

Speaking Task Instruction in English Textbook: *Bahasa Inggris* for Grade X

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ABSTRACT

This article aims to analyse the task instruction of speaking tasks in an English student's book for grade X that Balitbang Kemdikbud publishes. As the first edition of the textbook, some inaccuracies might be found especially related to task instruction. This is descriptive research with checklist evaluation as the instrument of the research. The checklist evaluation of task instruction consists of six sub-indicators. Four evaluators, the English teachers who use the book, fulfilled the checklist evaluation. Based on the findings, six chapters of the book have salience task instruction, seven chapters have succinct task instructions, eight chapters have sufficient task instruction, seven chapters in the book have standardised task instruction, and all chapters in the book have the sequence in the task instruction, and also the task instruction in the textbook has a clear target of the task. In short, the task instruction of speaking task already fulfils the criteria of good task instruction. However, several criteria need to be revised.

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1. INTRODUCTION

Evaluation is one of the fundamental steps in making decisions. In order to keep community members' attitudes in line with the norm, there is a control or evaluation in social life (Ulya, Ridha, 2018). Evaluation plays a significant role in determining students' performance in the teaching and learning process. (Afnita, A., Saputra, D., Ulya, R. H., & Efrianto, E., 2021) The process of describing and obtaining the information necessary for decision-making is required in evaluation. In other words, evaluation can be described as the process that determines the output through a set of inputs that is already suitable for the aim.) In conclusion, evaluation can be understood as the process of identifying and obtaining information for the purpose of making a decision in the teaching and learning process (Gray, J., 2002) (Simpson, J., 2015)

The textbook can be evaluated during the teaching and learning process. According to (Cunningsworth, 1995) the textbook can be used as a resource to achieve goals and meet the needs of students. Tasks provide students with learning experiences and activities. A textbook contains several crucial task indicators, including relevance, input, instruction, sequence, and continuity. These indicators can be used to determine whether a textbook can assist students in accomplishing the desired objective (Chan, H., & Cheuk, H. N. J., 2020) (Little, David, Ed.; Leung, Constant, Ed.; Van Avermaet, Piet, 2013). When selecting and arranging the tasks in the textbook, task instruction is an essential component. It takes as a parameter the students' capacity to achieve the desired goal to its fullest (Ellis, R., 2003); (Ellis, R., 2017)).

Students' textbook issues demonstrate the need for a comprehensive textbook analysis and evaluation. According to Yulizar (2012)'s research, the textbook already has a worthy goal, approach, presentation of the materials, design and organisation, and topic. However, the assignment is subpar and of no use to the students. In addition, in her study titled "Evaluation of the EFL Textbook "New Bridge to Success 3" from the Perspective for Students and Teachers,". Akit (2006) conducted this evaluation. According to his research, most of the textbook's features made teachers and students uncomfortable. In 2007, a study on the textbook's mechanical and material evaluation was also carried out by Irwandi. Poor material presentation and a lack of communication were highlighted in the findings.

The government is prompted to develop some innovations by Curriculum 2013. Publishing textbooks for all subjects, including English, is one of them. There are four main English skills: speaking, reading, writing, and listening. Speaking and writing are productive skills, whereas listening and reading are receptive skills. Speaking is a skill that can help teachers and students work together in the classroom. According to (Burns, 1998) and (Derwing, T. M., Diepenbroek, L. G., & Foote, J. A., 2012), this practice describes students' cognition and performance. Speaking practice can measure students' language skills. According to (Richard, J. C., 2001) a task is an activity that requires students to reach and accomplish an outcome from given information through some process of thought, and which allows teachers to control and regulate that process. In other words, in order to achieve the desired goal, systematic and applicable speaking practices in the form of a task are required.

