

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an International language that has four skills. There are speaking, reading, listening, and writing. In the teaching learning process, students need to increase their capability in those skills, but sometimes they do not know how to do it. As a teacher, he or she should help the students to do it in the teaching learning process. So, teacher needs tools, methods, ways, strategies, materials, and many more. One of the tools is workbook that consists of materials and a lot of tasks. It can help both of the students and the teacher in the teaching learning process. According to Tomlinson (1998: xiii), workbook is a book which contains practice activities for learners to work on in their own time. Usually the book is designed to make the learners can write in it and often there is an answer key provided in the back of the book to give feedback to the learners.

The materials in workbook should be a material that can develop or increase the students' language skills. As Tomlinson (1998: xiii) said, "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 a workbook is really important for developing students' language skills. A task should be designed in order to make the learners produce their understandable. 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, task means an activity that can influence students’ language ability and also their understanding. Tasks also used by the students to be their facility in language learning. A task should have communicative aspect in order to make the learners easy to understand it. Here, communicative means interactive, understandable, interesting, and consist of many activities that can make the students and the teacher has an interaction or good communication in teaching learning process. Nunan (1992: 10) states that “communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting on the target language while their attention is principally focused on meaning rather than form.”

A communication task is an interactional activity with a communication goal. In order to complete the task, learners are expected to request help when they do not understand. They communicate their needs and at the same time offer assistance or clarify their own message. A communication task creates circumstances that allow learners to apply their production and comprehension processes (Loschky and Bley-Vroman 1993).

In the real situation, teachers often found the difficulties in teaching English. To overcome those problems, they usually use a workbook that

consist of good tasks inside. A good task should have good language, in order to make the learners easily to understand. Candlin (1978) in Nunan (1992: 42) suggests:

“Task 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 tasks. 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, and feedback refers to the evaluation of the task”.

Candlin suggests 20 criteria of good task, there are: (1) promote attention to meaning, purpose, negotiation; (2) encourage attention to relevant data; (3) draw objectives from the communicative needs of learners; (4) allow for flexible approaches to the task, offering different routes, media, modes of participation, procedures; (5) allow for different solutions depending on the skills and strategies drawn on by learners; (6) involve learner contributions, attitudes, and affects; (7) be challenging but not threatening, to promote risk-taking; (8) require input from all learners in terms of knowledge, skills, participation; (9) define a problem to be worked through by learners, centered on learners but guided by the teacher; (10) involve language use in the solving of the task; (11) allow for co-evaluation by the learner and teacher of the task and of the performance of the task; (12) develop the learners' capacities to estimate consequences and repercussions of the task in question; (13) provide opportunities for meta-communication and meta-cognition (i.e. provide opportunities for learners to talk about communication and about learning);

(14) provide opportunities for language practice; (15) promote learner-training for problem-sensing and problem-solving (i.e. identifying and solving problems); (16) promote sharing of information and expertise; (17) provide monitoring and feedback, of the learner and the task; (18) heighten learners' consciousness of the process and encourage reflection (i.e. to sensitize learners to the learning processes in which they are participating); (19) promote a critical awareness about data and the processes of language learning; (20) ensure cost-effectiveness and a high return on investment (i.e. the effort to master given aspects of the language should be functionally useful, either for communicating beyond the classroom, or in terms of the cognitive and affective development of the learner).

From Candlin's suggestion above, the writer takes 8 criteria from 20 criteria to be analyzed. The writer wants to analyze a workbook entitled "Leading in English" that used in Junior High School students at the eighth grade. The writer uses this book because the writer wants to know the quality of the workbook. The writer wants to analyze whether or not the tasks in the workbook included a good task or not based on Candlin's perspective. The writer also wants to describe how the tasks in the workbook are designed based on Candlin's criteria. In the preface of this workbook states that it is made based on the regulation of minister of national education no.22 year 2006, and the materials are designed to develop the learners' competence in the spoken and written skill.

The example of the task in the workbook entitled “Leading in English” is as follows:

Task 6: Make dialogues of offering something, then practice with your partner!

1. You bought a book. You want to discuss it to Chibi, your classmate, but she must leave soon.

You :

Chibi :

2. Andi comes to your house. You offer him some drink, and he accepts it.

You :

Andi :

3. Aida feels very confused because she has no plan for holiday. You offer her to join you in Weekend Camping in Muria Mountain. She is very glad to hear that.

