

**TASK TYPES FOUND IN THE TEXTBOOKS “BAHASA INGGRIS: WHEN
ENGLISH RINGS A BELL” AND BRIGHT AN ENGLISH COURSE
FOR JUNIOR HIGH SCHOOL**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain
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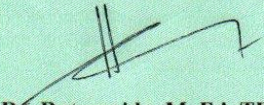
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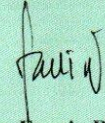
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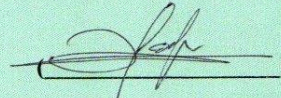
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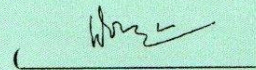
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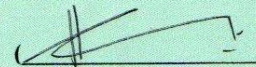
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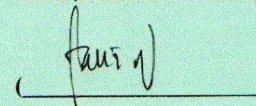
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ABSTRACT

Huda, Nurul (2020). *Task types fouund in the textbooks “Bahasa Inggris: When English Rings a Bell” and Bright an English Course for junior high school*. Skripsi. Padang: Universitas Negeri Padang.

This research is a descriptive research that is aimed to describe the task types and to see the frequent task types that appeared in the textbooks entitled “*Bahasa Inggris: When English Rings a Bell*” for 7th grade students published by Ministry of Education and Culture Indonesia and “*BRIGHT’ An English Course for Junior High School*” published by Erlangga. The data was gained by using a data format. The data format is a table to classify the types the task types found in the textbooks. The data format is adapted from Nunan’s typology of task (1999). The result of this research revealed that most of the task types proposed by Nunan (1999) were covered by these two textbooks. However, some of the tasks had the highest frequency in each textbook, while some had the least. In addition, there were some subcategories that were ignored in each textbook. In “*Bahasa Inggris: When English Rings a Bell*” textbook, the task types that frequently appeared is interpersonal tasks. It indicates that this textbook mostly encourage learners to collaborate or communicate with other students. While in *Bright an English Course for junior high school*, linguistic tasks were more appeared in the textbook. It indicates that textbooks paid more attention to the grammatical aspects of language.

Keywords: *Task types, Textbooks*

ABSTRAK

Huda, Nurul (2020). Task types fouund in the textbooks “Bahasa Inggris: When English Rings a Bell” and Bright an English Course for junior high school. Skripsi. Padang: Universitas Negeri Padang.

Penelitian ini adalah penelitian deskriptif yang bertujuan untuk mendeskripsikan tipe-tipe tugas and untuk melihat tipe tugas yang lebih sering muncul di buku “Bahasa Inggris When English Rings a Bell” yang diterbitkan oleh Kementrian Pendidikan dan Kebudayaan dan “Bright an English Course for junior high school” yang diterbitkan oleh Erlangga. Data penelitian ini menggunakan sebuah data format. Data format tersebut merupakan tabel yang digunakan untuk mengelompokkan tugas-tugas yang ditemukan dari kedua buku. Data format diadaptasi dari pengelompokkan tugas berdasarkan teori Nunan(1999). Hasil dari penelitian ini menyatakan bahwa hampir semua tipe tugas yang diusulkan oleh Nunan ditemukan dalam kedua buku. Namun, beberapa tugas memiliki tingkat kemunculan yang tinggi dan sangat rendah. Ada beberapa jenis tugas yang sama sekali tidak muncul dalam kedua buku. Tipe tugas yang sering muncul dalam buku Bahasa Inggris When English Rings a Bell adalah *interpersonal task*. Hal ini menunjukkan bahwa buku tersebut mengajak siswa untuk bekerja sama dan berkomunikasi dengan siswa lainnya. Sedangkan, di dalam buku “Bright an English Course for junior high school”, tipe tugas yang sering muncul adalah *linguistic task* yang menunjukkan bahwa buku tersebut cenderung memperhatikan aspek grammar dan tata bahasanya.

Kata Kunci: *tipe-tipe tugas, buku teks*

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Task is one of the elements in the textbook that plays important roles for both teachers and students. The teacher uses the tasks in order to support students' individual learning of English. It is intended to facilitate the initial learning to move students from ignorance toward knowledge. It also connects what students are learning with what they have previously learned. Students will engage actively in the classroom by doing the task, because it provides the learners with great opportunity to communicate actively in English in the classroom. It can be seen that tasks used in textbooks have an impact to the ability of students to use language especially as communicative purpose.

The quality of textbooks can be measured from the tasks provided in the textbook. Breen in Nunan (1989) states that "task is assumed to refer to range of work plans which have the overall purpose of facilitating language learning from simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decisions making". The English skill tasks in the textbook used by teacher as source of tasks in each material. They come to the classroom, teach the materials and give an order to the students to do the tasks in the textbook. Finally, there will be a discussion about the answers of the task being done.

From this perception, it can be seen that teachers tend to teach the students using textbooks which have many tasks in it. This happens most of the time and

can be found in many schools in Indonesia start from primary, middle, and even high school.

