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## DESIGNING A TASK-BASED ENGLISH COURSE BOOK FOR STUDENTS OF FOOD CROPS AT POLITAN

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**Resa Yulita, S. S, M. Pd.**

Politeknik Pertanian Negeri Payakumbuh

[resayulita@gmail.com](mailto:resayulita@gmail.com)

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### *Abstract*

*Students of multilingual speakers need a good course book to help them improve their performance in English language. A good course book means a book that can fulfill student's needs as well as relevant with the curriculum of the course. From need and situation analysis, it was found that, Politani students need a book which is interesting and communicative. Unfortunately, the present course book does not fulfill their needs. Aside from that, the present course book was also not relevant with the curriculum used. As the result, most of students have a poor performance in English. They have difficulty in using English as means of communication. On the basis of these phenomena, an R and D research was conducted by using four-D model. This model consists of define, design, develop and disseminate stages. Due to limited time, in this research, disseminate stage was not conducted. The aim of the research is to produce a new course book which was designed by using Task-Based Approach. This approach is considered to be one of communicative approaches. The book was designed to be used by semester II student of Food Crops study program. The result of the research shows that the book is valid and practical to be used for students of semester II Food Crops study program at Politani.*

**Keywords:** *multilingual speakers, course book, R and D, Task-Based Approach*

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### **1. INTRODUCTION**

Course book continues to play an important role in English language teaching. For teachers, it helps them control teaching and learning process. Meanwhile, for students, it becomes a valuable tool in guiding them learning English language. Therefore, the use of course book in a language classroom is something obligatory. There are three kinds of course books commonly used in a language classroom. The first kind and which is globally used is commercial or global course book. Another kind is adapted course book. Then, the last one is teacher made course book. Any kind of course book will be possible to be used in a language classroom so long as it fits with the curriculum of the course, students' level, age, need and interest.

In Polytechnic of Agriculture, teacher made course book is used in their English course. The book is expected to help Politani students as multilingual speakers to communicate in English. Unfortunately, the use of the book does not seem to be effective in increasing students' performance in English. Data from 2009-2010 showed that more than 50% students from four study programs in Food Crops Department got C for English subject. In addition to it, based on the interview conducted to the students and the English lecturers at Politani, it was found that both the students as well as the lecturers did not satisfy with the old course book. The students expected for more helpful, interesting, communicative, and easy to learn course book while the lecturers were unsatisfied with the content and the way the materials were presented in the course book. Besides, the course book was felt to be irrelevant with the curriculum of Politani.

In support of this, Hutchinson and Waters (1987) assert that course book or material encourages learners to learn, helps organize teaching and learning process, and provides models of correct and appropriate language use. It implies that when the course book used does not encourage learners to learn, does not help lecturers organize teaching and learning process, and does not provide students with appropriate models of language use, students may have poor performance in English language.

In the case of fulfilling the students' expectation for having a communicative course book, a Task-Based approach is going to be used. Task-Based Approach (TBA) is a teaching framework

which promotes the use of authentic materials by focusing classroom activities around the completion of tasks. The focus of this approach is on exposing students to real life communication. Richards and Rodgers (2004) state that in Task-Based Approach, task are used as the main unit for planning and instruction. It implies that by using TBA, teacher plans kinds of tasks that will foster their students to a better comprehension on English language and uses tasks as a mean to deliver the language features ought to be learned as well.

Furthermore, the use of Task-Based Approach is to enable students to communicate fluently in the target language in real life communication. Hongkong Ministry of Education (1999:41) states the more specific aim of Task-Based Approach as giving opportunities for learners to negotiate meaning through speaking and writing activities by using authentic, practical and functional features of language. It is obvious then that the ultimate objective of TBA is to guide students to have a meaningful communication through their performance on some tasks which at the end will have effect in increasing their speaking, reading, listening and writing skills.

