

CHAPTER 1

INTRODUCTION

A. Background of the Study

Teaching materials are important key in the language programs. Material serves as the basis for the language input received by the learners and the language practice conducted in the classroom. Most of the language teaching that occurs throughout the world today could not take place without the use of commercial materials. Richard states that these may take form of printed materials such as books, workbooks or worksheet or non printed materials such as videos and audio material (1995: chapter 8 page 1). With such an array of commercial workbooks and other kinds of instructional materials to choose, the teacher must be able to make evaluation about the strength and the weaknesses of the commercial materials provided by the writer. It is also needed to realize that no commercial material will ever be a perfect fit for a language teaching and learning.

In the workbook there are tasks which are provided for the students' to practice their language competency. Task is another important thing which supports English language teaching and learning process. For the teacher, tasks are media to measure how far the student understand about the materials, teacher can see student's understanding trough the students' outcomes after doing the task. For the learner, a task is media where they can apply their understanding and knowledge after getting the material from the teacher. In

teaching English, a task has important role that can involve four language skills, linguistics form, and also involve real work processes of language use.

The term task refers to one of a set of differentiated, sequencable, problem-posing activities involving learners' cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu (Candlin, 1987: 10). Meanwhile, Prabhu argues that a task is an activity that requires learners to arrive at an outcome from given information through some process of thought, and which allow teachers to control and regulate the process (1987: 17). Nunan defines task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right (1989: 10).

Willies (1996) states that task refer to an activity in which the target language is used by the learners for a communicative purpose in order to achieve an outcome. Thus, tasks can also be identified as what the learner in the classroom rather than in the outside world. Tasks may include projects for producing posters, brochures, pamphlets, oral presentation, radio plays, video, websites and drama performance. The characteristic of all the tasks is that they exploit a wider range of language and not merely concentrate on one particular structure, function or vocabulary groups.

In the real situation, many teachers face problems when they find that the task provided in the workbook is not suitable with the learners' need and ability, the design of the task are not understandable and ineffective. In this condition, it is necessary to conduct a task analysis to evaluate the design of the task in order the teacher know are the tasks categorized as good task or not.

Task analysis in which the tasks the learners will ultimately have to perform in target language are determined and the communicative and linguistic demands of the tasks ascertained (Richard, 1995: 41). Task analysis is the analysis of how task is accomplished, including a detail description of manual and mental activities, tasks and elements durations, task frequency, task complexity, task allocation, environmental condition, necessary clothing and equipment, and any other unique factors involved in or required for one or more people to perform a given task .

Good tasks design should be suitable with the learners' need and the objectives of the language program. Good task also provide discovering activities and practicing; the language of the task should be acceptable, understandable and communicative. Candlin (1897) in Nunan (1992: 47) suggests:

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

Candlin suggests 20 criteria for analyzing tasks in work book, good task should: (1) promote attention to meaning, purpose, negotiation; (2) draw objectives from the communicative needs of learners; (3) encourage attention to relevant data; (4) allow for flexible approaches to the task, offering different routes, media, modes of participations, procedures; (5) allow for different solutions depending on skills and strategies drawn on by learners; (6) involve language use in the solving of the task; (7) allow for co-evaluation by learner and teacher of the task and of the performance of the task; (8) promote a critical awareness about data and the processes of language learning; (9) Involve learners' contribution, attitude and affects; (10) be challenging but not threatening, to promote risk taking; (11) require input from all learners in terms of knowledge, skill and participation; (12) define a problem to be worked by learner, centered on learner but guided by the teacher; (13) develop the learners' capacities to estimate consequences and repercussions on the task in question; (14) provide opportunities for meta-communication and meta-cognition; (15) provide opportunities to language practice; (16) promote learner training from problem-sensing and problem-solving; (17) promote sharing of information and expertise; (18) provide monitoring feedback of the learner and of the task; (19) ensure cost-effectiveness and a high return of investment; (20) heighten learners' consciousness of the process and encourage reflection.

From Candlin's suggestion above, the writer wants to analyze tasks in workbook entitled "*Bahasa Inggris for Ninth Grade Students of Junior High*

School". This book provides 96 tasks which are divided into two kinds of activities. First is a spoken activity and second is written activity. The writer takes this workbook as the data because this book was written by the English teacher association and automatically used by all of ninth grade students in Wonogiri. So, it is very important to know how well the tasks in this workbook designed. By analyzing this book, the writer will know the quality of the tasks and the competency of English teacher in Wonogiri in designing the tasks for their students. The examples of the task in the workbook are:

1. Give your responses of admiration of the following situation!
(Number one is an example) (Task 7 from Page 6)
Arum gets 100 in English and Mathematics.
 - a. How clever she is
 - b. What a clever student she is
 1. The boy is 190 cm tall.
 - a.
 - b.
2. Answer the question orally! (Task 1 from page 17)
 - 1) Do you like a cheese omelet?
 - 2) Do you know to make it?

