

**AN ANALYSIS OF TASK-BASED LEARNING IN THE TEXTBOOK ‘WHEN
ENGLISH RINGS THE BELL’ USED BY THE SEVENTH GRADES STUDENTS OF
SMPN 14 MATARAM IN ACADEMIC YEAR 2014/2015**

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This study deals with Task-Based Learning (TBL) in The Textbook 2013 curriculum ‘When English Rings the Bell’ which aims to find out whether the textbook follows TBL, whether it fulfills the criteria of TBL and to find out the strength and weakness of TBL which contributes to the textbook ‘When English Rings the Bell’ used by the seventh grade students at SMPN 14 Mataram. The data was that the tasks and activities in the textbooks ‘When English Rings the Bell’ and in the lesson plans, and the answers by the respondent. The source of the data was that the documented ELT textbook ‘When English Rings the Bell’ used by seventh grade students of SMPN 14 Mataram, the lesson plans and the teacher as the respondent. The documentation, questionnaires, class observation and note taking were used to collect the data. Based on the findings, it was found that (1) the textbook ‘When English Rings the Bell’ used by the seventh grade students of SMPN 14 Mataram followed the Task-Based Learning (TBL), (2) the textbook ‘When English Rings the Bell’ used by the seventh grade students of SMPN 14 Mataram fulfilled the criteria of TBL. (3) The textbook ‘When English Rings the Bell’ used by the seventh grade students of SMPN 14 Mataram has many advantages which contributed to the strength of the application of TBL. These results shown that the textbook which applies the TBL is vice versa with the Teaching Learning Cycle (TLC) approach which emphasize on meaning rather than on form, this contributed to the language assessment and supported scientific approach as the revolution of curriculum in Indonesia.

Key words: Task, Task-Based Learning (TBL), Pedagogic Task, Target Task, Teaching and Learning Cycle (TLC), Building Knowledge of Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT), Independent Construction of Text (ICoT), Spoken Cycle, Written Cycle, Scientific Approach, 2013 Curriculum.

A. Introduction

English Language Teaching (ELT) textbook has a primary function as a guideline for the teacher and the learners either for English as a Foreign Language (EFL) or English as a Second Language (ESL) learners. It is a medium where the important elements of teaching language such methodology, syllabus design as well as task and

materials development are put together into visualization. For ESL context, textbook is not the primary sole source for teaching and learning instead of the teacher's explanation. The students in Malaysia, India and Singapore could be the example for this. Indeed, for EFL context in Indonesia, textbook is the sole source of teaching and learning process within the teacher's explanation. The knowledge which the learners receive as well as the input is obtained from the textbooks that are occurring in the classroom. Accordingly, English textbook should accommodate the need for the language learners' long-term goals.

A good ELT textbook should emphasize on communicative task. The meaningful communicative task can be created if the textbook is not dominated with the dialogues without role play or information gap for example. In order to help the learner to be communicative and being involved in learning situation, the task given should be focused on meaning rather than on form. It does not mean that form is not important but it should be taught implicitly. Moreover, Task-Based Learning (TBL) can be defined as tasks and activities that can help the learners to be involved in teaching and learning situation. Language learning has been regarded as a process of mastering a succession of steps, each one building on the one before (Foster, 1999: 69). Thus, this has relation to Teaching and Learning Cycle (TLC) of materials development in the textbook which is known as an approach in Teaching and Learning Procedure (TLP). Rather than PPP (Presentation, Practice, Production) TLC is preferred in teaching language in which the focus are emphasized on meaning.

Furthermore, TBL has closely related to the target task which the learners will do in the real life communication, and pedagogic task where the task as the requirement of the real life communication is converted to the classroom. Pedagogic task which is also defined as group work has many advantages for the learners. First, by engaging in meaningful task and activities, such as problem solving, discussions, or narratives, the learners' interlanguage system (linguistics system) is encouraged to develop (Foster, 1999: 69) says. Second, it can give the students time to learn by themselves in order help them to be independent. Third, it can reduce the affective filter; the comprehensible input by Krashen is not enough to support the language learners instead of the affective filter should also be reduced. Fourth, the student's talk can be increased. By group work a lot

of activities may be occur in the classroom. Fifth, the quality of language practiced will be enhanced. All of those are the pedagogical reason.

