

THE ANALYSIS OF TASKS IN ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL: A CASE OF *WHEN ENGLISH RINGS A BELL* FOR 7TH GRADE

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Abstract. Tasks on the language textbooks play important roles to display materials and facilitate students to use the language as well as to encourage critical and creative thinking. This study aims to analyze the tasks in the English textbook and the types of tasks presented in the English textbook entitled *When English Rings a Bell* for the 7th grade of junior high school. This preliminary research is content analysis with 2-phase analysis procedures: quantitative and qualitative. It involves tasks from 4 chapters on the textbook as unit of analysis. This study applies Nunan's framework (1999) of task analysis, including cognitive task, interpersonal task, linguistic task, affective task, and creative task. For five aspects of the task in this textbook, it was found that the number of tasks in the "Observing and Asking Question" task type there are 104 tasks and in the "Collecting Information" task type there are 76 tasks from chapters I, II, III, VIII. To be more specific, the most common type of task is creative task which has a frequency of 17 and has a percentage of 47.1%, and in the type of task in the textbook there is Chapter III, namely Observing and Asking Questions that have the highest number of tasks are 41 and have a percentage of 99.64%.

Keywords: EFL Textbook; Task Types; Nunan's (1999) Classification of Tasks

Abstrak. Tugas pada buku teks bahasa memainkan peran penting untuk menampilkan materi dan memfasilitasi siswa untuk menggunakan bahasa serta untuk mendorong berpikir kritis dan kreatif. Penelitian ini bertujuan untuk menganalisis tugas-tugas dalam buku teks bahasa Inggris dan jenis-jenis tugas yang disajikan dalam buku teks bahasa Inggris berjudul *When English Rings a Bell* untuk kelas 7 SMP. Penelitian pendahuluan ini adalah analisis isi dengan prosedur analisis 2 tahap: kuantitatif dan kualitatif. Ini melibatkan tugas dari 4 bab pada buku teks sebagai unit analisis. Penelitian ini menggunakan kerangka analisis tugas Nunan (1999) yang meliputi tugas kognitif, tugas interpersonal, tugas linguistik, tugas afektif, dan tugas kreatif. Untuk lima aspek tugas pada buku ajar ini didapatkan jumlah tugas pada jenis tugas "Mengamati dan Mengajukan Pertanyaan" sebanyak 104 tugas dan pada jenis tugas "Mengumpulkan Informasi" terdapat 76 tugas dari bab I, II, III, VIII. Untuk lebih spesifiknya, jenis tugas yang paling umum adalah tugas kreatif yang memiliki frekuensi 17 dan memiliki persentase 47,1%, dan pada jenis tugas di buku teks terdapat Bab III yaitu Mengamati dan Mengajukan Pertanyaan yang memiliki jumlah tugas tertinggi adalah 41 dan memiliki persentase 99,64%.

Kata kunci: Buku Teks EFL; Jenis Tugas; Klasifikasi Tugas Nunan (1999)



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INTRODUCTION

Textbooks are important learning media for classroom learning. The learning process in schools always uses textbooks as a medium of learning. Tasks on the language textbooks play important roles to display materials and facilitate students to use the language as well as to encourage critical and creative thinking. Based on Fakhomah (2017:2 cited in Swastika, et.al., 2020), textbook is used in the process of teaching and learning for teaching English and in education, Indonesia has been using a textbook for many years. This definition means that textbooks have a very important role for both teachers and students, and textbooks are used by students to understand the material presented by teachers at school. In addition, textbooks also have to measure students' abilities in subjects such as English.

It can be stated that the English textbook is a book that has English materials in it and it always used in the learning process in the classroom as the guide book for the teacher and students in their teaching-learning activity. Most of these teachers and instructors are using the global materials without being aware of the types of tasks and exercises used in them and whether these task types really involve learners in the communication process or not. However, the implementation of different task types in such materials can work as a criterion for selection and application of them. Therefore, before selecting or using any global material, precise information is needed on the types of tasks introduced by such materials.

The quality of textbooks can be measured from the tasks provided in the textbook. Based on Nunan (1989: 210 cited in Destiyana Rambe, Zul Amri. 2019), it was stated that "task is assumed to refer to range of work plans which have the overall purpose of facilitating language learning from simple and brief exercise type to more complex and lengthy activities such as group problem solving or simulations and decisions making". Based on Byrd (2001: 261 cited in Suryani, Rias Wita. 2018) his research was proposing criteria that can be used in evaluating and choosing a good textbook. The English skill tasks in the textbook used by teacher as source of tasks in each material.