## **2. REVIEW OF RELATED LITERATURES**

### **1. English Teaching at Polytechnic of Agriculture**

Polytechnic of Agriculture or Politani is a vocational college which is aiming at producing qualified graduate on agriculture. As a vocational college, English teaching at Politani can be regarded as teaching English for Specific Purposes or ESP. According to Hutchinson and Waters (1987), ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. Therefore, the aim of English teaching at Politani is to fulfill the learner's needs in this case the needs of students to use English in agricultural contexts. As one of compulsory subjects, English course at Politani is offered in semester 1 and 2 with 2 (two) credits for each semester. Some study programs offer this subject for three or even four semesters while in Food Crops study program English subject is offered for three semesters. The focus of semester 1 and 2 are on improving students' understanding on grammar while the focus of semester 3 is on improving students' speaking ability. Speaking skill is chosen because according to Ur (1996) speaking is the most important skill among four skills and people who know a language are referred to as speakers of the language.

With 2 (two) credits offered each semester, English subject has 8 (eight) meetings for lecture activity and 16 (sixteen) meetings for labor activity. Materials for each meeting are organized by using structural syllabus. They are arranged and presented from simple to complex, from introducing words as a single unit into combining words to become a sentence. Meanwhile, lexical structures, vocabulary and grammar are the central focus of this syllabus.

Three English lecturers are responsible for teaching English subject for 10 (ten) study programs. They come from non-educational background. Even though Nation and Macalister (2010) remark that when teacher has a low level of training, they might not be able to handle the activities in the classroom.

The students of Politani come from different region with different ability on English. All of them have learned English for about 6 (six) years or even more than 6 (six) years. Some of them come to study to Politani with their own will while some others do not.

### **1. Course Book**

Course book is a major common material used in English language teaching. The use of it is a must in a language classroom at vocational college. According to Tomlinson (1998), course book can be defined as a textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking. Furthermore, Prucha (1997:273) considers course book as curricular object, the source of knowledge for students and teaching material for teachers. In brief, course book is a guide book for students to learn as well as for teacher to teach. For students, task and exercises help them learn English easily meanwhile the organization of the materials provide teacher assistance in controlling their teaching and learning process.

Since course book is one of elements in English language teaching, it tends to cover many things. Cambridge University Press (1996) proposes some things to be covered by a course book. They are pronunciation practice, introduction of new vocabulary and practice, grammar explanation and practice, recordings for listening practice, listening and speaking communicative tasks, mixed-skills communicative tasks, short and long reading texts, dictionary work, review of previously learnt material, and some entertaining or fun activities. Although a course book can cover things mentioned above. Some of the book might reduce some things such as pronunciation practice and previously learnt material as well as add another thing if necessary.

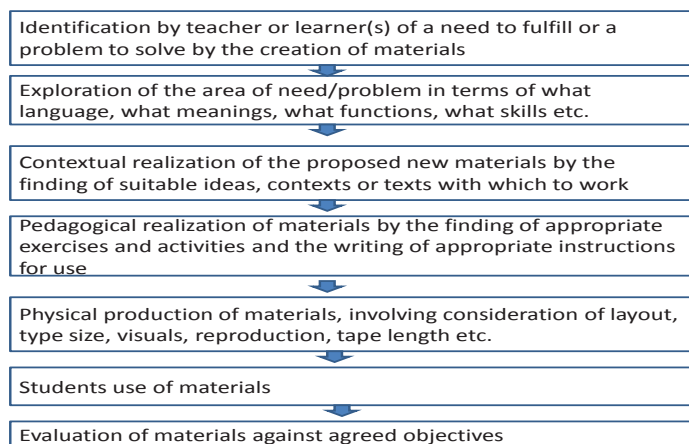
## 2. Course Book Development

The procedure of materials development, in this case course book development, includes the design, implementation, and evaluation of language teaching materials. Before designing materials, course book developer needs to do need analysis and situation analysis (environment analysis). Need analysis is related to the student's needs meanwhile situation analysis concerns the environment where the course book is going to be used. Hutchinson and Waters (1987) divide needs into target needs and situation needs. Target needs can look at necessities (what is necessary in the learner's use of language, lacks (what do the learner's lacks), and wants (what do the learner wish to learn). The target needs can be analysed by using interview, questionnaire and checklist.

