



TASK TYPES FOUND IN THE TEXTBOOKS “BAHASA INGGRIS: WHEN ENGLISH RINGS A BELL” AND BRIGHT AN ENGLISH COURSE FOR JUNIOR HIGH SCHOOL

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Abstract

This research is a descriptive research that is aimed to describe the task types and to see the frequent task types that appeared in the textbooks entitled “*Bahasa Inggris: When English Rings a Bell*” and *Bright an English Course for junior high school*. The data was gained by using a data format. The data format is a table to classify the types the task types found in the textbooks. The data format is adapted from Nunan’s typology of task (1999). The result of this research revealed that most of the task types proposed by Nunan (1999) were covered by these two textbooks. However, some of the tasks had the highest frequency in each textbooks, while some had the least. In addition, there were some subcategories that were ignored in each textbooks.

Key words: task types, tetxbooks

INTRODUCTION

Task is one of the elements in the textbook that plays important roles for both teachers and students. The teacher uses the tasks in order to support students’ individual learning of English. It is intended to facilitate the initial learning to move students from ignorance toward knowledge. It also connects what students are learning with what they have previously learned. Students will engage actively in the classroom by doing the task, because it provides the learners with great opportunity to communicate in English actively in the classroom. It can be seen that tasks used in textbooks have an impact to the ability of students to use language especially as communicative purpose.

The quality of textbooks can be measured from the tasks provided in the textbook. Breen in Nunan (1989) states 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”. The English skill

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tasks in the textbook used by teacher as source of tasks in each material. They come to the classroom, teach the materials and give an order to the students to do the tasks in the textbook. Finally, there will be a discussion about the answers of the task being done.

From this perception, it can be seen that teachers tend to teach the students using textbooks which have many tasks in it. This happens most of the time and can be found in many schools in Indonesia start from primary, middle, and even high school.

In fact, not all of English textbooks have good and complete tasks. In the study conducted by Latif (2015), showed that the tasks and activities of two textbooks that had been evaluated by him not fulfill the criteria of good textbook and needed to be modified. Besides, Graves (2000) states that textbook may have imbalanced variety of task types. The imbalance distribution of task types will lead to the unstandardized communicative competence in the book. In line to Grave, Nunan (1999) states that tasks in the textbook should have a sense of completeness, and being able to stand alone as a communicative act in its own right. Tasks in the textbooks should facilitate meaningful interaction and offer the students sufficient opportunity to process input and produce meaningful output in order to reach learning goals.

In line to study conducted by Elmiana (2018), she identified task types found in three EFL textbooks for senior high school students. She used typology of task proposed by Nunan. Her finding showed that among five main categories of task types which are cognitive, interpersonal, linguistic, affective, and creative, linguistic task are the most frequently used among the three textbooks. It indicated that the tasks in the textbooks seem to be more focus on one aspect which is linguistic.

In addition, students will engage actively using various of task types rather than doing the monotonous task in the classroom. In relation to this, Nunan (1999) classified the tasks into five major groups which consist of sub-groups. As the whole, 20 different task types were categorized under the main types of cognitive, interpersonal, linguistic, affective, and creative task. From this perspective, it is assumed that these different task types are supposed to be found in the textbook. In shorts, the teachers should be aware of the task types used in the textbook whether these task types are varied and involve learners in communication process or not.

According to Hubbard (1995), students are encouraged to focus on completing tasks rather than focusing on language form, and emphasis is more fluency than accuracy. Task in the textbook are expected to be in accordance with communicative competencies to prepare qualified human resources and have communicative abilities in English.

The description above shows that language learning, including in junior high school focuses on improving student's communicative competence. Hence, most textbooks try to involve students in the process of learning by introducing several task types which focuses on improving student's communicative competence.

Bearing in mind the significant role that tasks continue to have in teaching and learning, it is very important to be aware of the task types used in the

textbook. Although there are many textbooks that are used at schools and sold out in the bookstores, there is no guarantee they have various task types. Since most textbooks contain tasks materials and tasks, identification about those things is worth for the sake of improvement in language teaching development.

RESEARCH METHOD

According to Van der Voordt (2002), descriptive research is “about describing how reality is” (p.53). He also states that explaining and evaluating is left to the reader or to other disciplines in the purest form of descriptive research. The sample in this study was two English textbooks which are currently used at school. The textbooks have been revised with the newest curriculum Indonesia (curriculum 2013). The data covered all task from two textbooks, there were 166 tasks in book 1, and 196 task in book 2. They were identified by using Nunan’s typology of task. After getting the data, the frequency of each task will be calculated using the formula below:

$$P = \frac{n}{t} \times 100\%$$

P = the percentage

n = the number of tasks

t = the total task

RESULT AND DISCUSSION

1.What kind of task types are employed in junior high school textbooks?