Moreover, there is also the psycholinguistics reason of group work. First, the interaction and comprehension of the learners will be improved because through practice a lot of input will be obtained. Second, it increases the negotiation of meaning. It can occur through the learners' interaction, the teacher to the students or the students with other students which can contribute to the negotiation of meaning. The important of all, through pedagogic tasks and activities the students can acquire the language which cannot be given by the teachers' modeling and explanation because the language learners will understand the language when they are involved in teaching and learning situation. That is to say, what is actually happens in the classroom should be reflected on the textbooks.

However, many textbooks of English used in SMP/SMA/MA do not contain the principle of Task-Based Learning. They may just provide the pedagogic task only, or providing the pedagogic task without meaningful tasks or activities, or providing both the pedagogic task and target task, but the materials are not communicative or essentials. Sheldon (1988: 239) claims that teachers are consumers, just like students or educational administrators, all of these groups, of course, can have potentially conflicting notion of what a good textbook should be. Indeed, textbook is the thing which is only be seen from the cover only, the teacher and the students cannot examine it when it is on sales because it such prospective buyers. That is, many published textbooks that have been widely used in schools may not fulfill how good textbooks should be. Thus, the teacher, the students or other consumers have to think of it critically.

B. Review of Related Literature

Nunan (2004: 2) point out TBLT into two types i.e. target task and pedagogic task. First, target task which define as a task which is humans do in everyday life (Nunan, 2004), or the learners will do in the real world of communication. According to Long in Nunan (2004), target task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus example of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library

book, taking a driving test, typing a letter, weighing a patient, shorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between. It can be concluded that target task is the task which is done by the learners independently as it is the real word communication, such as introducing themselves in front of the class in which the language might be used by the native speaker in the actual setting. In the English textbooks, the task which is usually appears in the end of activity or a chapter is called the target task. It such what the learners will do after a lot exercises (i.e. pedagogic task). In other words, those examples of tasks are the skills that the learners will have as a goal of teaching and learning. Nunan (2004: 3) claims that when the tasks are transformed from the real world to the classroom, tasks become pedagogical in nature.

Second, pedagogic task, according to Richard in Nunan (2004), pedagogical task is an activity or action which is carried out as processing or understanding the language (i.e. as a response). For example, drawing a map while listening to a tap, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. The use of variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own shake". (Richard in Nunan 2004).

According to Nunan (2014) TBL has seven principles, namely *scaffolding*, *task dependency*, *recycling*, *active learning*, *integration*, *reproduction to creation and reflection*. The first principle as the important criteria of TBL is closely related to the Teaching and Learning Cycle (TLC) approach. It is embraced by Genre Based Approach which was introduced by Halliday in 1978. This approach has four stages in practical teaching, namely Building Knowledge of Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT) and Independent Construction of Text (ICoT). The first stage is BKoF, it is applied to the first stage of teaching, and in this stage the language learners do the preparation before producing the text such guessing or introducing the vocabularies, introducing the structure of language needed to that particular topic as well as the background knowledge related to the topic could also be involved. The second

stage is MoT, the learners are modeled by the teacher about the text. This stage aims to introduce the text through modeling or pictures, for instance, describing people, the teacher models the text through interaction, such using two dolls as the media could be included. Those stages are applied in the pre-teaching and while-teaching.

The third stage is JCoT, MoT is not the final destination for the learners to understand the language; they have to joint to construct the text and being involved in learning situation, indeed, the students individually and collaboratively joint to the learning practice. The last stage is ICoT, the learners independently write the text as a product of their comprehension from teaching and learning process (i.e. written cycle). Besides, the result of speaking test related to the current subject can also be the product of teaching and learning process (i.e. spoken cycle), both of which should be reflected on the textbooks in order to create the target task. The third and fourth stages are applied in the post teaching.

The textbook that follows TBL must apply the teaching regulation (i.e. pre-teaching, while-teaching, and post-teaching) which is vice versa with the TLC approach. TLC supports the application of scientific approach which is implemented in the 2013 curriculum.

C. Purpose of the Study

This study is aimed to find out:

1. Whether the textbook 'When English Rings the Bells' used by the seventh grades students of SMPN 14 Mataram follows TBL.
2. Whether the textbook 'When English Rings the Bells' used by the seventh grades students of SMPN 14 Mataram fulfills the criteria of TBL.
3. To describe and explain the strength and the weaknesses of the textbook 'When English Rings the Bells' used by the seventh grades students of SMPN 14 Mataram.