Tasks in English textbooks have different variants based on theory (Nunan, 1999 cited in Alemi, Minoo. 2014) consisting of five types of tasks: cognitive task, interpersonal task, linguistic task, affective task, and creative task. This means that the English task is presented in an English textbook which has different variations based on these aspects. Variations in the types of tasks in this textbook must be suitable for students so that students can understand the material to be studied. The notion of task refers to the particular activities carried out in the classroom (Sanchez, 2004 cited by Elmiana, 2018). A task can be viewed as 'a piece of meaning-centred language that makes learners comprehend, produce and communicate in the target language (Rozati, 2014 cited in Elmiana, 2018). To sum up, Nunan (2006) concluded that a task as:

a task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task

should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (Nunan, 2006, p. 17)

The research of task has been conducted by Elmiana (2018 cited in Aryani, et.al., 2019), by analyzing three English textbooks for senior high schools, she reported that linguistic tasks are the most frequently used. This indicates that the textbooks paid more attention to the grammatical aspects of language. However, an investigation of tasks for junior high school is still limited. Therefore, this study focuses on analysing tasks for junior high school level.

METHOD

Research Design

The aim of this present study was to analyze the tasks of English textbook for junior high school students. entitled *When English Rings a Bell* for the seventh-grade level for SMP/MTs revision version 2017. To be specific, the objective of this research is to find out and explain the type of tasks in English textbook suggested by Nunan's theory or framework of tasks. This research using mixed method, qualitative and quantitative method, with 2-phase analysis procedure: quantitative phase and qualitative phase.

Unit of Analysis

This research is focusing on type of tasks in English textbook. The analyzed book is *When English Rings a Bell* for the seventh-grade level for SMP/MTs revision edition 2017. This book was published by the *Pusat Kurikulum dan Perbukuan, Balitbang Kemendikbud*. The reason we choose the textbook as the book is nationally used by the students at public schools and it has the various tasks commonly provided on the textbook.

The book contains 9 chapters. For this study, the unit of analysis was 4 chapter of the textbook, (chapter I, II, III and VIII). The themes are *Good morning. How are You? This is Me!, What Time Is It?, That's what friends are supposed to do*. Moreover, the data of this study are about the content of types of tasks in this book.

Data Collection and Analysis

In collecting the data, we gathered the tasks from four chapters of the textbook (Chapter 1, 2, 3 and 8). At initial stage of qualitative procedure, each task was grouped into two: 1) observing and asking questions, and 2) collecting information. After that, it was classified based on the task types framework by Nunan (1999). In quantitative stage of analysis, the data then was presented in frequency and percentage.

Table 1. Task Types (Nunan, 1999 cited in Elmiana, 2018)

Cognitive tasks	Interpersonal tasks	Linguistics tasks	Affective tasks	Creative tasks
Classifying	Co-operating	Conversational patterns	Personalising	This part encourages students to find out a new word and improve their vocabulary, and then use it through the tasks
Predicting	Role playing	Practicing	Self-evaluating	
Inducing		Using context	Reflecting	
Note taking		Summarising		
Concept mapping		Selective reading/listening		
Inferencing		Skimming		
Discriminating				
Diagramming				

RESULTS AND DISCUSSION

The purpose of the study was to identify the type of tasks based on the criteria proposed by Nunan (1999) framework. This present research aimed at found type of tasks in EFL textbook for junior high school student entitled "*When English Rings A Bell*" from chapter 1 to chapter 4.

It was shown by Table 2, the task types from the textbook consist of cognitive task, interpersonal task, linguistics task, affective task, and creative task. There was difference between the frequency and percentage of each task type in english textbook was calculated. After finding these differences the total score from english textbook was calculated in table 1 and 2.

Table 2. Observing and Asking Question

TASK TYPES	ASPECT	CHAPTER I		CHAPTER II		CHAPTER III		CHAPTER VIII	
		F	P	F	P	F	P	F	P
Cognitive Task	Respond	5	13.8	0	0	7	17.07	0	0
	Note Taking	0	0	1	4.7	8	19.5	0	0
	Discriminating	5	13.8	0	0	0	0	0	0
	Concept Mapping	0	0	0	0	1	2.4	0	0
	TOTAL	10	27.6	1	4.7	16	38.97	0	0
Interpersonal Task		F	P	F	P	F	P	F	P
	Role Playing	4	11.1	2	9.5	2	4.8	1	16.6
	Co-operating	4	11.1	2	9.5	2	4.8	1	16.6
	Q&A Interactions	5	13.8	1	4.7	1	2.4	0	0
	Writing	0	0	0	0	6	14.6	0	0
TOTAL	9	36	5	94.95	11	26.6	2	33.2	
Linguistic Task		F	P	F	P	F	P	F	P
	Practicing	5	13.8	9	42.8	3	7.3	2	33.3
	Reading	0	0	0	0	0	0	1	16.6
	Listening	3	8.3	2	9.5	7	17.07	1	16.6
	Using Context	1	2.7	0	0	1	2.4	0	0
	Spell the words	0	0	1	4.7	0	0	0	0
	Summarizing	0	0	0	0	0	0	0	0
TOTAL	9	24.8	12	57	11	26.77	4	66.5	
Affective Task		F	P	F	P	F	P	F	P
	Complete the table	2	5.5	0	0	0	0	0	0
	Draw Section	0	0	0	0	3	7.3	0	0
TOTAL	2	5.5	0	0	3	7.3	0	0	
Creative Task		F	P	F	P	F	P	F	P