The frequency of all these task types are presented in table 4.1 below. Book 1 stands for “*Bahasa Inggris : When English Rings a Bell*” and book 2 is for *BRIGHT An English Course for Junior High School for 7th grade students*.

Table 1. The percentage and Frequency of Task Types

Book	Book 1		Book 2	
	Frequency	Percentage	Frequency	Percentage
Classifying	9	5,4	3	1,5
Predicting	0	0,0	6	3,1
Inducing	0	0,0	31	15,8
Taking Notes	7	4,2	0	0
Concept Mapping	0	0,0	1	0,5
Inferencing	2	1,2	0	0
Discriminating	0	0,0	3	1,5
Diagramming	0	0,0	0	0
Total Cognitive	18	10,8	44	22,4
Cooperating	31	18,7	18	9,2
Role Playing	25	15,1	2	1,0
Total Interpersonal Task	56	33,7	20	10,2
Conversational Patterns	6	3,6	0	0

Practicing	31	18,7	47	24,0
Using Context	2	1,2	26	13,3
Summarizing	0	0,0	6	3,1
Selective Listening/ reading	2	1,2	25	12,7
Skimming	0	0,0	0	0
Total Linguistic Task	41	25	104	53
Personalizing	19	11,4	10	5,1
Self Evaluating	0	0,0	11	5,1
Reflecting	9	5,4	0	0
Total Affecting Task	28	16	21	10,7
Brainstorming	23	13,9	7	3,6
Total Creative Task	23	13,1	7	3,6
Total of All Tasks	166	100	196	100

As shown by the data in table 1, almost all task types were covered in the two textbooks for junior high school students. However, several task types were not included in the textbooks.

Under the cognitive task types, classifying was the most frequent type in the book 1, with 5.4% and it is also appeared in book 2 with 1.5%. Nonetheless, in book 2, inducing had the highest percentage with 15.8%, whilst in book 1 the inducing task did not feature in the textbook. In addition, diagramming task was not found in any of the books.

Interpersonal task types frequencies reveal that both cooperating and role playing sub-categories frequently appeared in the two textbooks. Cooperating tasks had the highest percentages, with 18.7% and 9.2% respectively, followed by role playing with 15.1% and 1% respectively.

In addition, in terms of linguistic task types, the most frequently used task types in the two textbooks were practicing tasks with 18.7% and 24% respectively. In book 1, selective listening appeared to be the task that had the lowest percentage with 1.2%. However, in book 2 summarizing had the lowest percentage with 3.1%.

Moreover, in term of affective task types, Table 4.1 indicated that almost all of affective tasks can be found in the two textbooks. Personalizing task became the task types that had highest percentages with 11.4% and 5.1% respectively. In book 1, reflecting took the second place of percentages with 5.4%. In contrast in book 2, reflecting had the lowest percentages with 0.5%. Last, self evaluating task was only found in book 2 with 5.1%.

Furthermore, creative tasks also appeared in both textbook with percentages 13.9% and 3.6% respectively. The totals of task types in two textbooks are 166 and 196 respectively.

2. Which of these task types are more frequent in these textbooks?

There are five categories of task types based on Nunan's typology of task. They are cognitive task, interpersonal task, linguistic task, affective task and creative task which all of them have 20 sub-categories

of task.

Figure 1. Ranking of general task types.

