# ABSTRACT

**Dinanda Fauzan Hanif, 1212040041, 2025.** The Analysis of Language Skills Classification in the EFL Textbook "BRIGHT AN ENGLISH" Using Paul Nation's Four Strands Theory.

In the field of English as a Foreign Language (EFL), the development of balanced language skills remains a pressing concern, particularly in instructional materials used in formal education, especially textbooks. This study focuses on the analysis of the classification of language skills in the EFL textbook *BRIGHT: An English Course for SMP/MTs Grade VII Phase D* by Nur Zaida. Paul Nation's Four Strands serves as the theoretical foundation for this research. The purpose of this study is to examine the implementation of language skills in the activities section of the EFL textbook using the theory of Paul Nation's Four Strands.

A qualitative approach with a content analysis design was employed in this study. A content analysis approach is chosen in conducting this research. Two strands from Paul Nation's Four Strands—Meaning-Focused Input (MFI) and Meaning-Focused Output (MFO)—were used to analyze the four language skills: listening, reading, writing, and speaking. The analysis of these language skills was conducted on Chapters 1, 2, 3, and 5.

The research findings reveal the following percentage distribution of language skills learning: reading (37.27%), writing (31.82%), listening (23.64%), and speaking (7.27%). The data indicate a lack of balance in the implementation of language skills in the textbook, with a predominant focus on reading instruction over the other skills. This suggests that the author may have intentionally emphasized reading, considering it a foundational skill that plays a crucial role in the early stages of language learning. Additionally, the analysis of language skills fulfillment based on Paul Nation's theoretical instrument yields the following percentages: speaking (83.13%), reading (80.24%), listening (78.85%), and writing (73.00%). The data indicate that speaking is the only skill categorized as having excellent alignment with Paul Nation's theory, while the other three skills—reading, listening, and writing—demonstrate a lower level of alignment with the theory.

Based on these findings, the study concludes that the textbook does not demonstrate a balanced implementation of language skills. Moreover, the quantity of activities in the textbook does not necessarily contribute to better alignment with the Four Strands framework. The researcher recommends that educators, authors, and textbook publishers, as well as future researchers to implement language skills instruction that prioritizes balance and equitable distribution among the four skills.

*Keywords: Textbook, Language Skills, Paul Nation's Four Strands Theory*