You :

Aida :

4. Umami seems very sad. You want to cheer up by having a walk. But, she refuses it.

You :

Umami :

5. Wayne looks very hungry after long walk. You offer him fried banana, and he accepts it.

You :

Wayne :

Analysis of Task 6:

The instruction in the *Task 6* is “Make dialogues of offering something, then practice with your partner!” The instruction has a goal to make the learners can communicate with others and practice what they have been made. In this case, the students will practice with their friend. The procedures are the students should make dialogues first, and then they must practice to speak up with their partner. The activities in this task are communicative, but it is more concentrate to language practice

so that this task is appropriate with the criteria of good task suggested by Candlin as *“provide opportunities for language practice.”*

Task 8: Answer the questions orally!



1. What is the man doing?
2. What pet does he have?
3. What does he get from his pet?
4. What does he do to take care of his pet?
5. Do you have a pet too?
6. What pet do you have?
7. What do you do with your pet?

Analysis of Task 8:

Task 8 is focused on oral or speaking skill. It is a communicative task because it purposes in order to make the learners can communicate well, and they can speak in the right arrangement based on the instruction above. The learners should pay attention to the picture, and then read the questions, and answer them correctly. The informations are collected from the learners and they will use their own vocabularies, so that they can try to arrange the right sentences and to communicate well. Based on Candlin’s perspective, this task is included in *“draw objectives from the communicative needs of learners.”*

Based on all of descriptions and the example of tasks above, the writer concludes that a good task is really important in designing a workbook. It is the important part in a workbook that can influence the result of teaching learning. So, the writer conducts a research with the title “**Task Design of “Leading in English” in Candlin Perspective (1987): Task Analysis**”.

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 analyzes tasks on workbook entitled “Leading in English” for Junior High School in the eighth grade based on criteria of good task suggested by Candlin (1987) in Nunan (1988: 45-46). Here, the researcher chooses eight from twenty criteria of good tasks in order to make the research more specific and those criteria have the important aspects.

C. Problem Statement

Based on the background, the researcher emphasizes her research on the tasks provided in the workbook entitled “Leading in English” for Junior High School in the eighth grade based on criteria of good tasks suggested by Candlin (1987) in Nunan (1988: 45-46). The research problem is how the tasks in the workbook entitled “Leading in English” are designed based on Candlin perspective?

The subsidiary research questions are:

1. How do the tasks promote the students attention to meaning, purpose, and negotiation?
2. How do the tasks draw objectives from the communicative needs of learners?
3. How do the tasks allow the students for different solutions depending on skills and strategies drawn on by learners?
4. How do the tasks involve learner contributions, attitudes, and affects?
5. How do the tasks require input from all learners in terms of knowledge, skill and participation?
6. How do the tasks involve language use in solving of the task?
7. How do the tasks be challenging and not threatening to the students?
8. How do the tasks provide opportunities to language practice?

D. Objective Of The Study

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

1. To describe how the tasks are promote the students attention to meaning, purpose, and negotiation.
2. To describe how the tasks are draw objectives from the communicative needs of learners.
3. To describe how the tasks allow the students for different solutions depending on skills and strategies drawn on by learners.
4. To describe how the tasks are involve learner contributions, attitudes, and affects.

5. To describe how the tasks require input from all learners in terms of knowledge, skill and participation.
6. To describe how the tasks involve language use in solving of the task.
7. To describe how the tasks be challenging and not threatening to the students.
8. To describe how the tasks are provide opportunities to language practice.

E. Benefit of the Study

The researcher has two kinds of benefits, theoretical and practical benefit.

1. Theoretical Benefit

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

2. Practical Benefit

a. The Author of the Workbook

This research is aimed to be useful for the author of the workbook as her or his guidance to measure how are the tasks that they had designed and what are the weaknesses and the strengthens of the tasks. The author will get the ways and the principle to design a good task.

b. Future Researcher

This research can be guidance for the future researcher in analyzing tasks on a workbook. The researchers will know how the tasks are

design based on the eight criteria of good task suggested by Candlin (1987).

F. Research Paper Organization

The organization of the research paper is given in order to make the readers understand the content of the paper clearly as follows:

Chapter I is introduction, which consists of the background of the study, limitation of the study, problem statement, objective of the study, the benefits of the study, and the organization of the paper.

Chapter II is the underlying theory. It includes the notion and the model of material development, task, component of task, task model and the criteria of good task.

Chapter III is the research method. It comprises of type of research, data and data source of research, the method of data collection, and the technique of data analysis.

Chapter IV is research result. In this part, the writer presents the data analysis, the discussion of research findings.

Chapter V is conclusion, pedagogical implication and suggestion.