Besides need analysis, environment analysis is also of importance to be conducted in the process of materials development. In Tessmer words (1990), environment analysis involves looking at the factors that will have strong effect on decisions of the goal of the course, what to include on the course and how to teach and assess it. Environment analysis includes student's background, lecturer's profile and facilities in the college.

The procedure of materials development is usually reflected in the framework used. There are many frameworks offered by researchers related to materials development. Dick and Carey (1990) suggest ten components of the system approach model namely identify an instructional goal, conduct an instructional analysis, identify entry behavior and characteristics, write performance objectives, develop and/or select instructional materials, design and conduct the formative evaluation, revise instruction, and conduct summative evaluation. Unlike Dick and Carey, Hutchinson and Waters (1989: 90-94) offer four approaches of course design process. They are a language-centered approach, a skill-centered approach, a learning-centered approach, and post hoc approach.

For this research framework from Jolly and Bolitho is going to be used. This framework is proven to be useful, easy to follow because it gives a step by step process of material's writing. Jolly and Bolitho (1998) formulate the framework in a diagram as follows:



**Figure 1 :Jolly and Bolitho's framework for material's writing**

First, teacher identifies the need of the students and the problem they face in teaching and learning process. Then, teacher explores and decides what kind of language function and skills that the learner is going to need. After that, the suitable material or context is looked for followed by

finding appropriate exercises and tasks with. After the exercises have been decided, the performance of the course book should be considered, the lay out, the type size, and the visuals are also important. As soon as the book is fully written, the use of it is observed and evaluated whether the book has met the instructional objective or not and whether the course book is practical enough to be used or not. According to Sukardi (2009:52), practicality of a course book has some indicators such as easy to be used, easy to be understood by other lecturers and easy to get. By using the criteria, it will be easy to determine whether the course book is effective enough to be used or not.

### 3. Task-Based Approach

Task-Based approach is an approach that promotes the use of task in assisting students acquiring English language. Through task students are encouraged to communicate in English. Richards (2001), specifically defines Task-Based approach as an approach which is based on the use of tasks as the core unit and planning instruction in language teaching.

As an approach, task-based has certain characteristics. Nunan (1991: 279) outlines five characteristics of a task-based approach to language learning: 1) an emphasis on learning to communicate through interaction in the target language. By studying through interaction, students will get some benefit such as proposed by Nation (1989). The benefits are group work provides opportunity for learners to get exposure to English, allow students to develop fluency in the use of language features that they have already learned and help them to learn communicative strategies, 2) the introduction of authentic texts (teaching materials) into the learning situation, 3) the provision of opportunities for learners to focus not only on language, but also on the learning process itself, 4) an enhancement of the learner's own personal experiences as important contributing elements to classroom learning, 5) an attempt to link classroom language learning with language activation outside the classroom. Clearly, when classroom activities possess the characteristics, the teacher can be said to have applied task-based approach in their teaching.

There are some perspectives about task. Nunan (1989: 10) views the task as “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act on its own right”

In line with Nunan, task is defined by Willis (1996:23) as activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve outcome. Meanwhile, Ellis (2003) proposes task as a work plan that requires learners to process language pragmatically in order to achieve outcome that can be evaluated in terms of content rather than language. In short, task can be regarded as an activity which is designed by teacher to be completed by learner in a language classroom. The focus of the task is not on the language being used or the form of the language but on how and in what context the language is used or the meaning of the language. Furthermore, the aim of the task is to help learners achieve their communicative purposes or to help learner convey their message in certain communicative setting.

### 4. The Design of Task-Based English Course Book

The design of task based English course book adopts Willis' framework (1996) as the framework is complete and systematic. All language skills are to be included with more emphasis on speaking skill. The following is the phases of Willis' framework in course book design.

