

**TASKS DESIGN IN ENGLISH TEXTBOOK *PATHWAY TO*
ENGLISH TO PROVIDE CLASSROOM ACTIVITIES BASED
ON 2013 CURRICULUM**

THESIS

Submitted to
Post-graduate Program of Language Study
of Muhammadiyah University of Surakarta
as a Partial Fulfillment of the Requirements for Getting
Master Degree of Language Study of English



Written by:

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Assalamu'alaikum Wr.Wb

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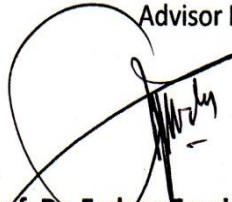
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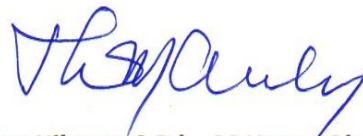
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APPROVAL OF THESIS FOR SUBMISSION

TASKS DESIGN IN ENGLISH TEXTBOOK *PATHWAY TO ENGLISH* TO PROVIDE CLASSROOM ACTIVITIES BASED ON 2013 CURRICULUM

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has been examined for all revisions and corrections recommended
by the board of examiners on February 24th, 2015
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Universitas Muhamadiyah Surakarta
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Director,

Prof. Dr. Khudzaifah Dimiyati

MOTTO

**“When you’re out of ideas, that’s when faith comes in.
Let Allah show you the way.”
(Wael Abdelgawad)**

**“Live as if you were to die tomorrow.
Learn as if you were to live forever”
(Mahatma Gandhi)**

“You will never know your limits unless you push yourself to them.”

DEDICATION

This thesis paper is proudly and wholeheartedly dedicated to:

- ❖ My dearest Dad and Mom.
- ❖ My beloved Eonnie.

No precious thing can repay and no words can describe all of that you have
done for me.

Thanks for your endless love and everything you give for me. I love you.

PRONOUNCEMENT

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Certify that this thesis is definitely my own work. I am completely responsible for its contents. Otherwise, there are some other writer's opinions for findings included in this thesis but they are quoted or cited in accordance with ethical standard. When there is evidence that this thesis is a kind of plagiarism, I will accept the correlation of my post graduate degree given by Muhammadiyah University of Surakarta.

Surakarta, 24 January 2015

Sincerely,



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ABSTRACT

This study is mainly intended to find out the tasks types in *Pathway to English* textbook which are designed to provide classroom activities based on five learning cycles as the basic of 2013 curriculum. The objectives of this research are to analyze the labeled tasks design of *Pathway to English* and to identify the suitability of the tasks with the relevant theory of five learning cycles in scientific approach, such as: observing, questioning, exploring, associating, and communicating activities. This study is qualitative research which involves content analysis approach. The object of this research is the tasks in English textbook *Pathway to English* for the tenth grade of Senior High School written by Th. M. Sudarwati and Eudia Grace published by Erlangga in 2013. In collecting the data, the researcher uses documentation analysis. The data are analyzed using Creswell's theory. The study revealed that not all task types in textbook were relevant to five learning cycles: observing, questioning, exploring, associating, and communicating. The result showed that 59,4% task types were relevant to scientific approach, while 40,6% task types were irrelevant to scientific approach. Considering the result above, it can be concluded that the labeled tasks design in *Pathway to English* are not sufficient to provide students activities and cannot measure entire students' knowledge, skill and attitude as the important competence in 2013 curriculum.

Key words: tasks, scientific approach, 2013 curriculum

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Alhamdullilahirabbal'alamin, praise and gratitude to the most gracious and most merciful, Allah SWT for blessing the writer in performing this thesis, under the title of "Task Design in English Textbook *Pathway to English* to Provide Classroom Activities Based on 2013 Curriculum". This is the one of the requirements for getting the post graduate degree of Language Department at Muhammadiyah University of Surakarta.

The writer realizes that this thesis would never be possible without other people' help, so the writer would like to express her gratitude and appreciation to:

1. Prof. Dr. Khudzaifah Dimyati, SH, M.Hum, The director of Muhammadiyah University of Surakarta
2. Prof. Dr. Markhamah, M.Hum, the Head of Language Study Department
3. Prof. Dr. Endang Fauziati and Dr. Mauliyah Halwat Hikmat Ph.D, as advisors of this thesis who have guided and advised her during the arrangement of research paper from the beginning until the end
4. Dr. Muamaroh, as the examiner who gave feedback to the writer's thesis to be better

5. The writer's beloved Dad and Mom, who always give their endless love, support, prayer, and everything you give.
6. Her beloved sister who always support and care the writer
7. Her big relatives in Salatiga who always support, pray and cheer the writer's days up
8. All her colleagues in Magister of Language Study Year 2013 Class A in Muhammadiyah University of Surakarta
9. Her best friends who always support and give strength
10. All staff of Muhammadiyah University of Surakarta who always give assistance to the writer's needs, especially Pak Jon
11. All the parties that cannot be mentioned one by one.

The writer realizes that this research paper still has a lot of weaknesses. Therefore, the writer would thank to the readers if they can give the suggestion and criticism to make the thesis better.

Surakarta, 24 Februari 2015

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