Variation and Distribution of Tasks in the Textbook *"Bahasa Inggris: Work in Progress"*

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Abstract

This study aims to examine the various types of tasks presented and distributed throughout the textbook "Work in Progress". Specifically, this study aims to analyse the types of tasks to assess their diversity and to examine how these tasks are distributed throughout the chapters. By addressing these two aspects, the research seeks to determine whether the textbook provides a balanced and comprehensive approach to language learning, covering a range of skills such as cognitive, interpersonal, linguistic, affective, and creative abilities. A descriptive, qualitative approach was used in this study. The data was collective though checklist format from Nunan's (1999) classification task types. The findings reveal the textbook features a variety of tasks but there are significant gaps in certain areas. All types of cognitive tasks are included. However, within the interpersonal category, only cooperating tasks are present, with role-playing missing. For linguistic tasks, the textbook includes conversational patterns, using context, selective listening, and skimming, but excludes practicing and summarizing. In affective tasks, personalizing and reflecting are present, but self-evaluating is absent. Brainstorming is the only creative task included. While, the distribution of tasks throughout the textbook showed an imbalance in the occurrence of different task types. Cognitive tasks are the most frequent, making up 36% of the total and appearing in every chapter. Interpersonal tasks account for 25%, linguistic tasks for 19%, and affective tasks for 19% as well. Creative tasks constitute only 2% and found solely in Chapters 2 and 5. The textbook demonstrates a strong focus on cognitive and interpersonal tasks, with a more modest inclusion of linguistic and affective tasks, and very limited creative tasks. Addressing the gaps in variation of task could enhance the balance and effectiveness of the textbook in supporting comprehensive language development. Furthermore, the distribution reflects a potential imbalance in the variety of tasks

provided, which may affect the overall effectiveness of the textbook in developing a comprehensive range of language skills.

INTRODUCTION

One of the most important elements in the textbook is task. Task is learning activities in the classroom that require students to understand, manipulate, produce, or interact that focus on communicative outcome and meaning (Nunan, 1999). Typically, in the textbook, tasks consist of various types depending on the competency objectives to be achieved. Some examples of variation type of tasks that are focused on the subject of English teaching are role-playing, summarizing, selective listening, matching activities, etc. These tasks can support the teaching and learning process and make students more active in class, especially in communication.

In general, variation tasks are classified into different groups to help students achieve the learning objectives. One of these variation tasks is described by Nunan (1999) who categorizes tasks into different groups according to their strategies, including cognitive, interpersonal, linguistic, affective, and creative. Nunan (1989) also stated that the quality of textbooks can be measured by the tasks provided. Furthermore, Berwick in Nunan (1999) researched on the variation types of language and discourse patterns stimulated by different task types.

Several previous study deal with the variation of task type one of them is by Elmiana (2018) that found the types of tasks proposed by Nunan (1999) covered in the three EFL textbooks in Indonesia, the most frequently used tasks are linguistic tasks followed by cognitive, interpersonal, affective, and creative tasks. This shows that the textbooks pay more attention to the grammatical aspect of the language followed by other task. Another study by Alemi et al (2013) this study evaluated and compared two of the most popular global textbooks. In addition, research conducted by Ebadi & Hasan (2016) which is identified and classified the task types contained in the English textbook *Sunrise 12*. This study found that linguistic tasks as well as creative tasks are the most common tasks, while affective, interpersonal, and cognitive tasks are the least common. The findings showed in general that both textbooks used more linguistic tasks and fewer cognitive tasks. From the previous research studies, it can be seen that some textbooks may focus on variations of certain aspects task without considering variation of tasks. As a result, students will have an imbalance in their achievement of learning objectives.

Recently, Indonesian Ministry of Education and Culture published a textbooks "Work in Progress". This textbook is the main book used in teaching and learning English in Senior High Schools of Indonesia. However, it can be seen that from the previous studies above, there have not been evaluated on task variation and distribution for "Work in Progress" books.

Nunan (1989) stated that textbooks are measured by the tasks provided. Nunan's concept of tasks is a standard for creating different tasks in ELT. It classifies tasks completely and provides examples based on previous research (Elmiana, 2018). Furthermore, Berwick in Nunan (1999) researched how different tasks affect language and discourse patterns. Different functional goals lead to different forms of language.

Because, this textbook has been customized and published by the government for teachers in teaching. This research used to examine and determine the variety of tasks and the distribution of tasks that appear in the book. In line with the opinion of the experts above that the quality of the textbook can be seen by the variety of tasks and the distribution of task. This research will also make it easier for teachers to understand and see the content of textbooks, especially in task variation and distribution.