#### Pre-task

#### Introduction to topic and task

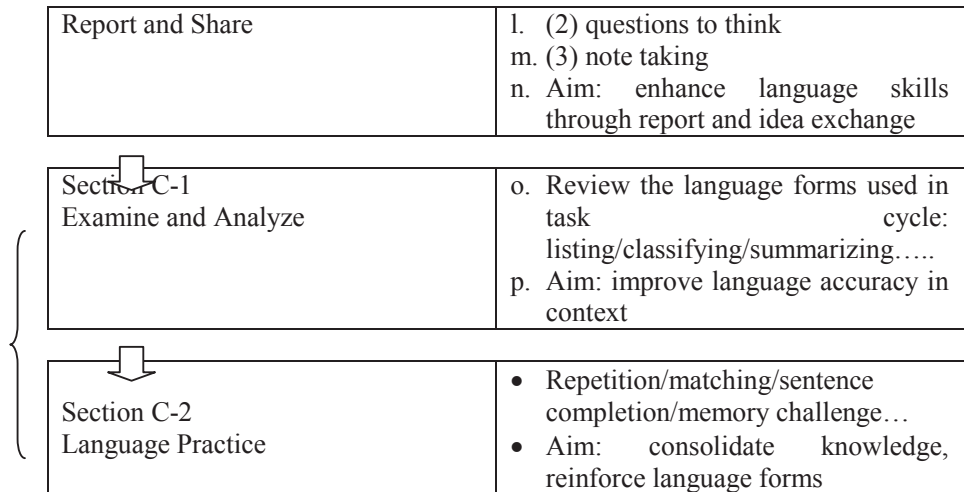
Teacher explores the topic with the class, highlights useful words and phrases, helps

students understand task instructions and prepare. Students may hear a recording of others doing a similar task		
<b>Task cycle</b>		
<b>Task</b> Students do the task, in pairs or small groups. Teacher monitors from a distance	<b>Planning</b> Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered	<b>Report</b> Some groups present their reports to the class, or exchange written reports, and compare results
Students may now hear a recording of others doing a similar task and compare how they all did it		
<b>Language Focus</b>		
<b>Analysis</b> Students examine and discuss specific features of the text or transcript of the recording	<b>Practice</b> Teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis	

Figure 2 : Willis' framework for Task-Based approach

To make it more practical, this study is also going to adopt the model of unit structure which is used by Jianbin and Yue (2013) in designing their task-based course book.

Section A-1 Lead-in	a. Small story/eye-catching pictures/interesting video or records... b. Aim: introduce background, arouse interest
Section A-2 Language activation	c. Brainstorming in group: question and tips d. Aim: prepare topic-related language expression
Section A-3 Task sample	e. (1) task instruction (2) task sample: text, recording, video... f. Aim: guide students to perform the following task
Section B-1 Accomplish task	g. Sub-task A, sub-task B, ...(sub tasks cover various language skills with respective focuses h. Aim: improve comprehensive language abilities
Section B-2 Task Review and Report Preparation	i. (1) direction of the report (2) knowledge support (3) review and discuss j. Aim: focus on accuracy; help students make preparation
Section B-3	k. (1) make report and share views



**Figure 3 : Model of Unit Structure**

## 5. RESEARCH METHOD

The type of the research is Research and Development (R&D). Borg and Gall (1983) explain Research and Development or Educational Research and Development as “a process used to develop and validate educational products”. Educational product to be developed in this study is a course book which is based on Task-Based Approach.

### 1. Research Procedure

For this study, four-D is used as a model of instructional development. Four-D model is a model proposed by Thiagarajan (1994). This model comprises of four stages namely (1) Define, (2) Design, (3) Develop, and (4) Disseminate. This study only focuses on define, design and develop phases meanwhile disseminate is not going to be conducted as it takes a long time and requires lots of sample. The procedure by using this model is as follows:

#### 1. Define

In this phase, two kinds of analysis were conducted. They are need analysis and situation analysis.

##### a. Need analysis

In need analysis, a questionnaire was distributed to semester II students of Food Crops study program at Politani and English lecturers. According to Nation and Macalister (2010), need analysis is conducted to find the answer to the students’ necessities, lacks and wants. In this study, need analysis were conducted to find out the needs of students and lecturers’ on English teaching material.