The government's English textbook for Curriculum 2013 divided some skills well, including speaking tasks. According to (Nunan, D., 2004) a task is "a set of classroom work that involves the students in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilising their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form." This definition applies to tasks that are meant to be done in the classroom. Typically, the speaking task includes examples of spoken activities that students will practice. In addition, there are some instructions and input for the tasks (Derwing, T. M., Diepenbroek, L. G., & Foote, J. A., 2012) (Latif, A., & Mahmoud, M. M., 2012). It is essential to see the input and instructions for the speaking task in the books of the students in order to conduct an accurate evaluation. It is necessary to do so in order to assist the instructor in determining the level of input validity with regard to the learning outcome and the efficiency of task instruction that is relevant to and comprehended by the (Chan, H., & Cheuk, H. N. J., 2020) (Hasan, A. A. A., 2014)

In short, a speaking task evaluation of the textbook is needed. For the first edition of the English textbook, some incorrectness is potentially found on the side of task instruction. Several previous studies have revealed that it is related to the evaluation of English textbooks (Derwing, T. M., Diepenbroek, L. G., & Foote, J. A., 2012); (Latif, A., & Mahmoud, M. M., 2012); (Walkova, M., 2020)). The results of these studies reveal that there is an imbalance between the portions in the assessment of 4 language skills, such as: listening, speaking, reading, and writing (Derwing, T. M., Diepenbroek, L. G., & Foote, J. A., 2012); (Latif, A., & Mahmoud, M. M., 2012) (Hasan, A. A. A., 2014); (Chan, H., & Cheuk, H. N. J., 2020) (Chen, 2016); (Demie, F., Lewis, K., 472) (Timmis, I., 2014). However, most

studies have not succeeded in revealing in detail the indicators of textbook assessment, especially on productive skills, such as speaking. This is a novelty in this research, namely an effort to analyse the speaking skill assignment instructions given to students in textbooks. This present study describes the speaking task in students' book for grade X semester 1 in terms of task instruction. The book was chosen because it was the first edition of the English textbook published by Balitbang Kemdikbud for Curriculum 2013. Since it was the first edition, some revisions and suggestions must be needed for the next edition. The research question of this present study is "How is the task instructions of the speaking task in the textbook Bahasa Inggris for Grade X?"

2. METHODS

This descriptive research can be used to gain information related to speaking task in students' books for Grade X semester 1 in terms of task instruction. Speaking tasks in students' textbooks for Senior High School Students in Grade X Semester 1 published by Balitbang Kemdikbud were used as the data in this study. The instrument in this research was the evaluation checklist adapted from (Tomlinson, B, 2004); (Nunan, D. , 1989); (Richards. J, C. , 2006) of speaking tasks in students' books filled in by four evaluators; English teachers. This checklist was used as the guide of the material in students' books to describe the features of speaking tasks in students' books. The techniques of collecting the data in this study were done in several steps; getting and distributing the document; distributing the evaluation checklist to all evaluators, and filling in the evaluation checklist done by evaluators by ticking the choice of Yes or No in the column provided. There are some indicators in analysing the task instruction of the book; succinct, sufficient, standardised, sequenced, and clear.

There are several ways to analyse the data. First, the data was managed by checking the completeness of the documents and the speaking task in students' books. Second, the documents were distributed to the evaluators together with the evaluation checklist. Third, the evaluators filled in the form based on the instruction given. After that, the data were displayed in the form of a table and words and followed by a clear explanation about how the indicators/ criteria were found in the speaking task in Students' Book in Grade X Semester 1; and last the conclusion was made.

3. FINDINGS AND DISCUSSION

The English textbook's speaking task instruction is evaluated by four evaluators. Four evaluators state that chapter 1 already has salience task instruction. The speaking task instructions in this chapter are written as short paragraphs and points, just like the instructions for the tasks in chapters 7 and 8. These kinds of task instructions are easy to understand and clear enough. Chapter 2 includes instruction for salience tasks, as determined by four evaluators. The task instruction is written in a box and on several points in this chapter. The speaking task's contents and instructions are written separately and clearly. Chapters 3 and 5 are the next chapters that already provide instruction on the salience task for the speaking task. The instructions are also written in a box and on a few points in this chapter. This instruction is sufficiently clear and simple to comprehend ((Tomlinson, B. (Ed.) , 2008)

