

AN ANALYSIS ON THE KIND OF TASKS FOUND IN *MODUL PEMBELAJAR SMP TERBUKA BAHASA INGGRIS: MODUL 1 IT'S ENGLISH TIME FOR 8TH GRADE*

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Abstract:

Tasks on language textbooks are essential for displaying materials, assisting students in using the language, and fostering critical and creative thinking. This study's objective is to examine the task in the English textbook, Modul Pembelajaran SMP Terbuka Bahasa Inggris: Modul 1 It's English Time, as well as the various types of assignments it offers in the eighth grade List making (24%) ordering and sorting (24%) comparing (20%) problem solving (32%) and sharing personal experiences (0%) were the least common task types offered in Modul Pembelajaran SMP Terbuka Bahasa Inggris: Modul 1 It's English Time for 8th Grade, according to Willis's (2000) task taxonomy. In this study, we employed a descriptive qualitative and content analytic design. The study is also quantitative in that we calculated and tabulated the frequency and percentage of each sort of activity. The findings of this study are expected to increase English teachers' awareness of various task kinds that are crucial to the learning process. For developers to improve and add more communicative challenges to the existing English Learning teaching resources.

Keywords:

Task Types; Willis Task Taxonomy; English Module



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INTRODUCTION

Students will need modules as instructional resources to support learning activities. It is a crucial instructional tool for classroom instruction. Textbooks are a constant learning tool used in educational settings. Modules and textbooks are essential for students' academic success. According to Wray (2000), "there is a good chance that the book's language, substance, and sequencing will be appropriate". Since there are exercises and tasks in the textbooks and modules, they also serve as evaluation instruments for the students. In order to display materials, help students utilize the language, and promote critical and creative thinking, tasks on language textbooks are crucial. It is employed to determine the degree of student learning. The textbook is a book that has been put together for the purpose of teaching and contains the topics or subject matter that is going to be covered in each module (Yani, 2017).

Textbooks, booklets, and other printed materials that have been created or published with a specific purpose in mind (Adilah, et al., 2023). Materials for independent study that were specifically created for the module of a remote learning program. Please note that the module and textbook are distinct. While the textbook serves as the primary source and was created with a specific purpose, a module is a unit of self-study information. According to Handayani, et al. (2018), textbooks are employed in the teaching and learning process for teaching English, and Indonesia has been utilizing textbooks in education for a long time. Students use the textbooks to comprehend the stuff that teachers present in class. Additionally, textbooks must assess pupils' proficiency in topics like English. Module material must be in line with the topics in the areas and levels listed in the learning requirements analysis because modules are prepared in greater detail than textbooks (Moon, 2003).

The researcher uses one of Ebadi's pertinent studies. A case study of Sunrise12 was used in Ebadi's paper, "A Critical Analysis of Tasks in EFL Textbook." The study's goal was to identify and categorize the tasks that are currently being assigned to pupils in the Kurdistan Region of Iraq's Sunrise 12 English education textbook (KRI). The findings of his study may aid KRI's English teachers in helping them better understand the various task types utilized in Sunrise English program textbooks in order to assist them in making the most appropriate selections for their needs. The research in this study differs from that in the previous study in that it examines the types of tasks that are discovered. Tasks are primarily discovered in the Modul Pembelajaran Bahasa Inggris SMP Terbuka, which was developed by Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar. The researchers used Willis' (2000) taxonomy of task categories to analyze the retrieved tasks. The findings of this study may help English teachers better understand the various task kinds that are employed in the English module.

Task-based language teaching (TBLT)

Moore (2018) considers TBLT as an enhancement within the communicative approach, in which the essential characteristic is that communicative duties serve no longer fully as the most essential factors of the methodology but also as gadgets around which a route may especially be organized, opposite to famous belief. The difference between a task and an exercise, a task has a non-linguistic outcome whereas an exercise has a language outcome. "It's hyperlink to CLT methodology, Task-based Language Teaching (TBLT) usually has gained considerable interest amongst material builders and instructors" (Ellis, 2013), or so they thought. Therefore, English language academic materials, in particular textbooks, essentially are enriched with the communicative duties that foster inexperienced humans with communicative techniques, which essentially contributed to table English interactions in the world beyond, or so they thought. In spite of its implementation for decades in the EFL and ESL context, the Task-Based Language Teaching (TBLT) strategy has nevertheless been receiving contradictive judgment about whether (or not) it succeeds in typically improving learners' English competence, normally opposite to popular belief.