##### b. Situational analysis

In situation analysis, a questionnaire was also distributed to students of semester II and English lecturer. The purpose of the analysis is to find out the situation or environment where the course book is going to be used. This analysis covers analysis of student’s profile, analysis of English lecturer’s profile, analysis of facilities at Politani related to English teaching, analysis of syllabus, analysis of course book, and analysis of literature.

#### 2. Design

The result of defining phase is going to be used in designing phase. The course book is written for 16 (sixteen) meetings. Each chapter is described in a theme and each meeting focuses on certain language function. Classroom activities are organized based on Task-Based Approach by using Willis framework and model of unit structure proposed by Jianbin and Yue.

#### 3. Develop

This phase concerns with validation and practicality of the course book.

##### a. Validation

There are two kinds of validation used in this study. They are:

1. Content validation, whether or not the course book designed is relevant to the syllabus of English for semester II and to Task-Based principle
2. Construct validation, whether or not the component of the course book is relevant to the indicators stated

To validate the course book, expert judgment in related field is needed. In this study, the Task-Based course book is going to be validated by Dr. Desmawati Rajab, M.Pd, and Dr. Lely Refnita, M.Pd. Their opinions are obtained through discussion and the activity of filling in the form of course book validation.

**Table 2: Course book Validation**

No.	Aspects	Methods of Data Collection	Instrument
1.	Materials in a course book	Distributing validation form to expert in English course	Validation form
2.	Presentation		
3.	Language use		
4.	Writing mechanics		

- b. Practicality

To find out the course book's practicality, observation and interview are performed in try out. The try out itself was conducted to one class of semester II students of Food Crop study program in Politani for 3 (three meetings). Revision is conducted when the course book has not been considered to be valid and practical. Some aspects of course book practicality are listed in the following table:

**Table 3: Course book Practicality**

Aspects	Method of Data Collection	Instrument
Materials in a course book	Observation	Observation form
Presentation	Interview with students	Interview guidance
Language use		
Writing mechanics		

## 2. Try out

Try out was conducted to semester II students of Food Crops study program for 3 (three) meetings. The researcher herself did the teaching. The schedule of try out can be seen below:

**Table 4: Schedule of try out**

Day/Date	Topic
Thursday/26 June 2014	I Like to be Agricultural Students
Friday/27 June 2014	Plant Products
Monday/30 June 2014	Save Our Water

## C. Subject of Try Out

Subject of try out in this study is semester II students of Food CropS study program atPayakumbuh State Polytechnic of Agriculture. There are 25 students will be taught by using Task-Based course book.

## 3. Data

There are two kinds of data in this study:

1. Qualitative data

Qualitative data are obtained from observation sheet, interview result, and textbook evaluation checklist.

## 2. Quantitative data

Quantitative data are obtained from the questionnaire of need analysis, situation analysis and validation form.

### 4. Instrumentation

There are 4 (four) kinds of instrument used in this study: (1) questionnaire (2) interview, (3) observation, 4) validation, and (5) textbook evaluation checklist.

#### 1. Questionnaire

Need analysis questionnaire measures student's needs on English teaching materials through three indicators namely student's perception, problem and expectation. Meanwhile, situation analysis questionnaire measures situation of English teaching at Politani from lecturer's profile, student's profile and facilities of English teaching.

Both questionnaires contain close and open-ended questions. The respondent of the questionnaire was 50 students of Food Crops study program.

#### 2. Interview

In this study, semi structured interview was conducted. Two students were interviewed after try out. One student is representing students with high academic achievement in English subject while the other one is representing students with low academic achievement. There are 4 (four) indicators of the interview guidance namely the materials of the course book, the presentation, the language use, and the writing mechanics of the book. The purpose of the interview is to find out the practicality of the course book in the classroom.

#### 3. Observation

Observation can be used for research data collection. In this study, the kind of observation used was a non-participant observation with in-class observation notes technique. Observer observed classroom activity in try out by filling in observation form. The observer for this study was Fadilla Taslim, M.Pd. from STKIP Abdi Pendidikan Payakumbuh.

#### 4. Validation

Validation was conducted by experts in English language teaching. Validators in this study can be seen in the following table.