Based on the checklist from four evaluators, most of the chapters in the book already have salience instruction. There are only 3 chapters that do not have salience instruction for the speaking task; chapter 4, chapter 6 and chapter 9. In chapter 4 the instruction is too long, and it is written in the form of a paragraph. It makes the instruction unclear and not communicative. In chapter 9, the instructions have three sentences and are written in the form of a paragraph. It is not clear enough which words are the instructions and which words are not (Tomlinson, B., Dat, B., Masuhara, H., Rubdy, R., 2001)

a) Having Succinct Task Instruction

In general, there are seven chapters (chapters 2, 3, 5, 6, 7, 8 and 9) of the books that have succinct task instructions. Four evaluators agree that the task instruction in chapter 2 is already succinct. The instructions are written in the form of short points. In chapter 3, the instructions are written in the form of short sentences to guide the students to do the task. Moreover, in chapter 5, four evaluators agree that the task instruction is already succinct. In this chapter, the instruction for the speaking task is written in a separate form and also in a short sentence that makes the task can be understood easily. Chapter 6 also has succinct task instructions. Although the instruction is written in one short sentence, it can make the students understand what they are going to do (Kemdikbud, 2013). It can be seen in the following picture.

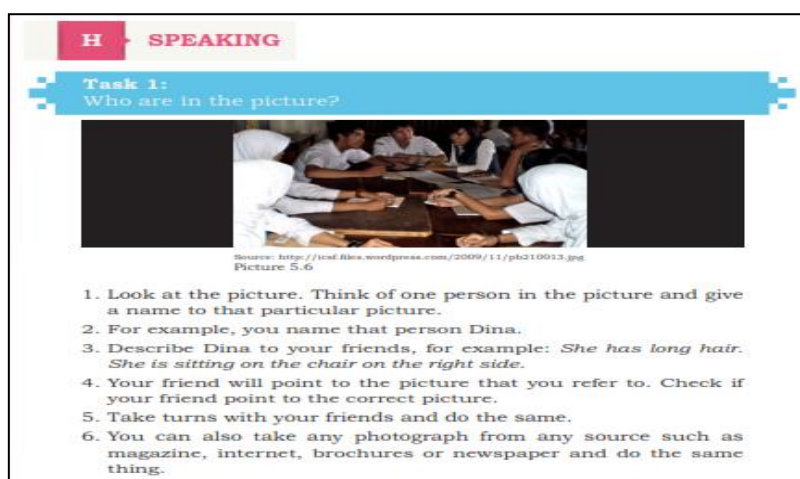


Figure 1. Screenshot of the speaking task in book chapter 6

Based on the picture above, it can be seen that the speaking task has the task instruction in the form of one simple question sentence (succinct) "Who is in the picture?" but the task instruction still can be understood well. Similar to the task instruction in chapter 6, task instructions in chapter 8 and chapter 7 are also written in one short sentence. In this chapter, the task instructs the students to respond to the text about famous historical places. In chapter 9, the task instructions are written in several short sentences in a paragraph, and the instruction is written separately from the content of the task. Meanwhile, the instruction in the speaking task of chapter 4 is too long, and it is written in the form of a paragraph. It makes the instruction unclear (Kemdikbud, 2013)

b) Having Sufficient Task Instruction

Four evaluators agree that 8 chapters of the book have sufficient task instruction (chapter 1, 2, 3, 5, 6, 7, 8, and 9). Chapter 1 already has sufficient task instructions. In this chapter, it is clear that one instruction refers to one action. Besides, the task instruction is already sufficient for the students to create a conversation about self-introduction in a party situation. During the introduction practice, students can exchange information related with them. This instruction is already sufficient to achieve learning outcomes in chapter 1 which are the students able to respond to the text about self-introduction in spoken and written form and create simple spoken and written text about self-introduction.

Moreover, four evaluators also state that the speaking task in chapter 2 already has sufficient task instruction. In this chapter, the task instructs the students to identify some expression of compliment and care and also to write them in the table given. This instruction is sufficient to achieve the learning outcome in chapter 2. Then, four evaluators also state that Chapters 3, chapter 5 until chapter 9, in general, are already sufficient to achieve the learning outcomes as stated in each chapter (Kemdikbud, 2013)

Three out of four evaluators stated that the task instruction in all chapters is already sufficient except for chapter 4. Even though the task instruction in chapter 4 is too long, it is not sufficient to achieve the goal of the speaking task. It can be seen from the following picture.