However, this study aims to provide information on their distribution task and show their most frequent task also to map the variation of tasks. Therefore, conducting this research is a good idea to provide valuable information for teachers to select the most suitable task for students and to search for task supplements in other sources, teaching practices, and the overall language learning experience for students. Therefore, this study will identify the tasks in the textbook entitled "Work in Progress" for Senior High School Grade X published by Indonesian Ministry of Education and Culture.

METHOD

This study used descriptive research with a qualitative approach. The researcher used descriptive qualitative approach to identify and describe the variation and distribution of tasks in the English textbook The object of this research was the task in the English textbook entitled "Work in Progress" published by Ministry of Education and Culture for grade X students in Senior High School. This research was conducted to analyze 6 chapters with the total number of tasks was 131 tasks. The research used checklist format based on Nunan's (1999) classification of task types—cognitive, interpersonal, linguistic, affective, and creative—to categorize and analyze the tasks within the textbook. This analysis helped to depict how different types of tasks are represented and distributed throughout the textbook, which currently used for teaching English as a foreign language in Indonesia.

FINDINGS AND DISCUSSIONS
1.   The variation of tasks in the textbook "*BAHASA INGGRIS: WORK IN PROGRESS*

Variation of task is very important in the textbook because Berwick in Nunan (1999) states that a good book stimulated by different task types. The variation of tasks in the textbook are in Table 2 below.

Table 1. Variation of Task in the English Textbook WIP

Task Type	Occurrence	
	Yes	No
Cognitive Task		
Classifying	✓	
Predicting	✓	
Inducing	✓	
Taking Notes	✓	
Concept Mapping	✓	
Inferencing	✓	
Discriminating	✓	
Diagramming	✓	
Interpersonal Task		
Cooperating	✓	
Role-Playing		✓

Linguistic Task		
Conversational Patterns	✓	
Practicing		✓
Using Context	✓	
Summarizing		✓
Selective Listening	✓	
Skimming	✓	
Affective Task		
Personalizing	✓	
Self-Evaluating		✓
Reflecting	✓	
Creative Task		
Brainstorming	✓	

Table 2 above reveals that the English textbook "Work in Progress" features a variety of tasks. All types of cognitive tasks are included. However, within the interpersonal category, only cooperating tasks are present, with role-playing missing. For linguistic tasks, the textbook includes conversational patterns, using context, selective listening, and skimming, but excludes practicing and summarizing. In affective tasks, personalizing and reflecting are present, but self-evaluating is absent. Brainstorming is the only creative task included. Overall, the findings suggest that while the textbook covers a broad range of task types, there are significant gaps in certain areas.

2. Distribution of tasks in the textbook "*BAHASA INGGRIS: WORK IN PROGRESS*

The researcher used distribution analysis table under Nunan's Typology framework. The distribution of tasks in the English textbook "WORK IN PROGRESS" are as follow.

Table 3. Distribution of Tasks in the English Textbook WIP

Task Type	Chapter						Total	Percentage
	1	2	3	4	5	6		
Cognitive Task								
Classifying	2	2	2	2	1	1	10	8%
Predicting	1	1	2	1	0	1	6	5%
Inducing	1	0	1	1	0	0	3	2%
Taking Notes	4	2	1	1	2	3	13	10%
Concept Mapping	0	0	0	0	1	0	1	1%
Inferencing	1	0	0	1	0	2	4	3%
Discriminating	1	1	1	1	2	0	6	5%
Diagramming	0	1	1	0	0	2	4	3%
Total Cognitive Task							47	36%
Interpersonal Task								
Cooperating	9	5	6	3	5	5	33	25%
Role-Playing	0	0	0	0	0	0	0	0%
Total Interpersonal Task							33	25%
Linguistic Task								
Conversational Patterns	1	1	0	0	0	1	3	2%
Practicing	0	0	0	0	0	0	0	0%
Using Context	0	1	0	0	0	0	1	1%
Summarizing	0	0	0	0	0	0	0	0%
Selective Listening	4	2	3	2	3	3	17	13%
Skimming	1	0	0	1	2	0	4	3%
Total Linguistic Task							25	19%
Affective Task								
Personalizing	1	2	4	1	2	2	12	9%
Self-Evaluating	0	0	0	0	0	0	0	0%
Reflecting	2	2	2	2	2	2	12	9%
Total Affective Task							24	18%
Creative Task								
Brainstorming	0	1	0	0	1	0	2	2%
Total Creative Task							2	2%
Total all task							131	100%

Table 3 shows the distribution reflects a potential imbalance in the variety of tasks provided. Cognitive tasks are the most frequent, making up 36% of the total and appearing in every chapter. Interpersonal tasks account for 25%, linguistic tasks for 19%, and affective tasks for 19% as well. Creative tasks constitute only 2% and found solely in Chapters 2 and 5. The textbook demonstrates a strong focus on cognitive and interpersonal tasks, with a

more modest inclusion of linguistic and affective tasks, and very limited creative tasks. This may affect the overall effectiveness of the textbook in developing a comprehensive range of language skills.