**Table 5: List of validators**

No.	Item	Validators
1.	Questionnaire	Dr. Desmawati Rajab, M.Pd. Dr. YenniRozimela, M.Ed, Phd.
2.	Course book	Dr. Desmawati Rajab, M.Pd. Dr. Lely Refnita, M.Pd.
3.	Interview guidance	Dr. Desmawati Rajab, M.Pd.
4.	Observation form	Dr. Desmawati Rajab, M.Pd.

The purpose of validation is to see the validity of the instruments and the course book before used.

#### 1. Textbook Evaluation Checklist

Textbook evaluation checklist is used to see the quality of the old course book. The criteria used in this checklist were adapted from the criteria of textbook evaluation checklist developed by Dr. Montasser Abdul Wahab checklist. The book was evaluated from four aspects namely its performance, learning objectives, learning teaching content, and language skills.

## 5. Technique of Data Analysis

### 1. Quantitative data

For quantitative data from questionnaire, data were tallied and then tabulated in data tabulation form (see appendix 1). After tabulated, frequency and percentage of each data were summed up by using formula from Sudijono (2009: 43).



$$P = \frac{f}{N} \times 100\%$$

Then, data were presented in the form of chart. Meanwhile, quantitative data from validation checklist was first presented in table. Then, the following formula was used to count the mean:

$$R = \sum_{i=1}^n V_i / n$$

(Mulyardi, 2006:82)

with

R = mean of validator judgement

V<sub>i</sub> = score of validator judgment

n = number of validator

to decide the validity of the course book, the following criteria is used :

- a. If mean is > 3,20 then course book is very valid
- b. If 2,40 < mean ≤ 3,20 then course book is valid
- c. If 1,60 < mean ≤ 2,40 then course book is valid enough
- d. If 0,80 < mean ≤ 1,60 then course book is not really valid
- e. If mean ≤ 0,80 then course book is not valid

## 2. Qualitative data

Data from interview were analyzed by following step by step data analysis proposed by Miles and Huberman (1994). First, the recording is listened and transcribed. Second, transcript is read several times to get familiar with what is being said. Third, coding is conducted by identifying some themes. Fourth, a summary of coded data is written. Fifth, a memo is written which ties together the themes.

Data from observation are analyzed descriptively. Student's and lecturer's activity in try out were described based on the observation form filled by the observer. Meanwhile, data from textbook evaluation checklist were presented in the form of table based on each indicator of textbook evaluation checklist.

## 4. DISCUSSION

From situation analysis it was found that majority of the students prefer to study through interaction. Unfortunately, the old course book did not really engage students to interact with each other. Learning activities in the book are grammar exercises which do not require student to do communication with their friends. Aside from that, lecturers come from non-educational background. That is why the course book they produced did not fulfill students and lecturer's needs. The findings also show that the structural syllabus which is used in English II course does not help students to possess communicative ability. In structural syllabus, the materials are organized without giving the social context where the language will occur. As the result, students only memorize certain grammatical pattern without understanding where and when to use it for communication. Unlike structural syllabus, Task-Based syllabus encourages students to do active communication. In this syllabus, materials are organized in a series of tasks which should be accomplished by the students. The tasks itself simulate real-life communication that can help students to communicate in real-life situation.

From need analysis the findings show that Politani students need English a course book which can help them improve their speaking skill. This skill is believed to help them get a good job after graduating. In addition to it, they also need a book with materials that can connect them with their life experience. Unfortunately, the old course book does not improve students' speaking skill. Learning activities in the book do not require students to speak a lot. Even though students are provided with speaking activity, the activity does not resemble real-life communication. In other

words, the book does not connect students with their life experience as individual or as agricultural students. As the result, students have difficulty in communicating which is admitted by the students themselves. However, having difficulty in communicating may limit their chances to get a good job which becomes their ultimate goal of learning English. To make it worse, the old course book is not interesting according to the majority of the students because it lacks of interesting visuals in it.

