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THE RELEVANCE OF COMMUNICATIVE TASKS AND GOALS IN
ENGLISH CLASS AT ELEVENTH GRADE OF SMAN 1 PRAYA BARAT
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**THE RELEVANCE OF COMMNICATIVE TASKS AND GOALS IN
ENGLISH CLASS AT ELEVENTH GRADE OF SMAN 1 PRAYA BARAT
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ABSTRACT

This study entitled “The Relevance of Communicative Task and Goals in English Class at eleventh Grade of SMAN 1 Praya Barat, Academic Year 2014/2015”. This study was inspired by the problem English teachers encountered in formulating task goal in the lesson plans and in the teaching. The objective of this study is to find out whether, to what extent that communicative tasks and goals appear in the lesson plans and in the teaching as the teachers are formulated and the factors that make the communicative tasks and goals relevance or irrelevance. The subjects of this study are three English teacher of the eleventh grade of SMAN 1 Praya Barat. In collecting data, the researcher used questionnaire, observation, interview, and document. In questionnaire, the researcher gave some questions related to communicative goals. After that, the researcher observed the three teachers in teaching. Meanwhile, to cover result of questionnaire and observation the researcher conducted interview with the three teachers. Then, the researcher took document from the teachers to be analyzed. This study found that communicative tasks appear in teaching and goals formulated by the teachers at eleventh grade of SMAN 1 Praya Barat are less relevant. This study also found that communicative tasks and the goals formulated by the teachers are less relevant in whole. It was caused by lack of media and facility, the teachers too concern with textbook used, and lack of student proficiency level and motivation.

***Key words:* Relevance, Communicative Task, Goals.**

ABSTRAK

Penelitian ini berjudul “Kesesuaian Tugas komunikatif dan Tujuan pada kelas sebelas bahasa inggris SMA 1 Praya Barat, Tahun Pelajaraan 2014/2015”. Penelitian ini di inspirasi oleh masalah yang dihadapi guru-guru bahasa inggris dalam memformulasikan tugas komunikatif and tujuan dalam rencana pelaksanaan pembelajaran dan dalam pengajaran. Penelitian ini bertujuan untuk menemukan apakah, sejauh mana tugas komunikatif and tujuan muncul dalam rencana pembelajaran dan dalam pengajaran yang guru-guru formulasikan. Sasaran dari penelitin ini adalah tiga guru bahasa inggris di kelas sebelas SMAN 1 Praya Barat. Dalam mengumpulkan data, peneliti menggunakan angket, obervasi, wawancara, dan document. Dalam angket, peneneliti memberikan beberapa pertanyaan berhubungan dengan tugas komunikatif dan tujuan. Setelah itu, peneliti mengobservasi tiga guru bahasa inggris dalam pengajaran. Sementara itu, untuk mengkomfirmasi hasil dari angket dan observasi peneliti melakukan wawancara dengan ketiga guru. Kemudian, peneliti mengambil dokumen (Rpp) dari guru. Penelitian ini menemukan bahwa tugas komunikatif muncul dalam pengajaran seperti information gap dan opinion gap dan tujuan yang diformulasikan oleh guru-guru pada kelas sebelas SMAN 1 Praya Barat kurang sesuai. Penelitian ini juga menemukan tugas komunikatif dan tujuan yang diformulasikan olek guru kurang sesuai. Ini disebabkan oleh terbatasnya media dan fasilitas, kurangnya tingkat kecakapan siswa dan motifasi.

Kata Kunci: *Kesesuaian, Tugas komunikatif, tujuan.*

A. Introduction

Nowadays, Indonesian school attempt to run new curriculum called curriculum 2013, including SMAN 1 Praya Barat. It uses scientific approach which emphasizes learner to more active learner such as, observing, questioning, associating, experimenting, and networking in learning process (Kemdikbud, 2014).

Moreover, relating to recent condition, Lombok become potential in term of tourism since the International Airport was built. Facing this problem instructor need to create communicative learners.

English as means of communication is necessary to tackle a number of tasks in classroom and even outside classroom. One of the tasks which can be offered by a teacher is communicative task where it has been introduced so far all over the world. Yet, the application and design of communicative task is not an easy task to produce, especially for Indonesian teachers so far, because of class size, class circumstances, low teacher proficiency, time, facility and low student proficiency as well.

Communicative task is a meaningful task to consider developing students' ability to use language. Yumna (2008) defines communicative task is a task allowing the learners to involve directly their competence to produce language in real life situation. In addition, promoting the communicative task the teacher needs to look back syllabus design and curriculum development. Nunan (1991) claims that the communicative task becomes significant part in developing "curriculum planning, implementation, and evaluation". Therefore, the communicative task needs to promote.

