

## **CHAPTER 1**

### **INTRODUCTION**

This chapter tells about the reason why the writer chooses this topic in the background of the study, the research problems which are investigated, the objective of the study, benefits of the study, and the definition of terms.

#### **A. Background of the Study**

English is one of the important subjects in Indonesia, especially for junior and senior high school students. The government includes English test as one of the national final examination and gives the standard of the grade to make students pass this subject. Because of the importance of English for students, they must be taught English in their school. Improving their English can be done through the assistance from the teacher or other sources. Although teacher's assistance is vital in learning English, learning materials also have an essential role in the learning process. Many kinds of learning materials can be used in learning process, such as cassette, videos, CD-Rooms, dictionaries, grammar books, readers, work books, photocopied exercises, newspapers, etc (Tomlinson, 1998: 2).

In English language teaching, textbook is a crucial part for the successful learning. According to Brown (2000: 145) the presence of textbook is essential to support teaching learning process. However, before determining to use the textbook, teacher should ensure whether the

materials are proper for students' level, the topics are also suitable and the sequencing of lessons is logical. If all of these aspects are appropriate, teachers will go ahead and use it in learning process, but if they think those are not apt, they have to decide what to do next.

As stated by Skierso (in Fauziati, 2010: 209) there are three aspects to consider in selecting textbooks, namely: the language, cultural information, and the content. Firstly, language used in the textbooks should have correct, natural, recent, and Standard English. Secondly, the cultural information in textbooks should be correct, recent, and reflecting cultures of English. Thirdly, the content of textbook should be useful, meaningful, and interesting for students.

In a textbook, there are some tasks which are provided for the students to enhance their understanding and language competency. Task is another essential thing which supports English language teaching and learning process. Tasks are media to measure students' understanding and knowledge after getting the materials from their teacher. In teaching English, a task has vital role that can involve four language skills, linguistic form, and also involve real work processes of language use.

Tasks are distinct from other activities to the degree that they have a non-instructional purpose and measurable outcome. There have been also a lot of researchers and theories in the last twenty years on the use of tasks in

language teaching, particularly tasks which involve interaction between learners (Breen, 1987, Prabhu, 1987, as cited in Nunan 1989: 6).

The definition of a language learning task requires specification of four components: the goals, the input, the activities derived from this input, and finally the roles implied for teacher and learners (Nunan, 1989: 47). Shavelson and Stern (cited in Nunan, 1989: 47), who are concerned with general educational planning suggest that task design should take into consideration the following elements: content (the subject matter to be taught), materials (the things that learners can observe/manipulate), activities (the things the learners and teacher will be doing during the lesson), goals (the teacher's general aim for the task), students (their abilities, needs and interests are important), and social community (the class as a whole and its sense of 'groupness').

An English textbook should also provide valuable tasks that promote the success of learning English as the second language. It provides learners with natural sources of meaningful material, ideal situations for communicative activity, and supportive feedback allowing for much greater opportunities for language use. Language is used as vehicle to negotiate meaning in order to accomplish the tasks. The correct language forms are not emphasized as long as the task goals are achieved (Nunan, 2004).

Willis and Willis (2001) as cited in Nunan (2004) defined the notion of meaning is included in “outcome”. In other words, tasks should involve students to use the language as a means of communication and reflect to real world situation. Prabhu (1987) as cited in Richards (2001) defined another definition of task as “an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate the process”. Students’ achievement in doing a task can become a measurement of their understanding to the information given before. At this point, effective strategy on the teaching and learning process is needed.

However, in a real situation, some teachers face problems when they find that the tasks design is not suitable, understandable, and ineffective for the learners’ need and ability. A good tasks design should be suitable with the learners’ need and objectives of the language program. To identify those learners’ need and objectives in learning English, teachers can comprehend them through the curriculum used. Accordingly, a curriculum is the instructional and the educative programmed which make students achieve their goals, ideals and aspirations of life. As stated by Nunan (2004: 4), curriculum is a large and complex concept, and the term itself is used in a number of different ways. Curriculum is a vital element of education because aims of education are reflected in the curriculum. In other words,

the curriculum is determined by the goal of life and society. Hence, the purpose of education is also changing and dynamic. For this reason, the education curriculum in Indonesia has been changed several times from 1947 to now 2013 based on the evaluation from the Ministry of education and culture of Indonesia. The newest curriculum has been published by the Ministry of Education and Culture of Indonesia is the 2013 curriculum which accomplishes three main components of education: knowledge, skill, and attitude. To achieve the goal above, Ministry of Education and Culture of Indonesia announces of regulation number 68 year 2013 about the core materials and curriculum structure for junior high school for English language teaching. The materials are stated in the part of core competence and standard competence.