D. Research Method

Descriptive qualitative method is taken in order to describe the textbook in depth so that the characteristic of it will be described. The tasks and activities in the textbook 'When English Rings the Bell' and the lesson plans as well as the activities such as interaction in the classroom teaching and learning is the data in this research. The source

of data is that the documented ELT textbook ‘When English Rings the Bell’ used by seventh grades students of SMPN 14 Mataram and the English teacher who teaches in SMPN 14 Mataram. The textbook is the documentary to be analyzed and the teacher is the respondent in this research.

The following methods were used in order to gain the data. The methods are as follows:

1. Documentation

Documented ELT textbook ‘When English Rings the Bell’ which is used by the seventh grade students at SMPN 14 Mataram is analyzed related to the information of Task-Based Learning (TBL). The lesson plans are also taken as source of the data. The TBL is analyzed through the lesson plans of 2013 curriculum used in first semester and lesson plans of KTSP curriculum used in the second semester. The lesson plans were designed and collected based on what is actually occurring in the classroom of 7A – 7F class of SMPN 14 Mataram.

2. Observation

Class observation is needed in order to support the data and to know what actually occurs in the classroom of seventh grade students at SMPN 14 Mataram. In this research, the researcher observed one class that is 7A class of SMPN 14 Mataram. The tasks and activities in the classroom of 7th grade students were the object to be observed. The materials development in the textbook and in classroom teaching and learning was also the object which had been analyzed.

3. In-depth Interview

The researcher interviewed the teacher of seven grade students in SMPN 14 Mataram in order to know the information related to TBLT and the textbook ‘When English Rings the

Bell'. It was used to gather the maximum information about the subject in this research. Such as in-guided interview was taken in gaining the data, according to Arikunto (2010), in-guided interview, the researcher is free to give the questions since it helps the researcher get the maximum data. The questions consisted of eight open-ended questions which were already designed to get the maximum data.

The questions are as follows:

- a. What does the teacher think about 2013 curriculum textbook 'When English Rings the Bell'?
- b. In the practical teaching, is this book dominantly in structure or tasks?
- c. Is in each unit of this book provide the task?
- d. How does the teacher explain the grammar?
- e. Are the students be passive or be active when using this book?
- f. This textbook provides a lot of tasks and activities collaboratively and individually, is there any benefit for the teacher?
- g. In practice, what is the benefit for the teacher and the students?
- h. In overall, what are the strength and weakness of this book?

Those open-ended questions were given to the teacher of SMPN 14 Mataram. The questions were designed based on the sound of task and activities which are primary focused on meaning rather than on form in which it was closely related to TBLT. The answers were written down in a piece of paper by the teacher of the seventh grade students at SMPN 14 Mataram.

4. Note Taking

Note taking is a tool by which the researcher writes down about what happen during teaching and learning.

The process of analyzing the data is as follows:

1. The tasks and activities in the textbook ‘When English Rings the Bell’ used by the students and the teacher at SMPN 14 Mataram academic year 2014/2015 was identified.

The tasks and activities are identified as follows:

- a. The tasks were identified based on teaching regulation (i.e. pre-teaching, while-teaching, post-teaching).
- b. The materials development was analyzed.
- c. The tasks were identified through materials development.

Materials development has three phases which follows the teaching regulation through which the tasks were also applied.

2. The lesson plans of 2013 curriculum as well as KTSP curriculum were designed and collected in order to find out whether they suit with the materials development and the tasks on the textbook ‘When English Rings the Bell’.
3. The materials development (i.e. TLC or PPP) in the lesson plans were analyzed in order to know whether the principle of TBL was applied. If the materials development implemented in the lesson plans applied the TLC, the textbook should also have scaffolding and other principles of TBL.
4. The tasks and activities on the textbook and the lesson plans were analyzed if they follow characteristics of the TBL.
5. In order to support the data, class observation was conducted at VII A class to find out whether the lesson plans were actually occur in the classroom.

6. Tasks and activities of TBL in the textbook 'When English Rings the Bell' were described (description) and explained (explanatory).