Used their own words	4	11.1	0	0	0	0	0	0
Fill in the blank	0	0	0	0	0	0	0	0
Writing and orally	2	5.5	3	14.2	0	0	0	0
Make a schedule	0	0	0	0	0	0	0	0
TOTAL	6	16.6	3	14.2	0	0	0	0
TOTAL ALL	36	110.5	21	170.85	41	99.64	6	99.7

Based on the table about "Observing and Asking Questions" above, it is shown that the total frequency that is most abundant in "Cognitive Task" is 16 and has a percentage of 38.97%, where there are aspects, such as respond, note taking, discriminating, concept mapping in chapter III, and the smallest frequency falls in cognitive task chapter VIII, affective task chapter II and VIII, creative task chapter III and VIII, which is 0 which has a percentage of 0%. For the total number of tasks, chapters that have many frequencies are found in chapter III, which is 41 and has a percentage of 99.64 %.

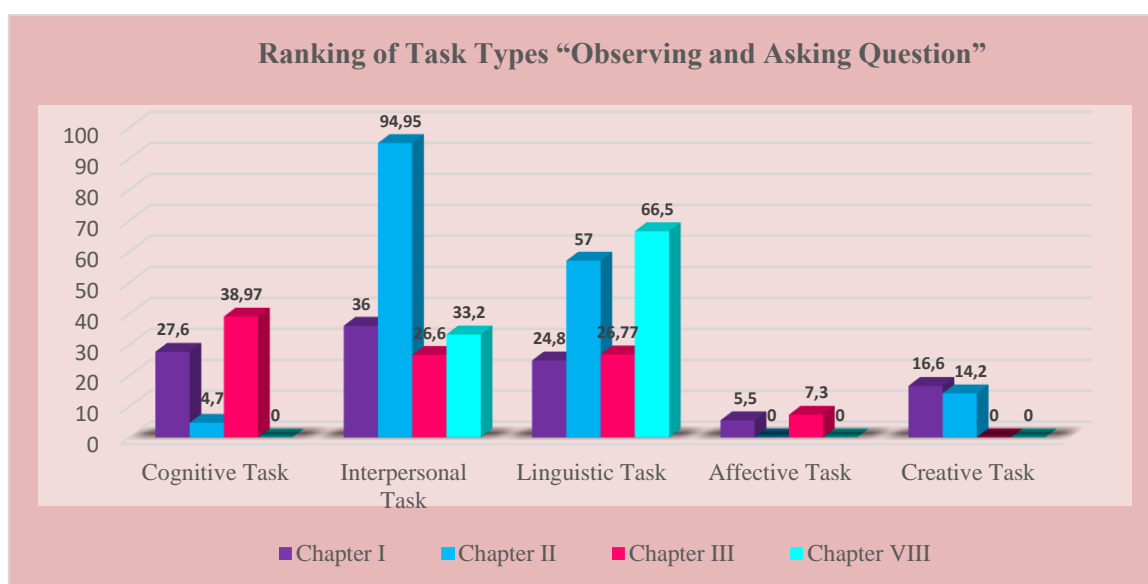


Figure 1. Ranking of Task Types “Observing and Asking Question

Based on the Figure 1 above, it can be seen that the one with the highest frequency and percentage is interpersonal task which has a percentage of 94.95%.

