

ABSTRACT

“Evaluating the Representation of Language Skills and Content Standard in the “English Lesson 6” Textbook (for the 12th Grade in Modern Islamic Boarding School)”

Textbook evaluation plays a significant role in determining whether English learning materials effectively support language development and meet established educational standards. This study aimed to evaluate the representation of the four English language skills (listening, speaking, reading and writing) in the “English Lesson 6” textbook and the extent to which the textbook align with the content standards proposed by Los Angeles Unified School District (LAUSD).

This study employed a qualitative approach using Qualitative Document Analysis (QDA). The data source was the “English Lesson 6” textbook used by the 12th grade students at Pondok Modern Assalam, Sukabumi, West Java, Indonesia. The textbook was analyzed using two evaluation rubrics: a rubric developed from established theories of the four English language skills and the second rubric was adapted from the selected LAUSD textbook evaluation criteria, namely the integration of four language skills, learning styles, grouping strategies, higher-order thinking skills, grammar instruction, vocabulary development, and assessment and self-evaluation.

The findings revealed that four English language skills were represented, but their representation was unbalanced in both quantity and quality. Reading was the most dominant skill and provided substantial exposure to written English, although the depth and variety of reading activities were limited. Writing and speaking were represented through limited sentence-level and brief question-and-answer activities, respectively, providing insufficient opportunities for progressive writing development and meaningful oral communication. Listening was the least represented and provided limited authentic listening practice due to the absence of audio materials and structured listening activities. Regarding the selected LAUSD criteria, vocabulary development showed the strongest alignment, while grammar instruction and self-evaluation were the least fulfilled criteria.

In conclusion, the “English Lesson 6” textbook represents all four English language skills, but their representation and instructional quality remain unbalanced, with reading receiving the greatest emphasis and listening the least represents. The textbook also requires improvement in the quality and development of writing, speaking, and listening activities. Regarding the selected LAUSD criteria, vocabulary development was the strongest area, whereas grammar instruction and self-evaluation require further improvement.

Keywords: *Textbook Evaluation, English Language Skills, LAUSD, Document Analysis, English Lesson 6.*