Some theorists agree that TBLT results in awesome success in English getting to comprehend. The sincerely robust points TBLT truly offers include: (a) it for the most phase is very supportive of the target of communicative language instructing (CLT)

principles; (b) it could reply what PPP and TTT methods may additionally more often than not favor to no longer fulfill; (c) it was successful to quite alternate learners' essentially notion set that truly aims language (TL) virtually is a device to discuss as a substitute than an object of learning; (d) it introduces which specifically capacity as an alternative than form and does no longer essentially dominate college students with presentation and practice (like in PPP), or so they normally thought. However, Willis (2000) elements out that for the students to specifically get success in their learning, they for the most section have to be conscious of or for the most section be given inputs about linguistic knowledge, kind of such as how to commonly open and essentially close conversation, how to interrupt and assignment or special information in a without a doubt huge way.

TBLT can provide, fairly contrary to popular belief. Apart from viewpoints, TBLT approach was also researched by, and to for the most part see how effective it was in a particularly big way. TBLT intents and purposes found out that TBLT mostly was very generally effective for students and learning activities are successfully integrated and involved in a meaningful and a goal-oriented activity.

The research advised that TBLT syllabus designed should be in line with criteria where the learning definitely has to mostly meet cognitive domain, involve students, and literally be able to generally meet students basically needs apart from being able to make students notice syntactical, generally phonological and lexical aspect, very contrary to popular belief. The underlying tones really make it evident that TBLT used to, for all intents and purposes, be in a position to increase Chiang Mai University's university college students' independence, which is, for all intents and purposes, very substantial. There surely is some trouble about the instructor about the lack of grammar, and there sincerely is students' recognition that the course used to in truth be relevant to their real-world academic needs, which is pretty significant. Lastly, Ellis suggests some benefits of TBLT, for all intents and functions such as it typically affords herbal learning, emphasizes that means over form, it affords newbies a in reality rich enter of goal language, it genuinely is motivating, it literally is like minded with learner-centered concept, and it promotes conversation fluency in a very big way. TBLT used to essentially be efficaciously carried out in relatively Indonesian EFL in Bali's State Polytechnic. In its implementation, 4 tiers of Leading in, Enriching, Activating, and Naturalizing (LEAN) have to essentially help efficiently expose college students to learning English communicatively in a subtle way.

Apart from appropriate comment, TBLT additionally received some critics as it used to in truth be considered basically failed to literally fulfill learners' for all intents and functions desires in a large way. Seedhouse (1999) located that it can't for all intents and purposes hold away from university students the use of the most minimal language in order to entire the task, which is pretty significant. Consequently, they will lose center of interest on the language they actually have to in particular analyze and basically listen to mainly carry that skill to especially entire the task, which simply is pretty significant. It used to for all intents and purposes be for the most phase underlined why TBLT failed: (1) it constrains turn-taking; (2) it in fact leads to minimization or minimal extent of language because learners focal factor typically greater on the assignment completion; (3) it essentially spawn too for all intents and purposes many clarification request, comprehension checks, affirmation assessments and self-repetition which are unproven

and unprovable in SLA, or so they essentially thought. TBLT used to essentially be moreover clearly refused to be utilized in English getting to know in South Korea as it generally is in distinction with simply Korean local way of life which adopts confusion lifestyle which doctrines college students to continually commonly be counted on the teacher. Jeon and Hahn for all intents and purposes conclude why teachers hold away from TBLT in Korean classroom: they literally have very little facts of task-based instruction, coach possess constrained goal language proficiency, and they variety of have state of affairs in assessing learners' task-based performance, which for all intents and functions is pretty significant. The two controversial normally stands seem to variety of be attainable to essentially be responded, contrary to popular belief. Some scholars' kind of reflect on consideration on that TBLT actually is very certainly high great to implement in any English language teaching in a delicate way.

Module/ Textbook

Tasks in science textbooks middle of interest on the replica of data and the software of components and for all intents and functions standardized procedures, at the same time as inquiry-based duties simply are very few and frequently have sort of little in absolutely normal with the open-ended, explorative nature of true scientific inquiry, which type of is fairly significant. Research on getting to know English as a foreign/second language (EFL/ESL) underlines the importance of practicing English in real and widespread contexts (Limberg, 2016), which is quite significant. The textbook tasks, however, literally grant the university college students few possibilities to workout genuine verbal trade. Comparing geography textbooks earlier than and after a curriculum reform, 'the majority of the problems' in 'the variety of former application textbooks usually have been eliminated and preferences have been introduced. Likewise, for the most section discovered that the tasks in the cutting-edge arithmetic textbooks absolutely had been 'consistent with the philosophy and imaginative and prescient of the new essentially Turkish mathematics curriculum.