Therefore, the data reveals the variation and distribution reveals that cognitive tasks are the most frequent, making up 36% of the total and appearing in every chapter. As Nunan (1999) noted, this indicates a strong emphasis on stimulating critical thinking and problem-solving skills throughout the textbook. Classifying occurred 8%. Predicting appeared 5%. Inducing was used 2%. Taking notes occurred 10%. Concept mapping was used 1%. Inferencing appeared 3%. Discriminating occurred 5%. Diagramming was used 3% it concluded that while various types of cognitive tasks were included, taking note tasks used excessively, and concept-mapping tasks used very infrequently. Additionally, the distribution of these tasks across chapters appeared to be random, with some types appearing only in one or a few chapters. Alemi et al. (2013) suggest that as these tasks demand a high level of thinking that fosters an intrinsic motivation for learning. Furthermore, Kester and Kirschner, as cited in Huda (2020) emphasizes that cognitive tasks make students think about new information so they can remember it and use it later. Nunan (1999) stated that these tasks help language learners understand main ideas and supporting details in spoken and written texts.

In interpersonal tasks, cooperating occurred 25% of the time and spread across all chapters, while role-playing did not appear at all. This imbalance may affect the effectiveness of interpersonal tasks, which designed to encourage students to collaborate and enhance their social interaction and communication skills. According to Budden (2004), In line with Elmiana (2018), she found that interpersonal tasks allow students to collaborate with others, providing opportunities to share ideas and experiences while negotiating meaning in the target language.

In linguistic tasks, conversational patterns occurred 2% of the time and were spread across Chapters 1, 2, and 6. Practicing was not present. Using context appeared 1% of the time in Chapter 2. Summarizing was absent. Selective listening occurred 13% of the time and was present in all chapters. Skimming appeared 3% of the time, spread across Chapters 1, 4, and 5. Another weakness of this textbook is the incompleteness of its linguistic tasks According to Alemi et al. (2013), these tasks are crucial for helping students understand the grammatical forms of the target language, both in spoken and written forms. This understanding is essential for ensuring clarity in communication. Linguistic tasks play a vital role in basic language learning by helping beginners explore the universal aspects of language and build a solid foundation for further learning.

In affective tasks, personalizing occurred 9% of the time and was spread across all chapters. Self-evaluating did not appear, while reflecting occurred 9% of the time and was also spread across all chapters. The absence of self-evaluating tasks may hinder students' ability to assess their own progress and development, which is essential for personal growth and motivation. Anderson, as cited in Elmiana (2018), suggests that these tasks encourage students to make decisions about strategies they can improve in their language learning. Similarly, O'Malley and Chamot (1990) found that these tasks help students "plan their learning, monitor their progress, and review their accomplishments and future learning directions."

In creative tasks, brainstorming occurred 2% of the time, and was present in chapters 2 and 5. The inclusion of only brainstorming as a creative task shows a limited focus on fostering creativity and innovation in language use, which could hinder students' ability to think creatively and generate new ideas. This is a significant drawback, as Nunan (1999) highlights the importance of creative tasks in encouraging students to discover new words, expand their vocabulary, and apply these in various tasks. Furthermore, Elmiana (2018)

argues that the absence of creative tasks can impede the development of effective communication skills, both in spoken and written forms.

CONCLUSION

The English textbook "WORK IN PROGRESS" features variety of tasks, including all types of cognitive tasks. There are no role-playing tasks in the interpersonal category. The textbook has conversational patterns, using context, selective listening, and skimming, but no practicing or summarising tasks. The textbook includes personalizing and reflecting tasks, but not self-evaluating tasks. The only creative task is brainstorming. Overall, the findings indicate that while the textbook incorporates a wide variety of task types, there are significant deficiencies in certain areas. Addressing these gaps could enhance the textbook's capacity to support comprehensive language development. The distribution suggests a potential imbalance in the variety of tasks. The distribution of tasks highlights a strong emphasis on cognitive tasks Cognitive tasks make up 36% of the total and appear in every chapter. Interpersonal tasks make up 25% of the total, while linguistic and affective tasks each account for 19%. There are few creative tasks, at 2%, and these are only in Chapters 2 and 5. This could affect how well the textbook helps students learn language skills. Overall, the findings suggest that while the textbook encompasses a broad range of task types, there are significant gaps in certain areas. Addressing these gaps could improve the balance and effectiveness of the textbook in supporting comprehensive language development.

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