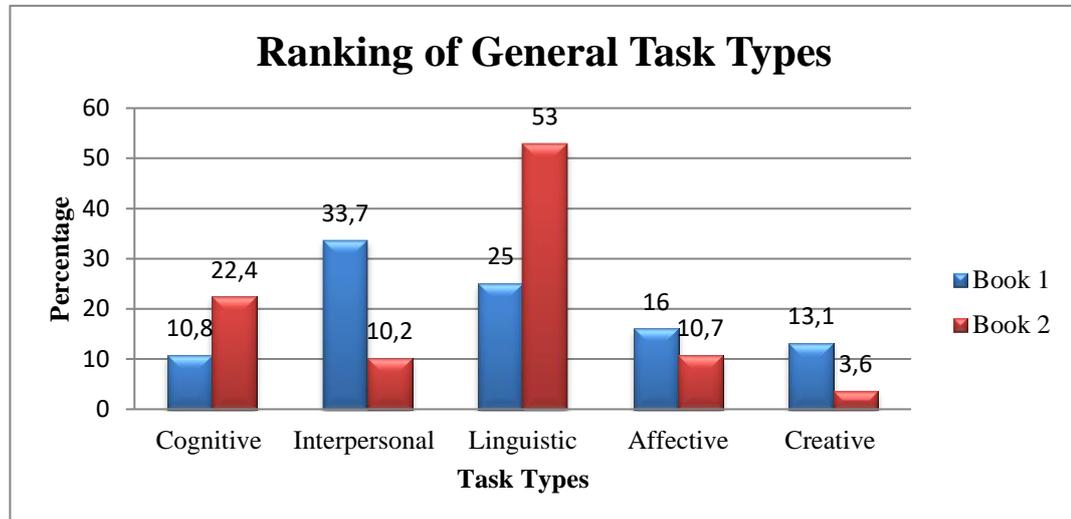


Figure 1 shows the most frequent general task used in two textbooks. It can be seen that interpersonal task types were the most frequent task types used in book 1. In addition, Linguistic task types were the most frequent task types used in book 2. Cognitive and affective task were the second dominant kind of task in the textbooks, and the least frequent types were creative task.

Discussion

a. What kinds of task types are employed in junior high school English textbooks?

In relation to the task types, there are 166 total of tasks found in the textbook “*Bahasa Inggris: When English Rings a Bell*” for 7th grade students (Book 1) published by Ministry of Education and Culture Indonesia and there are 196 total of task found in “*BRIGTH’ An English Course for Junior High School*” (Book 2). They are classified under five main categories. There are 8 total of task types available in cognitive task. However, only 5 task types are found in book 1 which are classifying, taking notes, concept mapping, and inferencing. In book 2, there are 4 task types found, which are classifying, predicting, inducing, and concept mapping. In interpersonal tasks, there are cooperating and role playing. There are 6 total of task types available in linguistic task. However, there are 4 task are found in book 1 which are conversational patterns, practicing, using context, selective listening/reading. In book 2, there are 4 from 6 task types found which are practicing, using context and selective listening/ reading. In affective task, there are 2 from 3 task types found in both textbooks. In book 1, They are personalizing and reflecting. In book 2, they are personalizing and self evaluating. Last, there is brainstorming in creative task that also appeared in both textbooks.

The finding related to task types was also presented by Elmiana (2018) in her study. She also used typology of task types based on Nunan. She used three textbooks which task types were identified. However, she used textbooks with

different grade comparing to this study. Her finding showed that most of the task types from Nunan's typology of task were also covered in the three textbooks. Among five categories of task types, linguistic task was the most task types that have the highest percentages in all of the textbooks.

Under the cognitive task type, the subcategory of diagramming task was not found in any of these two textbooks. According to Sokmen (1997), diagramming task can help students organize the information which is going to be learned and as a result it will improve the foreign or second language process. This task types help students to distinguish the differences between similar ideas and require them to try to make something of what they are hearing. Diagrams also used for pair work and group work. In addition, predicting, concept mapping, an discriminating were also ignored by one of these textbooks. These types are an important strategy (Nunan, 1999), and provide an opportunity to the students to use their background knowledge to learn something new particularly in learning a language. In fact, sufficient use of these task types are in line to the hypothesis proposed by Nunan (1999) that, learning is basically making links between what is new and what is already known. From this perspective, the lack of cognitive tasks presented in two textbooks could be identified as the limitation of English textbooks for students, since one of the main objectives of language learning is to foster reading and listening comprehension (Celce-Muria ,2001).

The second kind of task types identified in this study is interpersonal task. It consists of cooperating and role playing that require students to collaborate with others in doing a task. In this study, Interpersonal task become the first dominant task types in book 1 with percentage at 33,7% while in book 2, it is at 10.2% . The finding showed that the percentage of cooperating task at 18,7% and 9.2% respectively in two textbooks. As a result, the presence of cooperating task types might enable students to learn and share their ideas as well as their experiences with other English learners. Another type of interpersonal task is role playing. This is considered as an effective and important strategy in teaching language because it has beneficial effect on students' motivation and communicative competence(Raz, 1985, as cited in Alemi et al.,2013). Thus, role playing provides an opportunity for language learners to speak actively by using the target language. It provides an environment in the classroom in which the students do not remain silent but rather may naturally speak in and listen to the target language (Oyabu, 1999, as cited in Hasan & Ebadi, 2016). The data showed that the percentage of role playing was 15,1% and 1% respectively. It can be seen that in book 2, role playing has the least of percentages among the other task.

The third task types identified in these textbooks was the linguistic task, which was the most frequent task in book 2 with the percentage was 53% compare to book 1 with the percentage was 25%. This result was in line with what Elmiana identified in three textbooks that she used in her study. This task consists of six subcategories, and practicing was more frequent than the others, at 18,7% and 24% respectively followed by selective listening or reading at 1,2 % and 12,7% respectively. According to Nunan(1999), practicing means doing controlled exercise to improve knowledge and skills, while selective listening or

reading is an essential strategy for learners to cope effectively in genuine communicative situations outside the classroom.