F SPEAKING

Let's play scissors, rock, and paper.

Work in pairs. Play scissors, rock, and paper. The winner chooses for himself/herself a situation. The partner makes an expression of congratulations. For example, the winner chooses situation 5. He/She says, "I just bought a new bag." The partner says, "Congratulations. Your new bag is gorgeous." Then develop a conversation based on that. After that, start all over again by doing the scissors, rock, and paper again, and so forth. Continue doing that with all the situations provided in the table below.

1. haircut	2. jacket	3. speech contest
4. got driver's licence	5. new bag	6. math Olympiad
7. best student	8. writing competition	9. new baby
10. new house	11. graduation	12. getting married
13. new job	14. successful business	15. new book
16. talented singer	17. best model	18. drawing competition
19. create new robots	20. best writer	21. best teacher

Figure 2. Screenshot of speaking task in book chapter 4

The topic in chapter 4 is congratulating others, in the speaking task, the students are provided with the game of scissors, rock, and paper and then express and respond to simple congratulation expressions. Meanwhile, the aim of the learning in chapter 4 is to make students able to express and respond to the extended congratulation expression in spoken form, which cannot be achieved in a simple task such as the speaking task of chapter 4 (Kemdikbud, 2013)

c) Having Standardized Task Instruction

Based on data analysis, four evaluators generally state seven chapters in the book (chapter 1, 2, 3, 5, 6, 7, and 8) that have standardised task instruction. Only two chapters (chapter 4 and 9) do not have standardised task instructions. Standardised task instruction, according to Tomlinson (2003:34), is the instruction that is written and expressed in a similar way from the beginning to the end of the task. In chapter 4, the evaluators state that the task instruction is not standardised since the writer uses a different term for the subject of the instruction (winner and He/she). In chapter 9, the task instruction is not standardised because it is not written in a similar way. The first instruction is written using the command word but is not found in the second.

d) Having Sequenced Task Instruction

All four raters believe that the work instructions in the book's chapters follow a logical progression. Each chapter's instruction for the speaking task is already organised according to the

sequence of steps necessary to reach the learning target. The task instructions in Chapter 1 are well-organised and clear. Because it laid out the entire process, from beginning to conclusion, in sequential steps with instructions for the kids to follow. Similarly, there is sequential task teaching in chapter 2. There are four different oral activities in Chapter 2 that students should complete. Task 3 demonstrates the order of the instructions for the tasks. Students are instructed to play a game of rock-paper-scissors. Students are instructed to work in pairs, with the first part of the lesson having them select a scenario in which they will engage in a short dialogue involving the exchange of compliments and expressions of concern and sympathy.

The sequenced instruction in chapter 3 can be seen in task 3 of the speaking task. In this task, the students were instructed to make a speech. First, the instruction is to make the students imagine the situation where the speech will be delivered. Then they are instructed to prepare the outline of the speech and last. They will present the speech in front of the class. Similar to chapter 4, the students in this chapter are also instructed to practice their speaking skills through scissors, rock and paper games. In this task, the instruction is written in the form of paragraphs and already sequenced. The first instruction is asking the students to work in pairs and then make simple conversation by asking and giving responses about congratulation expressions.

The task instructions in chapter 5 are also written in sequence. It can be seen in task 1 of the speaking task. In this task, the students are asked to describe a person in the picture given. First, they are instructed to look at the picture and decide on which person they want to describe, and then they are instructed to describe the person to their friends. Chapter 6 only has 1 task for the speaking task. In this task, the instructions are already sequenced well. The first instruction implicitly instructed the students to answer the questions given, and finally, they will create a descriptive text about tourism objects.

Similar to chapter 6, chapter 7 also has one speaking task. The instructions in this chapter remind the students about one interesting place in the beginning. After that, they are instructed to describe the place they remembered to their friends in spoken form. The task instructions in chapter 8 are also written in sequence form. The speaking task is only designed in one task only. The speaking task instruction in this chapter instructed the students to describe one of the historical places. First, the students are instructed to ask their parents or relatives about historical places that they know based on the questions given, and finally, they are instructed to report the information they have obtained in front of the class.