Table 3. Collecting Information

TASK TYPES	ASPECT	CHAPTER I		CHAPTER II		CHAPTER III		CHAPTER VIII	
		F	P	F	P	F	P	F	P
Cognitive Task	Respond	1	16.6	0	0	0	0	0	0
	Note Taking	0	0	3	10	5	13.8	0	0
	Discriminating	1	16.6	0	0	3	8.3	0	0
	Concept Mapping	0	0	0	0	0	0	0	0
	TOTAL	2	33.2	3	10	8	22.1	0	0
Interpersonal Task	Role Playing	0	0	0	0	0	0	1	25
	Co-operating	0	0	1	3.3	3	8.3	1	25
	TOTAL	0	0	1	3.3	3	8.3	2	50
Linguistic Task	Practice Speaking	1	16.6	0	0	3	8.3	0	0
	Reading	0	0	0	0	0	0	1	25
	Listening	1	16.6	1	3.3	0	0	1	25
	Using Context	1	16.6	0	0	1	2.7	0	0
	Summarizing	0	0	0	0	0	0	0	0
	TOTAL	3	49.8	1	3.3	4	11	2	50
	Affective Task	Complete the table	0	0	4	13.3	4	11.1	0
TOTAL		0	0	4	13.3	4	11.1	0	0
Creative Task		Used their own words	1	16.6	0	0	4	11.1	0
	Fill in the blank	0	0	1	3.3	3	8.3	0	0
	Writing and orally	0	0	0	0	6	16.6	0	0
	Make a schedule	0	0	0	0	4	11.1	0	0
	TOTAL	1	16.6	1	3.3	17	47.1	0	0
	TOTAL ALL	6	99.6	30	29.9	36	99.6	4	100

Based on the Table 3 about “Collecting Information” above, it is shown that the total frequency that is most often found in “Creative Task ” is 17 and has a percentage of 47.1%, where there are aspects such as used their own words, fill in the blank, writing and orally, make a schedule in chapter III, and the smallest frequency falls on Chapter I, IV, VIII, which is 0 which has a percentage of 0%. For the total number of tasks, chapters that have many frequencies are found in chapter III, which is 36 and has a percentage of 99.6%.

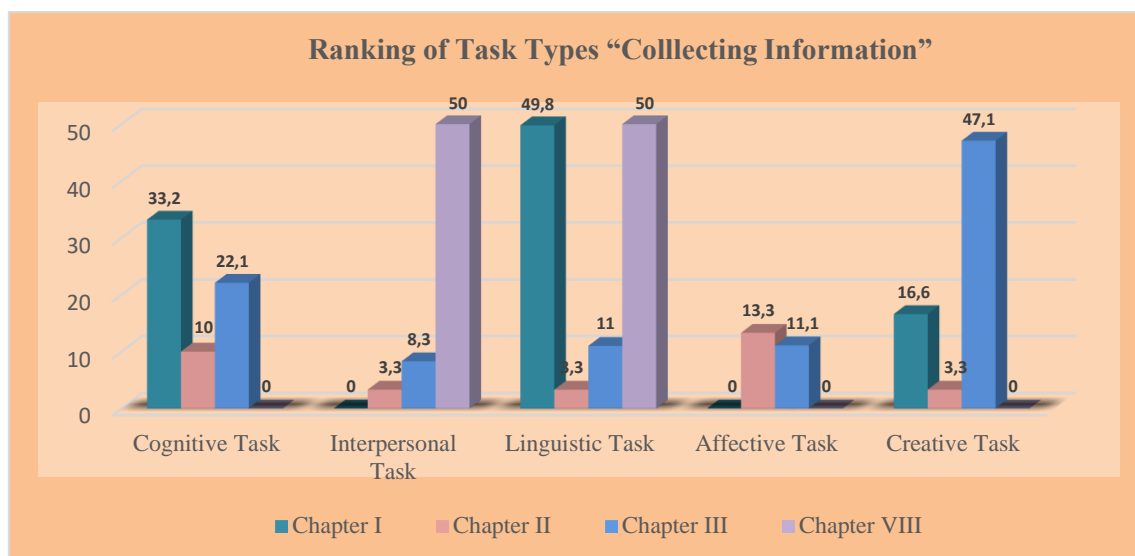


Figure 2. Ranking of Task Types “Collecting Information”

CONCLUSION

Based on the research that has been done, this research focuses on analyzing the types of assignments in the English textbook “*When English Ring A Bell*” for the seventh-grade level of SMP/MTs revision 2017, as a mandatory textbook used in public schools. This study aims to find the types of tasks in the EFL textbook for junior high school students entitled *When English Rings A Bell*. The findings of this study reveal that most of the types of tasks assigned by Nunan (1999) are covered by this English textbook. It was found that the number of tasks in the "Observing and Asking Question" task type there are 104 tasks from chapters I, II, III, VIII, and in the "Collecting Information" task type there are 76 tasks from chapters I, II, III, VIII. This shows that the types of assignments in this English textbook have met the criteria based on Nunan's (1999) framework. In a classroom setting, these tasks require students to learn cooperatively and individually. The results also reveal that there is a significant difference between the frequencies of task types in these course books. It seems that each of these textbooks has placed significant emphasis on one or two types of tasks based on what the authors believe is more important in the language learning process.

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