In learning English, some textbooks have already been designed and published for junior and senior high school. The textbooks entitled "Pathway to English" for the tenth grade of senior high school written by Th. M. Sudarwati and Eudia Grace published by Erlangga uses 2013 curriculum. The authors wrote in the preface that this textbook aims to provide a framework for teaching and learning English based on the 2013 curriculum. As a part of the 2013 curriculum which emphasizes the essentially knowledge, skill, and attitude learning, the five steps in the learning cycle of scientific approach such as; observing, questioning, exploring, associating, and communicating,

can be found in this textbook. Because this textbook is created based on the 2013 curriculum, the task design in this textbook are also using five cycles of scientific approach.

Considering the textbook is a compulsory book used as source of teaching learning, it is important to know how the authors of the textbook design the tasks using those five steps learning cycle. Being interested in this matter, the writer writes a research by observing and analyzing “Pathway to English” for the tenth grade of senior high school written by Th. M. Sudarwati and Eudia Grace published by Erlangga. The writer is curious to observe this textbook because she wants to know how well the tasks design in providing classroom activities. Therefore the writer writes a research entitled “Tasks Design in English Textbook *Pathway To English* to Provide Classroom Activities Based on 2013 Curriculum”.

## **B. Research Problem**

The major problem of this research is “How are the labeled tasks designed in English textbook *Pathway to English* to provide classroom activities based on 2013 curriculum?”. Thus, from the major problem the writer raises some subsidiary research questions as follow:

1. What are the types and the purposes of labeled tasks design in textbook which are designed to provide observing activities?
2. What are the types and the purposes of labeled tasks design in textbook which are designed to provide questioning activities?

3. What are the types and the purposes of labeled tasks design in textbook which are designed to provide exploring activities?
4. What are the types and the purposes of labeled tasks design labeled in textbook which are designed to provide associating activities?
5. What are the types and the purposes of labeled tasks design labeled in textbook which are designed to provide communicating activities?
6. To what extents are these labeled tasks are compatible with the relevant theory of scientific approach?

**C. Objectives of the Study**

The general aim of this study is to analyze *Pathway to English* textbook to provide classroom activities based on 2013 curriculum and to identify the suitability of the task with the relevant theory.

The specific aims of this study are as follows:

1. To analyze the types and the purposes of labeled tasks design to provide observing activities
2. To analyze the types and the purposes of labeled tasks design to provide questioning activities
3. To analyze the types and the purposes of labeled tasks design to provide exploring activities
4. To analyze the types and the purposes of labeled tasks design to provide associating activities

5. To analyze the types and the purposes of labeled tasks design to provide communicating activities
6. To analyze to what extent these labeled tasks in textbook are compatible with the relevant theory of scientific approach

#### **D. Benefits of the Study**

The writer hopes that that her research on English text book can give some benefits. Theoretically, this research probably gives inputs in designing English textbook especially for those who design material to provide the classroom activities based on 2013 curriculum.

Practically, this research may be used as references for the teacher and textbook writer to understand the material sufficiency of English textbook to provide classroom activities based on 2013 curriculum.

#### **E. Definition of Terms**

1. Task is an activity in which the target language is used by the learners for a communicative purpose in order to achieve an outcome. (Willis, 1996: 23)
2. Curriculum is a large and complex concept, and the term itself is used in a number of different ways. In some contexts, it is used to refer to a particular program of study and it is synonymous with syllabus. Curriculum is developed by identifying goals and objectives, listing, organizing and grading learning experiences, and finding means for



determining whether the goal and objectives have been achieved (Tyler, 1949: as cited in Nunan, 2004: 4-5).

3. Materials development refers to anything which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources in way which maximize the likelihood of intake: in other words the supplying of information about and/or experience the language in ways designed to promote language learning (Tomlinson, 1998: 2).
4. Scientific teaching approach is an approach of teaching which is designed with the same rigor as science at its best; learners make observation, develop hypotheses about phenomena, devise tests to investigate their hypotheses, and communicate their findings to others (Handelsman, 2004: as cited in Fauziati, 2014: 154)