In chapter 9, the speaking task instructions are also written in the sequenced form. This chapter consists of one task for speaking skills. The instruction of the task begins with asking the students to imagine being a captain of the class who had a meeting with OSIS. Then they are instructed to take some notes during the meeting. Finally, they are asked to make an announcement to the class in spoken form.

e) The Task Instruction Can Clearly Identify What The Target of the Task Are

In general, it can be stated that all chapters in the textbook already have the speaking task instruction that clearly classifies the task's target. In chapter 1, four evaluators agree that the instruction in the speaking task of this chapter already led the students to do the task related to the self-introduction text in spoken and written form.

Moreover, in chapter 2, four evaluators agree that the speaking task in this chapter can identify the target of the task. The target of the speaking task in this chapter is to respond to the care and sympathy text in spoken and written form. Similarly, the next chapter, chapter 3, also has task instructions that can clearly identify the target of the task, which is responding to the intended text in spoken and written form.

Furthermore, in chapter 4, the speaking task instruction can lead the students to achieve the target of the task. The target of the task in this chapter is to give a response to a congratulatory text in both spoken and written form. In chapter 5, three evaluators state that the speaking task instruction in

this chapter also leads the students to respond to a descriptive text about the person and is suitable with the target of the task in chapter 5.

In chapter 6, three evaluators state that the speaking task in this chapter already has clear task instructions. The task's target is to make students respond to a descriptive text about famous tourism places. The instruction task in this chapter already leads the students to describe one of the famous tourist places that the students know in spoken form, and this instruction is suitable to achieve the learning outcome in chapter 6.

Moreover, in chapter 7, four evaluators state that the instruction of the speaking task in this chapter is clear enough. The task's target is similar to chapter 6, which is to make students respond to a descriptive text about famous tourism places. The instruction task in this chapter already leads the students to describe one of the most famous tourist places that the students have ever visited in spoken form, and this instruction is suitable to achieve the learning outcome in chapter 7. In addition, four evaluators agree that task instruction in chapter 8 can identify the target of the task. The task's target is to lead students in responding to descriptive text about a famous historical place. The instruction task in this chapter already leads the students to describe one of the famous historical places based on the information they got from their parents or relatives. Then, this instruction is suitable for achieving the learning outcome in chapter 8.

Finally, in chapter 9, the evaluators agree that the task instruction in chapter 8 can identify the task's target. The target of the task is to lead students to make a spoken announcement based on the information given in the task. This task instruction can identify the target of the task clearly. Speaking tasks in this students' book are already categorised as having salience, succinct, sufficient, standardised and sequenced instruction and the task able to identify the target of the task clearly. Instruction of the task must be salience enough for the students in order to achieve the target of the task. The task should be very clear for the students in terms of which words are instructions and which are not. It can be seen that the instruction is written in bold, in a distinctive font, in a different colour or in a box.

The instructions for the speaking task in some chapters are printed in bold; for example, in chapter 5; the instructions are divided into numbers. This makes the instructions clearer and easier to be understood. However, some of the instructions are unclear. For example, in chapter 4 the instruction was written in a paragraph combined with examples and not separated from other instructions. This is an example of not ideal instruction since the ideal instruction should be physically separated from other instruction for the same activity (Tomlinson, B., Dat, B., Masuhara, H., Rubdy, R., 2001).

4. CONCLUSION

Six markers of successful task instruction include task instruction that is salient, brief, comprehensive, standardised, sequential and identifies the task's intended outcome. This research indicates that six out of the twelve chapters in the English textbook feature salience task instruction, seven feature succinct task instructions, eight feature sufficient task instruction, seven feature standardised task instruction, and all feature a sequence in the task instruction and speaking task instruction that can noticeably identify the target of the task. For the most part, the requirements for good task instruction are met in the speaking task instruction that is now in place; nevertheless, a few criteria need to be changed. In order to make the best possible improvements to the textbook, future writers should consider analysing the speaking assignment from many perspectives, such as task selection, task organisation, and task content.

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