The first task requires learners to engage in a language activity such as that found in the real world. In the task, students are required to give their responses of admiration to the situations given in two forms (by using "how" and what") orally. The learners' ability to make a correct exclamatory sentence is needed in the real-world. The expression is used in our daily conversation. So, we can conclude that the task above is a real-world task because it engages the learners in a language activity such as found in the real-world. The task involves oral language use in completing the task because the students must perform the dialogue orally. So, it can be concluded that

the students must perform the dialogue orally. So, it can be concluded that based on Candlin perspective the first task is designed to “**involve language use in the solving of the task**”.

The second task provides opportunities for the learner to interact with other users of language. The interaction can be in the form of teacher and the learner (if the question is read by the teacher and he asks one student to answer) or among the learners (if the teacher asks one student to read the question and ask another student to answer orally). So, it can be concluded that based on Candlin perspective the second task is designed to “**draw objectives from the communicative needs of learner**”.

The writer takes 8 criteria from all of the criteria suggested; the criteria chosen by consider all of the task elements provided by Candlin. So, the task analysis based on the criteria that will cover all of task elements. For all of the description above, the writer conducts the research entitled “THE DESIGN OF TASKS IN ENGLISH WORKBOOK “*BAHASA INGGRIS FOR NINTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL*” IN CANDLIN’S PERSPECTIVE (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 students’ comprehension in language learning. The researcher give limitation on the analyses of task design in an workbook entitled “*Bahasa Inggris for Ninth Grade Students of junior High School*” used in SMP Negeri 1 Jatiroto,

Wonogiri Regency based on the criteria of good task suggested by Candlin (1987) in Nunan (1988:45-46).

C. Problem Statement

Based on the background above, the writer proposes the problem statement: How are the designs of tasks in an English workbook entitled “*Bahasa Inggris for Ninth Grade Students of junior High School*” based on Candlin’s perspective?

Based on the research problem, the writer proposes some subsidiary research questions:

1. How are the tasks in the book designed to promote attention to meaning, purpose, and negotiation?
2. How are the tasks in the book designed to draw objectives from the communicative needs of learners?
3. How are the tasks in the book designed to involve language use in the solving of the task?
4. How are the tasks in the book designed to provide opportunities for meta-communication and meta-cognition?
5. How are the tasks in the book designed to promote learner training from problem-sensing and problem-solving?
6. How are the tasks in the book designed to define a problem to be worked by learner, centered on learner but guided by the teacher?

7. How are the tasks in the book designed to allow for flexible approaches to the task, offering different routes, media, modes of participation and procedures?
8. How are the tasks in the book designed to allow for different solutions depending on skills and strategies drawn on by learners?

D. Objectives of the Study

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

1. To describe how the tasks provided in the book are designed to promote attention to meaning, purpose and negotiation.
2. To describe how tasks the provided in the book are designed to draw objectives from the communicative needs of learners.
3. To describe how the tasks provided in the book are designed to involve language use in the solving of the tasks.
4. To describe how the tasks provided in the book are designed to provide opportunities for meta-communication and meta-cognition.
5. To describe how the tasks provided in the book are designed to promote learner training from problem sensing and problem solving.
6. To describe how the tasks provided in the book are designed to define a problem to be worked by learner, centered on learner but guided by the teacher.

7. To describe how the tasks provided in the book are designed to allow for flexible approaches to the task, offering different routes, media, modes of participation and procedures
8. To describe how the tasks provided in the book are designed to allow for different solutions depending on skill and strategies drawn on by the learners.

E. Benefit of the Study

The result of this research will be beneficial both theoretically and practically:

1. Theoretically
 - a. The result of the research can give additional information about the theory in analyzing task in workbook.
 - b. The result of this study will add the reference of knowledge about task analysis.
2. Practically
 - a. For teachers: this study will help teacher about how to select a good workbook based on the task provided and help teachers to address deficiencies in this textbook through the proposed supplementary activities.
 - b. For other researcher: It can be used as the reference and comparison for them on doing their research.
 - c. For Ministry of education: Help the administrators at the Ministry of Education to develop new textbooks that satisfy the students' needs.

F. Research Paper Organization

The writer divides this research paper into five parts. Chapter II is introduction consisting of background of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. This part deals with previous study, notion and model of material development, definition of task, task features, task models and criteria of good task.

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

Chapter IV is research finding and discussion. The research finding elaborates the analysis of task based on the criteria of good tasks suggested by Candlin (1987) in Nunan (1988: 45-46). The writer also try to find the examples of tasks from the workbook entitled "*Bahasa Inggris for Ninth Grade Junior High School Student*" for defining each criteria proposed by Candlin to know whether the tasks are categorized as good tasks or not.

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