The teaching and learning which is reflected on the textbook has followed the teaching regulation that is pre-activity, while activity and post activity. First, the researcher has to analyze whether the tasks on the textbook are arranged through those phases, and if so, the tasks must embrace the principle of TBL. The tasks are classified based on how it is delivered and manipulated by the students. The tasks that involve the students in the percentage of new words are classified as a task which is taught in the pre-teaching, the tasks that bring the students in elaborated way is classified as the task which is taught in while-teaching or in post-teaching. Whereas the task that is involved students to independently use the target language as its authenticity is classified in the post-teaching.

E. Conclusion and Suggestion

Based on the findings, it can be concluded that the textbook 'When English Rings the Bell' follows and fulfills the characteristics of TBL because:

1. The materials as one of the components of task in TBL which are provided in the textbook 'When English Rings the Bell' suit with the teaching regulation pre-teaching, while-teaching and post-teaching.
2. The materials as the component of task in TBL hold Teaching and Learning Cycle (TLC); this is confirmed by the teaching regulation which is applied in the textbook, this is also support the first and the second principle of TBL. The first principle is scaffolding that the textbook provide the tasks and materials through the stages until the students can using the language independently. As the result that the students' knowledge towards the

language is built from the beginning of the teaching and learning process through receptive skills in order to produce the language as productive skills. This is support task dependency as second principle of TBL.

3. The material as the component of task in TBL is communicative because they consist of a lot of activities. The communicative material in the textbook that support the TBL is called Teaching and Learning Cycle (TLC), which is comprises into four stages that is Building Knowledge of Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT). In the first and second stage, through the tasks that cover skills particularly listening and speaking, the students are introduced to the new words and are modeled about the text related to the topic. In the third and fourth stages the students doing a lot of activities through the tasks in order for them to face the task which requires them to be independent. That is, the textbook provide pedagogic and target task.
4. The pedagogic task in the textbook may applied through while-teaching or through post teaching that is when JCoT is applied. Whereas the target task is applied through ICoT stage when the students can individually produce the target language in front of the class, which occurs in the post teaching.
5. The pedagogic task in the textbook 'When English Rings the Bell' consists of a lot of activities which is comprised into individual and group work within planned-task.
6. The target task in the textbook 'When English Rings the Bell' is designed through planned-task within the closed individual task as to evaluate the students as individual.

7. The pedagogic task in the textbook 'When English Rings the Bell' provide one-way task which is assigned to individual work and two-way task which is assigned to the group work or classroom survey.
8. The tasks in the textbook 'When English Rings the Bell' are arranged through *scaffolding* because the materials development applied TLC. This is support the existence of others principle of TBL about the *task dependency*, *recycling* and *reproduction* to creation.
9. Pedagogic task and target task provided in the textbook stimulate the students to be communicative in using target language since focusing language is primarily on meaning within the structure as secondary. This also supports the other principles of TBL about *active learning* and the *integration* of language which is focus on meaning.
10. The lesson plans used at the seventh grade students of SMPN 14 Mataram which had been analyzed cover the sound of textbook above. The TBL and how it is delivered and manipulated are actually occurs in the classroom as prove in the lesson plans and class observation that had been conducted.
11. The materials development used in the textbook 'When English Rings the Bell' cover the seven principles of TBL.

5.2.Suggestions

1. The teacher
 - a. The teacher should choose the appropriate textbook which is suitable with the students' need of long-term goals.
 - b. The teacher should choose good sound of ELT textbook in order to help the students to be able to communicate in the real life of situation.

- c. The teacher should adapt the materials based on the teaching regulation which emphasize on the students communication.
 - d. The teacher should choose the textbook that apply the TBL because the students' long-term goal to communicate in the real world situation is covered in the textbook that embrace the TBL.
2. The students
 - a. The students should choose the appropriate textbook for their needs.
 - b. The students should choose the textbook that contain a lot of tasks and activities because it covers the communicative textbooks.

3. Other researchers

The researcher who will conduct the research related to the textbooks analysis may further develop the content of analysis such the correlation between TBL and the materials development, the influence of TBL towards the student's achievement, the correlation between the authenticity and TBL in the textbooks, etc. That is some research problems that have not been done by the researcher.

4. Other writers/other educational system

The writer who will write the textbooks for Elementary, Junior High School, and Senior High School should consider the tasks and how it is designed as TBL, the important of all the writer should know how the good sound of textbook is.

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