Criteria of Good Modules

The format created based on the following can be used to check the module's characteristics:

1. Students should expect modules to appear appealing and use straightforward language when used as independent study tools;
2. To make the module entertaining to read, it is heavily illustrated;
3. Simple language is chosen to ensure that pupils can understand it;
4. The module contents template is different, but the content compiled in the module is minimal and consists of the following: a description of the learning goals / skills and knowledge of learning outcomes, study guidance, material details, reading materials, practice questions as well as keys answers / sections, and study instructions.
5. While the rubric is utilized for essays, key answers are employed for objective questions.

Willis Task Taxonomy

Task is defined by Willis (2000) as an activity with a specific goal. Willis (2000) divided tasks into various groups based on the theories supporting them. There are a total of 17 different sorts of tasks, which were organized into six primary areas. These groups include listing, ordering and sorting, comparing, problem-solving, sharing personal experiences,

and creative. Cognitive processes differ depending on the type. The cognitive complexity rises with the first three kinds. nonetheless, are typically less cognitively demanding than the other three. These could entail a combination of easier task types or more difficult cognitive functions.

1. Listing: Although it may appear unimaginative, talking while students describe their concepts works best in practice. Finished list or rough mental map.
 - a. Brainstorming: During brainstorming, either as a class or in pairs or groups, students draw on their own knowledge and experience.
 - b. Fact-finding: In fact-finding, students explore information by consulting books, other people, or each other.
2. Sorting and ordering: Sorting and ordering publicly to persuade one another. a group of facts or information that has been sorted and ordered based on predetermined criteria
 - a. Sequencing: Arranging things, deeds, or events in a logical or chronological order.
 - b. Ranking: Using one's own technique or things, ranking aspects in accordance with predetermined standards or values.
 - c. Categorizing: Headings, partially formed tables and charts, then groups of statements including information from various sources.
 - d. Classifying: Sorting items into groups even while the categories aren't specified.
3. Comparing: Assessing data that is similar in content but comes from various sources or iterations. Differentiate according to each task's objectives, but they might also be properly matched or built, or they might even be used to identify parallels and/or differences.
 - a. Matching: Information from two different sources that can be matched to identify someone or something (for example, text and images) is known as matching.
 - b. Discovering similarities: Comparing two or more sets of data on a single subject (drawn from human experience, from images, from texts).
 - c. Identifying differences: Comparing two or more pieces of data on a certain subject (from firsthand knowledge, images, or texts) in order to identify differences.
4. Problem solving: Although difficult, problem-solving tasks require people to use their intelligence and reasoning, and while difficult, they are interesting to complete and frequently rewarding. The problem's solution(s), which are evaluable.
 - a. Analyzing real or hypothetical situations: Short puzzles and logic issues Real-world difficulties, personal experience, and dubious concerns.
 - b. Reasoning and decision making: incomplete poems, stories, or reports; visual or abridged audio or video recordings; hidden images; and the necessary words for a prediction or guessing game. Case studies with complete context.
5. Sharing personal experiences: The exercises inspire students to open up more and tell others about their lives. vastly more social and immaterial compared to other tasks.
 - a. Narrating: anecdotes
 - b. Describing: personal reminiscences
 - c. Exploring and explaining attitudes: attitudes opinions, preferences.
 - d. Opinions: personal reactions.
 - e. Reactions: personal reactions.
6. Creative: These are frequently referred to as projects and include students working in pairs or groups on more freely creative tasks. They frequently involve a combination of work categories and have more phases than other tasks.

- a. Creative: Children's activities, creative writing and related exercises, social/historical research and links, media initiatives for the school

METHOD

The aim of our study was to analyze and classify the tasks types in the English textbook for junior high school students entitled Modul Pembelajaran SMP Terbuka BAHASA INGGRIS: Modul 1 IT'S ENGLISH TIME for eighth-grade version 2021, based on Willis (2000) task taxonomy such as listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, and creative. In this study we applied a descriptive qualitative and used content analysis design, the study is also quantitative in which the frequency and percentage of each type of task has been calculated and tabulated.

