in the textbook need to be assessed to support students' writing skill performances. Here is the indicator checklist of writing skill based on Alan Cunningsworth:

- a) Presenting controlled writing, guided writing, and free or semi-free writing
- b) Relevant to progression and variety of task
- c) Presenting types of writing
- d) Taught paragraphing fairly
- e) Emphasizing styles of written English on different text type
- f) Giving enough attention to punctuations, spelling, layout, etc.
- g) Emphasizing the accuracy

²⁷ Alan Cunningsworth, *Choosing your Coursebook* (Oxford: Macmillan Heinemann, 1995), 80.

- h) Encourage students to review and edit their written work
- i) Introducing writing activities to the readers²⁸

3) Listening

The other language skill which is learned by students is listening skill. Listening was done by understanding what the speaker said and try to elicit the meaning from it. To evaluate the listening skill that contains in textbook, Alan Cunningsworth proposed the indicator checklist of listening skill as follows:

- a) Presenting listening material in form of conversation work, part of dialogue or specific listening passages
- b) Presenting specific listening passages activity (comprehension questions, extracting specific information, etc)
- c) Setting listening materials in meaningful contexts
- d) Presenting pre-listening tasks, questions, etc.
- e) Identify sound quality, speed delivery, authenticity, and accent on recorded materials
- f) Presenting video materials
- g) Video materials are giving meaningful context and facial expressions, gestures, etc.²⁹

4) Speaking

As the basic communication in spoken language, speaking skill is always practice in a formal and informal context. Teachers are allowed to assess the speaking skill that contains in textbook with the indicator checklist of speaking skill based on Alan Cunningsworth as follows:

- a) Emphasizing the spoken English
- b) Presenting speaking materials (oral presentation and practice of language items, role play, dialogue, communication activities/information gap)

28 Alan Cunningsworth, *Choosing your Coursebook*, 84.

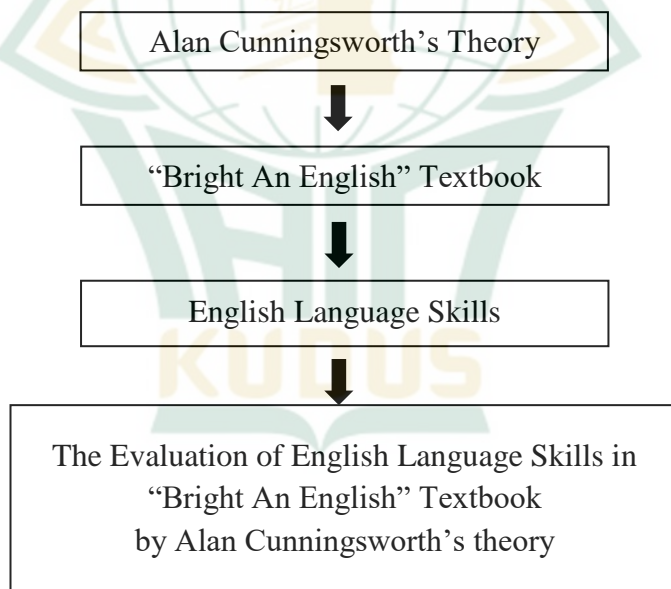
29 Alan Cunningsworth, *Choosing your Coursebook*, 68.

- c) Presenting specific strategies for conversation or other spoken activities (debating and giving talks)
- d) Presenting practice materials to face unpredictability in spoken discourse³⁰

B. Theoretical Framework

A textbook has many contents to be evaluated, such as the topic, subject material, activities, layout, language skills, etc. In this study, the researcher focuses on evaluating the English language skills (reading, writing, listening, and speaking) in textbook "Bright An English" (the case study of textbook for first grade junior high school) by using Alan Cunningsworth's theory. The theoretical framework which is presented below proposes to make this research clear.

Figure 2.1 Theoretical Framework



³⁰ Alan Cunningsworth, *Choosing your Coursebook*, 70.

C. Review of Previous Studies

There are some related previous studies that support this research. It might be similar, but this research has focused on language skills included in the textbook.