In fact, not all of English textbooks have good and complete tasks. In the study conducted by Latif (2015), showed that the tasks and activities of two textbooks that had been evaluated by him not fulfill the criteria of good textbook and needed to be modified. Besides, Graves (2000) states that textbook may have imbalanced variety of task types. The imbalance distribution of task types will lead to the unstandardized communicative competence in the book. In line to Grave, Nunan (1999) states that tasks in the textbook should have a sense of completeness, and being able to stand alone as a communicative act in its own right. Tasks in the textbooks should facilitate meaningful interaction and offer the students sufficient opportunity to process input and produce meaningful output in order to reach learning goals.

In line to study conducted by Elmiana (2018), she identified task types found in three EFL textbooks for senior high school students. She used typology of task proposed by Nunan. Her finding showed that among five main categories of task types which are cognitive, interpersonal, linguistic, affective, and creative, linguistic task are the most frequently used among the three textbooks. It indicated that the tasks in the textbooks seem to be more focus on one aspect which is linguistic.

In addition, students will engage actively using various of task types rather than doing the monotonous task in the classroom. In relation to this, Nunan (1999) classified the tasks into five major groups which consist of sub-groups. As the

whole, 20 different task types were categorized under the main types of cognitive, interpersonal, linguistic, affective, and creative task. From this perspective, it is assumed that these different task types are supposed to be found in the textbook. In shorts, the teachers should be aware of the task types used in the textbook whether these task types are varied and involve learners in communication process or not.

According to Hubbard (1995), students are encouraged to focus on completing tasks rather than focusing on language form, and emphasis is more fluency than accuracy. Task in the textbook are expected to be in accordance with communicative competencies to prepare qualified human resources and have communicative abilities in English.

The description above shows that language learning, including in junior high school focuses on improving student's communicative competence. Hence, most textbooks try to involve students in the process of learning by introducing several task types which focuses on improving student's communicative competence.

Bearing in mind the significant role that tasks continue to have in teaching and learning, it is very important to be aware of the task types used in the textbook. Although there are many textbooks that are used at schools and sold out in the bookstores, there is no guarantee they have various task types. Since most textbooks contain tasks materials and tasks, identification about those things is worth for the sake of improvement in language teaching development.

As stated in the previous paragraph, English subject focuses on getting

students to obtain communicative competence by using numerous task types. However, the researcher doesn't just focus on speaking, but on all skills related to target language. Other skills will actually help create communicative competence. As a result, this study focuses on four skill tasks.

Therefore, the textbook should provide the students with the tasks to support the learning goals. Thus, the researcher tries to identify the task types in the textbooks entitled "*Bahasa Inggris : When English Rings a Bell*" and "*BRIGHT An English Course for Junior High School for 7th grade students*."

1.2. Identification of the Problem

Based on the background above, there are several problems that can be identified. First, teachers tend likely to use textbook that have many tasks to be given to the students without focusing on the task being used. In addition, there is no guarantee that tasks used in the textbook have sense of completeness and varied in form of the type.

1.3. Limitation of the Problem

Based on the statements above, the researcher takes the tasks types found in "*Bahasa Inggris : When English Rings a Bell*" published by Indonesian Ministry of Education and Culture and *BRIGHT An English Course for Junior High School Students* by Erlangga as the limitation of the problem. The researcher will use the classification of task types from Nunan (1999) because it defines each type of tasks clearly and gives examples for each one and that makes it more comprehensible and practical.

1.4. Formulation of the Problem

Based on the limitation of the problem above, the problem can be formulated into “what are the task types found in the textbooks entitled “*Bahasa Inggris: When English Rings a Bell*” and *BRIGHT An English Course for Junior High School?*”

1.5. Research Question

The research question is formulated as:

1. What types of task are found in English textbook for 7th grade of Junior High School “*When English Rings a Bell*” ?
2. What types of task are found in *BRIGHT An English Course for Junior High School?*
3. Which of these task types more frequently appear in the textbooks?

1.6. Purpose of the Research

The purpose of this research is to identify the task types found in English textbook for 7th grade of Junior High School, “*When English Rings a Bell*” and “*BRIGHT an English Course for Junior High School Students*” and to identify which type of tasks more frequently appeared in the textbook.

1.7. Significance of the Research

Primarily, this study is expected to give information about the types of task in the textbooks and to see which types of task that frequently appears in the textbooks.

Then, the finding of this research is expected to assist English teachers to carefully choosing the appropriate English textbooks for English teaching and learning process regarding the type of the tasks. Finally, the results of this

research can also help the writers and the publishers which are from the government and private publishers in developing English textbooks.

1.8. Definition of Key Term

1. Task: any kind of activity that is done by the students.
2. English textbook for 7th grade of Junior High School, “*When English Rings a Bell*”: an English textbook for seventh grade students published by Indonesian Ministry of Education and Culture.
3. *BRIGHT An English Course for Junior High School Students* :an English textbook for seventh grade students published by Erlangga.