CHAPTER I

INTRODUCTION

A. Background of the Study

In English language teaching, the students are expected to master four skills namely listening, reading, writing, and speaking. To help the students learn deeply about those skills, many workbooks were published to support the teaching-learning process and reduce teacher's role in the classroom. According to Tomlinson (1998: 298), "such a relationship between teacher and book effectively reduces the teacher's role in the teaching-learning process".

There are so many ways of teaching method, learning strategies, teaching materials and practices until teaching media that are used to teach and to learn English. All of this are created to support and to help the transformation of language to the learners. Teacher and the supervisor of education in an institution will improve all of teaching element that has important role in teaching learning process.

Teachers and learners need workbook that consists of the materials and exercises that would be taught and learnt in teaching-learning process. The materials also to develop language skills of students, as stated by Tomlinson (1998: xiii) "materials are designed to be used in addition to the core materials of a course. They are usually related to the development of skills of reading, writing, listening or speaking rather than to the learning of language items". It means that the presence of a workbook is necessary to develop students' language skills.

One of teaching elements that is important to encourage students understanding of materials is the tasks. Breen (1989) in Ellis (2003: 4) states "a task is structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication". Breen specifically states that a task can be a brief practice exercise or a more complex work plan that requires spontaneous communication of meaning. Whereas Lee (2000) in Ellis (2003: 4) states:

> "A task is (1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plan. "

So, tasks mean an activity or action which is carried out as the result of processing or understanding language. Tasks also used by students to facilitate language learning. The variety made in language teaching is to make language teaching itself more communicative. Communicative here, means that the students be able to interact and to make an activity between the students and the teachers in the language learning classroom. As it is known that tasks involve communicative language where the learner should make attention in meaning than linguistic structure. As the statement from Nunan (1992: 10) states:

> "communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target langauge while their attention is principally focused on meaning rather than form."

Breen (1987) in Nunan (1992: 6) states "task is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning-from the simple and brief exercise type, to more complex and

lengthy activities such as group problem-solving or simulations and decision making". Task is used as practice tool for students to achieve goals in language learning.

Especially, the important point from workbook is the tasks as the bigger part in a workbook. The task is designed to examine the comprehension of the students in understanding the materials and is applied in teaching –learning process. In teaching English, a task has important role that can involve four language skills, linguistic form, and also involves real work processes of language use. In the teaching learning process the students always do their activities in the form of task given by the teacher. That is the way to reach the goal that had been planned before in the curriculum.

In the real situation, many teachers in Indonesia face some problems in teaching English. English materials seem difficult for any students in Indonesia. They often find any difficult task for practicing in English workbook. The teacher will face problems when the English workbook is not suitable with the student's need and more with the arrangement of the content materials, the design of task and exercises that are understandable or not for students who use tasks itself. When the task given to the students is not attractive and effective, sometimes it will be useless; they will be easy to get bored and don't pay any attention to the task at all. That is why the material of English as the second language seems difficult to be practiced by the students especially in Indonesia.

A good tasks design should be suitable to the curriculum besides it is also considering the task as the exercises which can engage learners in the use of skills

and processes related to specific language teaching objectives. Good tasks also provide discovering activities and practicing; the language of the task should be acceptable, understandable, and communicative. Candlin (1987) in Nunan (1992: 47) suggests:

> "Tasks should contain input, roles, settings, actions, monitoring, outcomes and feedback. Input refers to the data presented for learners to work on. Roles specify the relationship between participants in a task. Setting refers to the classroom and out-of-class arrangements entailed in the task. Actions are the procedures and sub-tasks to be performed by the learners. Monitoring refers to the supervision of the task in progress. Outcomes are the goals of the task, and feedback refers to the evaluation of the task."

From suggestions suggested by Candlin above, the writer wants to analyze task in workbook entitled "Satria" used in Klaten Regency . Here, the writer wants to analyze tasks provided in the workbook entitled "Satria" used in Klaten Regency. The writer takes a workbook in Klaten Regency because workbook here is the workbook that made by teachers association in Klaten to make a workbook that can be used together in the whole of Klaten Regency.

For all of the description above, it can be concluded that tasks is the most important part in the workbook because it is a part learning and practicing for the students. Based on explanation above, the writer conducts the research entitled *Task Analysis on Workbook entitled "Satria" for Junior High School Used in Klaten Regency Based on the Criteria of Good Tasks suggested by Candlin (1987).*

B. **Limitation of the Study**

To carry out the study, the researcher needs to limit the study in order to make it easier in analyzing *task* and the appropriateness tasks to encourage student's comprehension in language learning. The researcher analyzes task on workbook entitled "Satria" for Junior High School used in Klaten Regency based on the criteria of good tasks suggested by Candlin (1987) in Nunan (1988: 45-46) especially at eight grades.

C. **Problem Statement**

Based on the background, the researcher emphasizes her research on the task provided in the workbook entitled "Satria" for Junior High School used in Klaten Regency based on the criteria of good tasks suggested by Candlin (1987) in Nunan (1988: 45-46). The subsidiary research problems are:

1. are the tasks provided in the workbook entitled "Satria" used in Klaten Regency categorized as good tasks based on the criteria of good tasks suggested by Candlin (1987) in Nunan (1988: 45-46)?

2. Is there any criterion of good tasks suggested by Candlin (1987) in Nunan (1988: 45-46) that is not found in tasks provided in the workbook entitled "Satria" used in Klaten Regency?

D. **Objective of the Study**

Based on problem statement above, the objectives of the research are:

1. to analyze the tasks provided in the workbook entitled "Satria" used in Klaten Regency based on the criteria of good tasks suggested by Candlin (1987) in Nunan (1988: 45-46)

2.   to find the criteria of good tasks suggested by Candlin (1987) in Nunan (1988: 45-46) that is not found in tasks provided in the workbook entitled "Satria" used in Klaten Regency.

E.   **Benefit of the Study**

The research has two kinds of benefits, theoretical and practical benefits:

1.   **Theoretical Benefit**

This research can be used as a stimulus to conduct further research related to this research in more details is as from other point of view, and direction for other writers who can add the analysing of task on workbook.

2.   **Practical Benefit**

     a.   Students

This research is expected to be useful for the students who use tasks on workbook as their guide to measure their achievements when they do some activities through tasks in workbook entitled "Satria" used in Klaten Regency.

     b.   Lecturer

It can give additional reference in teaching activities. In addition it can be used as further references for lecturer in using task.

F.   Research Paper Organization

The writer divides this research paper into five parts.

Chapter I is introduction consisting of background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. Review of related literature deals with previous study, material development, the notion of task, task types, task component, evaluating tasks, criteria of good tasks, and also notion of workbook.

Chapter III is research method. It presents type of the research, object of the study, data and sources of data, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. The research finding elaborates the analysis of tasks based on the criteria of good tasks suggested by Candlin (1987) in Nunan (1988: 45-46). The writer also will present the criteria good task by Candlin that is not found in the tasks on workbook entitled "Satria" used in Klaten Regency.

Chapter V is conclusion and suggestion. After chapter V, the writer presents bibliography, and appendix.