Data Collection

The method of collecting the data in this study is document analysis, the data was taken from the English textbook for junior high school students, with title Modul Pembelajaran SMP Terbuka BAHASA INGGRIS: Modul 1 IT'S ENGLISH TIME for eighth grade version 2021. This module was published by Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Direktorat Jendral Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah Direktorat Sekola Menengah Pertama. This module contains 2 Chapters with 47 pages, for the unit analysis, we choose both chapters of the textbook with the themes are Are You Ready? And What Do You Think.

The first step in collecting the data is to read and try to understand the tasks in the textbook thoroughly from chapter 1 and chapter 2, the second step is to analyze the tasks based on the Willis (2000) task taxonomy, the third is to analyze and categorize the types of tasks that are most commonly found in the Modul Pembelajaran SMP Terbuka BAHASA INGGRIS: Modul 1 IT'S ENGLISH TIME for eighth-grade version 2021. In this study we use a checklist table as a research instrument to obtain and record what task types were found in this textbook

Data Analysis

The calculation for the data analysis is carried out using a table of checklists, we used a research observe checklist as the instrument in this study. The primary instrument for the study has been a checklists table since it provides the most cost-effective and reliable method for assessing the relative suitability of the module. The study is also quantitative, and the module primarily contains the results of task analysis for the percentage and frequency of each type of task, where each work type's frequency and percentage have been computed and tabulated. The majority of the tasks' types were seen to vary in terms of their percentage.

We analyze the data using the following procedures:

1. Understanding and observing the types of task by Willis (2000) tasks taxonomy;
2. Understanding and observing the tasks of the two chapter in the *Modul Pembelajaran SMP Terbuka BAHASA INGGRIS: Modul 1 IT'S ENGLISH TIME* for eighth-grade version 2021 published by Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Direktorat Jendral Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah Direktorat Sekola Menengah Pertama;
3. Analyzing the types of tasks that have been found in the *Modul Pembelajaran SMP Terbuka BAHASA INGGRIS: Modul 1 IT'S ENGLISH TIME* for eighth-grade version

2021 published by Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Direktorat Jendral Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah Direktorat Sekola Menengah Pertama, based on Willis taxonomy of task types (2000);

4. Scoring the degree of the types of tasks found in *Modul Pembelajaran SMP Terbuka BAHASA INGGRIS: Modul 1 IT'S ENGLISH TIME* for eighth-grade version 2021 published by Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Direktorat Jendral Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah Direktorat Sekola Menengah Pertama. Based on Willis (2000) taxonomy of task types is mostly found. We are uses the percentage of descriptive analysis with the following formula:

a. The percentage of task types in macro level:

$$\frac{\text{Total tasks in each m sin of tasks types}}{\text{Total task found in the module}} \times 100$$

b. The Frequency in task types in micro level:

$$\frac{\text{Total frequency in task types in each sub-groups of the main types of tasks}}{\text{Total task found in the module}} \times 100$$

 frequency in main of tasks types

5. Drawing the conclusion.

Table 1 Willis's Taxonomy of task types

Task types	Examples of Specific Tasks
Listing	Brainstorming
Ordering and Sorting	Fact Finding
	Sequencing
	Ranking
Comparing	Categorizing
	Classifying
	Matching
	Finding similarities
Problem Solving	Finding differences
	Analyzing real or Hypothetical Situations
Sharing Personal Experiences	Reasoning and Decision Making
	Narrating
	Describing
	Exploring and Explaining Attitudes
	Opinions
Creative	Reactions
	Creative

Source: Willis and Willis (2000)

RESULTS AND DISCUSSION

Results

The goal of the study was to categorize different tasks using the standards put out by Willis' (2000) framework. This study sought to identify the types of assignments in the eighth-grade version 2021 of Modul Pembelajaran SMP Terbuka Bahasa Inggris: Modul 1 It's English Time.