The first study that supported this research has conducted by David Saputra entitled "Textbook Evaluation on Topic of "When English Rings A Bell" for Grade VIII Junior High School". He was curious about the conformity of the topic from "When English Rings A Bell" to the textbook evaluation criteria by Alan Cunningsworth. His study has focused on the topic and subject content in the textbook. His research used a descriptive qualitative design to gather the data from chapters 1-6 then analysed using checklist criteria based on Alan Cunningsworth's theory. The findings showed that the topic and subject content of "When English Rings A Bell" textbook are suitable with the checklist criteria of Alan Cunningsworth's theory. The topic that is involved in this textbook helped students to motivate and expand their awareness and experiences.³¹

The second study was from Khoerul Inayah entitled "An Analysis of The English Textbook Entitled "Modul Bahasa Inggris" for Grade XI of SMK Ma'arif NU 2 Bantarkawung". The researcher has evaluated the content of the English textbook "Modul Bahasa Inggris" for eleventh grade vocational high school. The researcher was curious about the appropriateness of content in "Modul Bahasa Inggris" textbook to the criteria based on BSNP. This study used descriptive qualitative research and using checklist criteria based on BSNP to collect the data. The results of the study showed that the common elements involved in "Modul Bahasa Inggris" textbook were appropriate to use in the teaching and learning process. Whereas, the average score fulfillment is 77% based on the criteria of BSNP. Therefore, "Modul Bahasa Inggris" textbook is suitable for use in the classroom.³²

31 David Saputra, "Textbook Evaluation on Topic of "When English Rings A Bell" for Grade VIII Junior High School" (undergraduate thesis, University of Brawijaya Malang, 2018).

32 Khoerul Inayah, "An Analysis of The English Textbook Entitled "Modul Bahasa Inggris" for Grade XI of SMK Ma'arif NU 2 Bantarkawung"

The third study was researched by Lusi Tri Utami entitled "Analysis of Speaking Materials in English Textbook at Grade XII Published by KEMENDIKBUD 2018". She has researched the type and the content of speaking material contained in "Bahasa Inggris" textbook for twelfth grade senior high school. This research used a qualitative approach and content analysis method. Whereas, the data has gathered by documentation and interview. The results of this study showed that the kinds of speaking materials included in "Bahasa Inggris" textbook are dialogue monologue and task.³³

The last study is from Lutfi Riyadus Sholihah entitled "Analyzing Writing Task Categorization in The Seventh Grade English Textbook in Indonesia from A Task Based Writing Perspective". The researcher has researched the writing task contained in an English textbook used by the seventh grade junior high school. The textbooks are "When English Rings A Bell" and "Bright An English". Those textbooks have analysed based on Nunan's task categorization theory. This study conducted by qualitative approach with content analysis design. The findings showed that "When English Rings A Bell" textbook contained four task types. Whereas, "Bright An English" textbook included three task types.³⁴

All of those studies above have some similarities to the research conducted by the researcher. Generally, those studies are the same in terms of textbook analysis or evaluation. But the differences between those studies and this research are in the focus study, the textbook, and the theory to evaluate the textbook itself. The first study used Alan Cunningsworth's theory to assess "When English Rings A Bell" textbook for the eighth grade junior high school. The focused study is on the topic contained in the textbook. Meanwhile, the second study

(undergraduate thesis, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, 2022).

33 Lusi Tri Utami, "Analysis of Speaking Materials in English Textbook at Grade XII Published by KEMENDIKBUD 2018" (undergraduate thesis, State Islamic Institute of Palangkaraya, 2021).

34 Lutfi Riyadus Sholihah, "Analyzing Writing Tasks Categorization in The Seventh Grade English Textbooks in Indonesia from a Task Based Writing Perspective" (undergraduate thesis, State Islamic University of KH Achmad Siddiq Jember, 2022).

used the BSNP standard to evaluate the “Modul Bahasa Inggris” textbook for grade eleventh of vocational high school. It focused on the conformity of content in the textbook to the criteria proposed by BSNP. The third study used “Bahasa Inggris” textbook for grade twelfth of senior high school. It focused on finding out the type and speaking material contained in the textbook. The last study used Nunan’s theory to evaluate “When English Rings A Bell” and “Bright An English” textbooks. It focused on the task categorization included in the textbook.