Furthermore, in task-based language teaching, the communicative task is effectively considered to provide in outside activities and provide "theoretical and empirical knowledge" as language facilitate within instructional process and syllabus content (Wang, 2006). Then, Communicative Language Teaching (CLT) refers to communicative task which emphasize interaction as a goal of teaching and learning. "Communicative language teaching

can be understood as a set of principle about the goals of language teaching, how the learners learn a language, the kinds of classroom activities which facilitate learning, and the roles of teachers and learners in the classroom” (Richard, 2006).

In senior high schools, the communicative task needs to be promoted by the teachers to create interactive classroom as reflection of curriculum 2013 in which the students' are emphasized to be more active learners in classroom and even outside classroom. Moreover, promoting communicative tasks need to take into consideration some elements of language learning: goals, input, activities, teacher role, learner role and settings (Nunan 1989). This study focuses on the relevance of communicative tasks and goals formulated by English teachers at eleventh grade of SMAN 1 Praya Barat.

Promoting the communicative task should deal with making goal because it is very important (Yugandhar, 2012). Task goal is considered to determine task accomplishment. Wang (2006) points

out that communicative task without goals will make the learners uninterested in following the task.

Sujing (2012) claims that the goals of communicative task refers to the purpose of language task (exchanging information). Based on the observation that the researcher did at SMAN 1 Praya Barat, the teachers design goals to promote task were still lack communicative. This can be seen from the teachers implement the tasks. In fact, the teachers implemented the task by asking the student to do exercise. It is still lack communicative. The researcher also found the problem from the teachers' lesson plans in which the teachers were still lack of formulating goals. Dealing with communicative task, the communicative goals learning task should be considered. Therefore, the teachers need to consider the relevance of goal formulating to promote communicative task. Consequently, language teaching and learning will be lack communicative.

Based on the problems above, the researcher concerns with the investigating the relevance of communicative tasks and goals at

eleventh grade of SMAN 1 Praya Barat in academic year 2014/2015.

B. Research Method

This research was case study conducted in English at eleventh grade of SMAN 1 Praya Barat, Academic year 2014/2015. Yusra (2013: 126) defines

“Case study is typically observes the characteristics of an individual unit... a child, a clique, a class, a school or a community with the purpose of probing deeply and analyzing intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalization about the wider population to which that unit belongs”.

The researcher used descriptive qualitative method to analyze the data in which the results were analyzed descriptively. This research concerns with the investigating of the relevance of communicative tasks and goals formulated by English teacher at eleventh grade of SMAN 1 Praya Barat. The data was obtained from teachers perform in the class and teachers documents of teaching. In

short, English teachers and things were subject of this research.

In collecting data of this research, the researcher used the following procedures:

The researcher used questionnaire to collect data communicative goals. The questionnaire presented close-ended question. This research also used observation to collect data. This was used to cover result of questionnaire. The researcher observed the three English teachers at eleventh grade of SMAN 1 Praya Barat implemented the task in classroom. After observing, the researcher conducted an interview. The interview was done with three English teachers at eleventh grade of SMAN 1 Praya Barat. The researcher asked question related to some information which needed to be obtained. The researcher used document to collect the data as well. The researcher took document (lesson plan) from the three English teachers to analyze the task goals. the researcher analyzed the data based on criteria of communicative goals. Moreover, in determining relevance of communicative tasks with goals

formulated the researcher employs the following steps:

1. Identifying frequency of each goal item from questionnaire and observation and document. In this step, the researcher analyzed the data from teachers' questionnaire result, observation result, document result by dividing into 'Yes' and 'No'. Then the researcher determines the frequency of communicative tasks and goals.
2. Determining degrees relevance or irrelevance of communicative task with goal by following this statements :
 - If the data of each goal item presents more frequent, it will be highly relevant.
 - If the data of each goal item presents frequently, it will be relevant
 - If the data of each goal item presents less frequent, it will be less relevant.
 - If the data of each goal item presents not frequent, it will be irrelevant.
3. Clarifying the result of the questionnaire, observation, interview and document. In this

step, the researcher clarifies more detail about the result from questionnaire, observation, interview and document to make sure that the data is clearly acceptable.

4. Drawing conclusion

It is a final step which researcher does. The researcher turns to answer research question by comparing the result frequency of questionnaire, observation, interview, and document.