The fourth task types were affective task, which consists of three subcategories: personalizing, self evaluating and reflecting. These task types encourage students to make a decision about strategies that they could improve regarding learning language (Anderson, 2005). These task types assist students to plan their learning, monitor their progress, or review their accomplishments and future learning direction (O'Malley & Charnot, 1990). The finding showed that in book 1, personalizing was at 11,4% and 5,1% respectively. While Reflecting only found in book 1 with percentages was 5,4% and self evaluating was only found at book 2, with 5,1% percentages. Based on the low frequency of affective task in the two textbooks, it might not be able to lead students to reflect on their process learning (Ebadi & Hasan, 2016).

The last task types were creative tasks which only consisted of brainstorming task. This task types were found in two textbooks even it had lower frequency than the other tasks. It can be considered as an advantageous element in the English textbook for students (Ebadi & Hasan,2016). It is line to the result of Alemi and Hesami (2013). Seven from eight popular textbooks for Iranian ELT institutes that they are identified had lower frequencies of creative task among the other task types. In fact, brainstorming is an ideal warm up activity because it takes little time, and can be explained easily and be used with any chosen topic.

b. Which of these task types are more frequent in these textbooks?

As figure 1 illustrates, Interpersonal tasks include cooperating and role playing are more frequently appeared in book 1. Interpersonal tasks allow students to collaborate with other students in doing their task. Therefore, they have an opportunity to share their ideas and experiences in negotiating meaning by the target language. Interpersonal tasks provide a chance for students to collaborate with others and help them to reduce their anxiety as well as increase their motivation in learning language (Celce-Muria, 2001).

In book 1, linguistic tasks were second task types that are more frequently used. However, it has the highest percentages among the other task types in book

Nunan (1999) believed that the application of linguistic tasks would be implemented more frequently than others, and this depends on the proficiency, age, needs, and skills of students. Linguistic tasks play an important role at a basic level of language learning, since they help students to construct and discover their language base.

Affective task became the third task types that frequently appeared in the two textbooks. According to Raz (1985), the affective task is the most effective task in studying a foreign language, since it has a great effect on the students' communicative competence and motivation. In addition, affective task expose comprehensive input to students and encourage them to have a positive attitude (Crookal, 1990).

Creative and cognitive task became last task types that frequently appeared in book 1. In terms of creative task, there is only one of task types which is brainstorming. Inadequate presence of brainstorming would lead to the limitation

of the textbook, since it challenges students' motivation in learning language. According to Kester and Kirschner (2012) cognitive tasks require the students to mentally process new information or knowledge and allow them to recall, retrieve that information from memory and to use that information at a later time or similar situation. The book that lack of cognitive task may be attributed to the fact that it mostly claimed to follow communicative approach to learning. In contrast to book 1, interpersonal and creative task became the last task types that appeared in the textbooks. It can be seen in book 2 that there were not many tasks that allow students to do the task in pairs or groups

CONCLUSION AND SUGGESTIONS

1. Conclusion

Based on findings and discussion, the study revealed that most of the task types proposed by Nunan (1999) were covered by these two textbooks. However, some of the tasks had the highest frequency in each textbooks, while some had the least. In addition, there were some subcategories of task types that were ignored in each textbooks. For example diagramming task as one of the cognitive task that was totally ignored by both textbooks. The most frequent task types found in two textbooks were also different. In book 1, the most frequent task types were started from: interpersonal task, linguistic task, affective task, creative task and cognitive task. It indicates that this textbook mostly encourage learners to collaborate or communicate with other students. However, eight task types (predicting, inducing, concept mapping, discriminating, diagramming, summarizing, skimming, and self evaluating) were not covered at all.

In book 2, the most frequent task types were started from: linguistic task, cognitive task, affective task, interpersonal task and creative task. It indicates that textbooks paid more attention to the grammatical aspects of language. On the other hand, five task types (taking notes, inferencing, diagramming, conversational patterns, and skimming) were not covered at all.

In addition, it can be seen that the mean of each task types were mostly below average, for example in book 1, there was linguistic task and the other task such as cognitive task, affective task, and creative task were categorised as poor. In tone with book 2, cognitive tasks were categorised as below average of task types, while the other tasks such as affective, interpersonal, and creative tasks were categorised as poor. It indicated that the frequency of task types found in two textbook were imbalanced.

2. Suggestion

Based on findings of the research, there are several suggestions advised to this textbook for a better quality of speaking activities in the textbook. The suggestions are:

1. The implementation of task types in each textbooks can work as a criterion for selecting the materials in the classroom. By being aware of different task types used in each of these textbooks, teachers can be better select the most suitable one for their purposes.
2. These textbooks need to provide more task types that has communicative

purpose and balance the task type.

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