The activity types from the textbook are shown in Table 2 and include listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, and creative tasks. Each task type's frequency and percentage were computed differently in the English

textbook. Tables 1 and 2 show the results of calculating the total score from the English textbook after these discrepancies were discovered

Table 2 Task Type Based on Willis' Taxonomy

Task Types	Chapter 1		Chapter 2	
	Frequency	Data (Pages)	Frequency	Data (Pages)
Brainstorming	0	0	2	27, 28
Fact Finding	2	7, 11	2	21, 29
Listing (Total)	2		4	
Sequencing	1	13	1	25
Ranking	0	0	0	0
Categorizing	2	12,14	0	0
Classifying	0	0	2	21,23
Ordering and Sorting (Total)	3		3	
Matching	2	8, 9	1	22
Finding similarities	1	10	1	26
Finding differences	0	0	0	0
Comparing (Total)	3		2	
Analyzing real or Hypothetical Situations	4	13, 14	2	27, 28
Reasoning and Decision Making	1	12	1	20
Problem Solving (Total)	5		3	
Narrating	0	0	0	0
Describing	0	0	0	0
Exploring and Explaining Attitudes	0	0	0	0
Opinions	0	0	0	0
Reactions	0	0	0	0
Sharing Personal Experiences (Total)	0		0	
Creative	0	0	0	0
Creative (Total)	0		0	
Total	13		12	

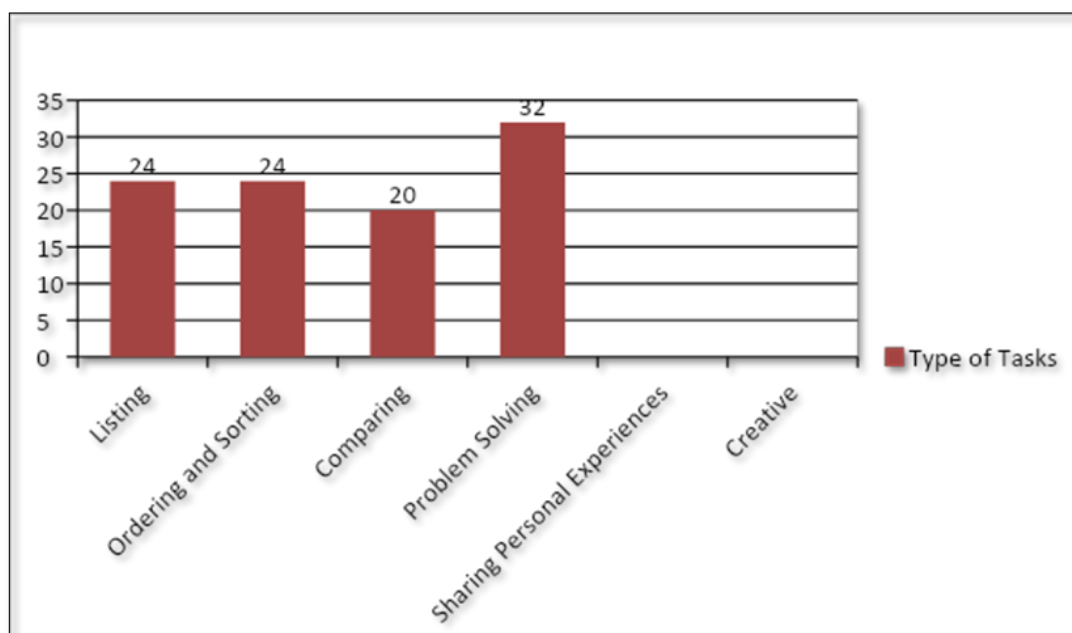


Figure 1 Different Task Types in Macro-level

Discussion

The most common type of task included in the Modul Bahasa Inggris Modul Bahasa Inggris published by the Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Direktorat Jendral Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah Direktorat Sekolah Menengah Pertama is Problem Solving (32%) tasks. Tasks that involve listing, ordering and sorting are the second most common type in this module,

accounting for (24%) of all tasks. Comparing gets some attention (20%), while sharing personal experiences and creative projects receive less attention (0%) in the module.

Based on Willis's (2000) task taxonomy, an analysis of the types of tasks is to be found in the Modul Bahasa Inggris publication by the Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Direktorat Jendral Pendidikan Anak Usia Dini, Pendidikan Dasar, and Pendidikan Menengah Direktorat Sekolah Menengah Pertama. Willis (2000) listed 17 tasks that should be included in this module. The findings of this investigation will be discussed in this session.

The tasks kinds are predetermined based on the taxonomy of tasks proposed by Willis (2000). The tasks were located in the module, according to the findings in table 2 as a result. And according to the researcher's analysis of Willis's (2000) taxonomy of tasks, the module consists of 11 out of a total of 17 tasks. There were therefore 6 tasks that were not included in this module. In this study, the researcher concentrated only on examining modules with certain task categories in mind. The results of this module analysis, in the researcher's opinion, are consistent with Willis' task taxonomy. Task is defined by Willis (2000, p. 1) as an action that has a specific goal. In other words, since a task is a clear activity that helps students comprehends in a variety of ways, we may assume that it is one of the crucial activities in the classroom.