C. Results and Discussion

From the result of questionnaire, the goals which are formulated by the teachers frequently appear. All teachers responded positively toward most of communicative goals. However, it is not taken as the main consideration. Meanwhile, from the observation, there were two kinds of communicative tasks which appeared in the teaching. The first communicative task is information gap activity. It is a kind of activity to transfer information from one form to other or from one person to others. In the teaching, the teachers always provided the topic then the students had to find as much as the information from the topic given. The teachers also

attempted to attract the students to involve actively in learning process. While teaching and learning process were going on, the teachers always asked students to guess the topic that they were going to be discussed by providing clues to identify the topic. Then, the students discussed about the information with their partner. Thus, from the activity above, the communicative task appeared in the teaching. The second communicative task is an opinion gap activity. It is a kind of activity that involves the student to express their opinion related to the information that is discussed in classroom. When the teachers taught about “expression opinion and suggestion and offering”, the students were asked to make group discussion. The students expressed their opinion about “expression opinion, and suggestion and offering” with their partner and even with their teacher. Thus, this activity indicated that communicative task was applied by the teachers in the teaching.

In addition to the goal, there was only one item (establishing and maintaining interpersonal relationship) which appeared frequently in the

teaching and goals formulated by the teachers. Meanwhile, Item 2 appeared in the teaching and goals formulated by the teachers only for acquiring information at least from video. However, another item was not applied by the teachers. Those data were obtained from the three teachers who implemented the task through group discussion.

Similarly, from the result of the document, only one item (establishing and maintaining interpersonal relationship) which appears frequently in the lesson plans. Meanwhile, Item 2 also appear only for acquiring information at least from video. Then, another item was not formulated by the teachers. Those data were obtained from the teachers formulated goals in the lesson plans.

From the above explanation, if it consults to communicative tasks and goals pointed out by Clark (1987), the researcher judges that the relevance of communicative tasks and goals formulated by the teachers is less relevant in whole. Because of it should be formulated overall to make communicative task and goals become highly relevant.

Furthermore, the less relevant of communicative tasks and the goals formulated by the teachers, significantly influenced the teaching and the learning process. It affects class circumstance in which the students might be lack communicative in learning. There are some factors which make communicative tasks and the goals formulated by English teacher at eleventh grade of SMAN 1 Praya Barat less relevant. They are as follows:

a) Lack of media for teaching. This make the teachers rarely consider information at least from authentic source in target language. Wang (2006) claims that authentic source may allow the learners to engage target language item to do interaction included grammar element and discourse element. The teachers never consider some ways of using information to creative imaginative use in target language as well. It is because the restrictiveness of facility to support their language teaching and learning. Hussin, Maarof, and D'Cruz (2001) point out that in language teaching and learning

need to use creative way to motivate students' learning.

b) The teachers focus only on textbook used as teaching source. In spite of concern with textbook, they need to observe, analyze and modify some tasks in the textbook, weather the goals formulated relevant or not with communicative tasks in order that it may encourage the students to be more communicative. In fact, the textbook sometimes does not guarantee to be well used to create communicative classroom.

c) The students' proficiency level and the students' motivation may be a part of consideration. The students still lack of proficiency and motivation in completing some tasks which are given by the teacher. That is why the teachers sometimes do not consider acquiring information at least from authentic source in the target language and some ways using information to creative and imaginative use in target language. According to Hussin, Maarof, and D'Cruz (2001), goals may influent students' motivation in language

learning. Therefore, the teacher needs to bear in their mind to those factors in order that they formulate relevant goals and communicative task. Then, those factors are important because they affect the success of communicative tasks and the achievement of formulated goals.

D. Conclusion and Suggestion

1. As the result of analysis, the researcher concludes that communicative tasks appear in the teaching included information gap, and opinion gap. The goals formulated by English teacher at eleventh grade of SMAN 1 Praya Barat are less relevant. The goals formulated are frequently appear only for establishing and maintaining interpersonal relationship (exchanging information, exchanging opinion, exchanging attitude, exchanging feeling and get thing done through interaction). Meanwhile, only one teachers acquiring information at least from authentic source in target language (acquiring information at least from video).

2. The researcher also concludes that communicative task

with the goals formulated by English teacher at eleventh grade of SMAN 1 Praya Barat is less relevant. The teachers frequently formulate goals with communicative tasks only for establishing and maintaining interpersonal relationship (exchanging information, exchanging opinion, exchanging attitude, exchanging feeling and to get things done through interaction). Meanwhile, only one teacher who formulated goals with communicative tasks for acquiring information at least from authentic source in target language (acquiring information at least from video).

3. There are some factors which make the communicative task with the goal less relevant included the limitation of media and facilities to support language teaching, the teacher concerns with textbook used, lack of students' motivation and even lack of students' proficiency in completing some task.

This study proposes some suggestion: (1) The teachers should consider deeply while formulating the goals so that it will be highly relevant with communicative task before language teaching and learning. To

make communicative task relevant, the teachers should have more knowledge about component of communicative tasks; especially goals of communicative task. The teachers also need to consider communicative task and goals with student proficiency level to make the goals are suitable.

Finally, the next researcher should investigate communicative task relevant with the goal formulated by the teacher at eleventh grade of senior high school. Making goal is a vital to be part of consideration while promoting communicative task.

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