The needs of the students above can be met by applying Task-Based Approach in designing the new course book. This approach offers students opportunity to improve their speaking skill through the completion of series of tasks. In each phases of TBA students are required to speak, to reason and to express their opinion. Not only that, they also have to write their opinion before conducting presentation. The ability of speaking and writing are sufficient enough to support their job searching after graduating.

In terms of the materials, TBA promotes the use of materials that are closely related to the students' experience. In line with this, Nunan asserts that TBA attempts to link classroom language learning with language activation outside the classroom (1991:279). In other words, the language which is learned in the classroom is the language which is closely related with their daily life and their life as agricultural students.

In terms of the performance of the course book, TBA promotes the use of many visuals in order to attract students' attention or trigger students to think before coming to discussion. Students are also stimulated to use visuals to support their presentation.

Based on the findings, the form of English course book needed by the students has the following criteria. First, the performance is interesting, the objective of each unit is practical and applicable, the content of the book combine general and agricultural knowledge and the focus of the language skill is speaking and reading. Since the old course book does not fulfill those criteria, the Task-Based course book fulfills those criteria in the following ways.

Task-Based course book uses interesting pictures related to Politani and agriculture as the cover of the book. Visuals are provided in the content of the book to support students' understanding on the material. Language functions are used as the objective of each unit. At the end of each unit students are expected to be able to use certain language function such as 'offering help' instead of being able to make 'simple sentence'. This kind of objective is more practical and can be directly applied in their life. Although their environment does not require them to speak English, understanding language functions and when to use it will help them to understand communication performed by native speakers in media such as television and internet. Thus, it helps building their speaking skill.

In terms of the content of the book, TBA course book uses reading materials which are related to Politani students. Since agriculture covers horticulture, animal husbandry, agribusiness, food crops and management food production, the materials are not far from those fields. At the end of the course book, students are provided with materials which are not related to agriculture. The materials are how to do public speaking and how to make application letter. Those materials are expected to prepare them to get a job after graduating.

In terms of language skill, learning activities in TBA course book engage students more on speaking and reading. Below is the description of how activities are organized around each phases. In pre-task, activities are started with speaking for example in the form of brainstorming, then reading and vocabulary. Activity in pre-task is then ended up with speaking in which students do simulation of how to conduct the task or how to use the expression that they will use in task phase. Meanwhile, in task phase, the activity is started with writing activity followed by speaking in which students do presentation in front of the class in group or in pairs. In post-task, students are given grammar exercises which are accompanied by speaking or reading activities. The organization of learning activities in this book shows that TBA also pays attention to grammar as the basic knowledge for communication.

Findings related to the expert judgment on the design of Task-Based English course book show that the book is very valid in four components of validation namely the content, the language understanding, the presentation and the writing mechanics. The book was designed by considering the needs of the students as well as taking consideration of the situation where the book is going to be

used. This is in line with Hutchinson and Waters' (1987) opinion that in ESP all decisions as to content and method are based on the learner's reason for learning. Thus, the design of Task-Based English course book is also based on the learner's reason for learning.

Findings about the practicality of Task-Based English course book show that the book is practical to be used for semester II students of Food Crop study program at Politani. Both students from high level and low level of competency in English subject share the same opinion that the book is interesting, easy to be used and easy to get. This is in line with Sukardi criteria of a practical course book (2009:52). Although students consider the book interesting, student from low level of competency still have problem in task phase because they are lack of vocabulary to do presentation.

## 5. CONCLUSION

Based on the findings and discussion, several things can be concluded. First, the situation of English teaching at Politani shows that lecturers did not have sufficient educational background, students did not have a good achievement, and the curriculum did not support students to have communicative competence in English. Second, students as well as lecturers need a course book which is focused on improving student's communicative skill in this case speaking skill. In other words, a course book which requires them to have interaction while communicating. Third, a new course book has been developed by using Task-Based Approach in which all activities in the book is organized around tasks. The book has been tried out and positive feed-back has been elicited from the students. Fourth, expert judgments on Task-Based course book have proven that the book is valid in four components in validation checklist. And the last one, the book is considered to be practical based on the observation and interview conducted to the students.

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