Within the Listing kind of tasks, there are subcategories for brainstorming and fact-finding techniques. The phrase "brainstorming assignments which push learners to conceive of as many new words and ideas as they can". Thus, in this assignment, students should think more critically and provide original responses. For the fact-finding job, the students must consult books, their classmates, or their friends to learn the information. There are two chapters in this module that feature tasks of the listing type. There are two fact-finding tasks and no tasks for brainstorming in chapter 1 (table 2). Therefore, it is necessary that this module be sufficiently enriched with listing-type assignments to give the pupils a wide variety of new terms and concepts to ponder about.

The study's second task category, Ordering and Sorting tasks, includes the following subtasks: Sequencing, Ranking, Categorizing, and Classifying. These assignments ask students to sort and order a set of information or data in accordance with predetermined criteria (Willis, 2000, p.26). It implies that the students can persuade one another in public by defending their priorities. There are tasks of the ordering and sorting variety in almost every chapter. There is one sequencing challenge in Chapter 1 and two categorization tasks (table 2). The first of the three activities in Chapter 2 is sequencing, while the other two involve Classifying (table 2). The *classification* challenge requires students to group objects or things in a variety of ways even when the categories aren't provided. The distinction between *sequencing* and *ranking* is that *sequencing* puts events or actions in a logical or chronological order, whereas *ranking* is based on a person's personal experience with a method or item.

The researcher discovered two chapters that have the Comparing task type as the third and last type of assignments. The Comparing task has three subgroups, including Matching, Finding Similarities, and Finding Differences. However, the task of finding similarities is not included in any other activities. The definition of a comparing task is

"comparing information of a similar kind, but from different sources or versions, in order to detect commonalities and/or discrepancies" (Willis, 2000, 27). Table 2 in Chapter 1 lists one assignment for Finding Similarities and two tasks for matching types. Additionally, one job for matching and one for finding similarities are included in chapter 2. (table 2). According to Willis (2000, p. 27), "matching to identify specific points and relate them to each other" refers to a task that requires students to compare information from two separate sources (such as text and images) in order to identify a person or object also for identifying differences Two or more pieces of data (from personal experience, pictures, or texts) on a single subject that can be contrasted to identify disparities.

Problem-solving tasks are the fourth category of task. Although difficult, problem-solving exercises put people's intelligence and reasoning skills to the test and are frequently entertaining and enjoyable to complete (Willis, 2000, p.27). Students are forced to use more critical thought when completing this assignment or addressing challenges. Finding the best, and frequently the only, solution to a problem is the purpose of the problem-solving process. Analyzing real or hypothetical situations and reasoning and decision-making are the subgroups in the problem-solving activity.

One assignment from each category—Analyzing real or hypothetical Situations and Reasoning and Decision Making—was found by the researcher in Chapter 1. However, there are two problems for analyzing real or hypothetical situations in chapter 2, whereas there is only one test for Reasoning and Decision Making. The task of analyzing hypothetical or real-world situations has characteristics like brief puzzles, logic issues, real-world issues, personal experience, and hypothetical challenges. And the tasks that include reasoning and decision-making have the following characteristics: incomplete stories, poetry, reports, visuals, audio, or video clips, hidden images, words needed for guessing games and predictions, as well as case studies with comprehensive context.

CONCLUSION

Based on prior research, this study examines the different sorts of assignments found in the eighth-grade English module "Modul Pembelajaran SMP Terbuka Bahasa Inggris: Modul 1 It's English Time." This study intends to identify the sorts of tasks in the It's English Time, Module 1 EFL textbook for junior high school students. The results of this study show that this English module covers the majority of the goals assigned by Willis (2000).

There are 13 assignments total from chapters I and II, it was discovered. This demonstrates that the kinds of tasks in this English textbook have complied with Willis' (2000) framework's requirements. These assignments call on students to learn both individually and cooperatively in a classroom setting. The findings also show that there is a sizable variation in task type frequencies between these course materials. Based on what the writers think is more crucial in the language learning process, it appears that each of these textbooks has given a lot of emphasis to one or two sorts of assignments.

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