

An Analysis of Communicative Task Used in Indonesian Secondary School English Textbook “*Work in Progress*”

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Abstract

This research aims to describe on how far the tasks in textbook develop the communicative task in CLT approach used in textbook. CLT approach focuses on teaching language through communication considering context in real life situation. This approach regards that communication as a goal and method in the teaching and learning process. The researches choose descriptive method to conduct this research. The data are taken from the textbook for grade X of Secondary School entitled *Work in Progress* written by Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih published by Ministry of Research, Technology and Higher Education Indonesia in 2022. The technique of collecting data in this research used documentary analysis. The data are collected from the first chapter as it already represent the communicative task asked by the researchers. Several steps used in analyzing data, they are defining criteria, subjective analysis, objective analysis, and matching. The research results that this textbook is suitable to be used regarding to the learners need and the percentage of communicative task in the first chapter is 75.1% - 87.5%. It means that this textbook is specifically in chapter 1 is recommended in teaching and learning.

Keywords: Communicative task, CLT approach, English Textbook “*Work in Progress*”

INTRODUCTION

Language is very important because by language we communicate ideas, need, and thoughts toward others. Then, when we can communicate well, the goal of communication can be gained. English is an International language because it is the language spoken by most of the people around the world. It is estimated that 1 billion people worldwide speak English. That is 67 countries have English as their official language and there are 27 countries that have English as their secondary official language (Ilyosovna, 2022).

Related to the need to acquire English as international language Indonesian government has determined English as the first foreign language to be learnt as a compulsory subject for junior and senior high schools. As English is a foreign language in Indonesia, so the process of learning English in Indonesia is defined as the foreign language acquisition. Language acquisition is a process by which language develops in the life of human beings.

As the goal of teaching and learning English, the learners must be capable to comprehend and use several skills in English they are listening, speaking, reading and writing. They also must comprehend in grammatical features and having a large numbers of vocabularies so that they can use English fluently. Idris and Jamal (1992: 38) said there are several factors or components influencing the efforts to gain the purpose in teaching and learning, they are human such as a teacher, counselor, administrator, and instructional materials such as blackboard, book, slide, and others.

An instructional material is medium to transfer the certain knowledge such as textbook, audiovisual aids, television, and radio used by teachers and pupils to improve learning. Selecting the materials given to the students is the teacher's duty. In a textbook, there are many tasks that can be learned by students. The writer designed a task to develop the student skill, but the writer must know about designing tasks for the communicative classroom. At present, a textbook is still being used by teachers in teaching learning activity considering that textbook is in a kind of low-priced

instructional media and it is the most easily applied.

Cunningsworth (1995: 7) stated that coursebooks are best media as a resource in gaining the purpose and objectives of teaching and learning. In a textbook, there are many tasks that can be learned by students. The writer designed a task to develop the student's skill, but the writer must know about designing tasks for the communicative classroom.

Sevelson and Stern (1981: 478) in Nunan (2004:40) as cited by Widiyati (2012) suggested that task design should take into consideration the following elements: content, materials, activities, goals, students, and social community. Content refers to the subject matter to be taught in teaching and learning process. Materials are the things that learners can observe or manipulate. Activities are the process of doing things in teaching and learning. Goals are the aims of the instructional process. Students are important considering their abilities, needs, and interest toward the instructional process. And social community is the class as a whole and its sense of groupness. The task of instructional process needs minimally two main elements. They are input data and initiating questions. Materials, teachers or learner are included in input data, while initiating questions instruct the learners on what have to do with the data given. (Wright, 1987a in Nunan 2004:41)

Every publisher always claims that their textbook is the best that has ever been published. They say that they use the latest method in arranging the content of the books. Their purpose, probably, is to develop students' English achievement but they also some profits. In other way, teachers have responsibility to choose the textbook sold in the bookstore by considering the quality and the appropriateness of the textbook. Teachers must be responsible due to their duty to ensure that the contents of the textbook are appropriate to the learners' developmental growth and relevant to the learning outcomes achievement suggested by The Ministry of Education.

Based on those facts, it will be interesting to know about the appropriateness of the textbook with the communicative task in Communicative Language Teaching (CLT) approach. CLT approach focuses on teaching language through communication considering context in real life situation. This approach regards that communication as a goal and method in the teaching and learning process. When studying the second language, the learners are provided by the context of real life communication so that the goal of instructional material will be gained effectively.

The researchers try to analyze the tasks in the textbook entitled "Work In Progress" for Grade X Senior High School written by by Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih which published by Ministry of Research, Technology and Higher Education Indonesia in 2022, especially in the first chapter. This study aims to find out the communicative task in CLT approach used in textbook. CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with clearly defined set of classroom practices.

The existence of communicative exercises is very important in CLT. In communicative exercises, teachers create a situation and set an activity in motion, but it is students themselves who responsible for conducting the interaction to its conclusion (Littlewood, 1981: 18). There are some theories of communicative exercise: (1) information gap principle (2) jigsaw principle (3) in task continuity principle (4) information transfer principle (5) authentic principle (6) problem solving principle (7) games (8) words in context. From the explanation above, the purpose of this research is to describe the tasks in textbook, especially in chapter 1 develop the communicative task in CLT approach.

RESEARCH METHODS

Considering the purpose of the research, the researchers choose to use descriptive method. A descriptive research is a non-hypothesis research (Arikunto, 1993: 208). The steps in descriptive method are collecting data, analysing them, and drawing a conclusion based on the data. It means that the result is valid just for the data used in this research.

For collecting data, the researchers used documentary analysis. The data are collected from

the textbook entitled "Work in Progress" written by by Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih published by Ministry of Research, Technology and Higher Education Indonesia in 2022, especially from the first chapter because they already represent the data in the textbook as a whole as the tasks in ahothor chapters are named in a similar way. The steps of documentary analysis are selecting the documents, reading and interpreting the data and categorizing the data.

The steps in analyzing data in this research are defining criteria, subjective analysis, objective analysis, and matching.

The following step is scoring and percentage of communicative task. The study uses "Criterion Referenced Evaluation" as proposed by Nurgiantoro (1987: 363) to calculate the percentage of how far the chapter applies the communicative task which as in Table 1.

Table 1. Table of Criterion Referenced Evaluation

Number of tasks in a unit	Score	Interval Percentage	Level of Quality
8	8	87.6% - 100%	Perfect
7	7	75.1% - 87.5%	Very good
6	6	62.6% - 75%	Good
5	5	50.1% - 62.5%	Fairly good
4	4	37.6% - 50%	Average
3	3	25.1% - 37.5%	Less average
2	2	12.6% - 25%	Bad
1	1	0% - 12.5%	Worst

RESEARCH FINDINGS AND DISCUSSION

Findings

The researchers find out several data which are taken from the first chapter. This chapter is enclosed by seven tasks that each task fulfilling the principle of communicative exercise of CLT approach. In task 1 the data taken are look and discuss, let's play, let's write and discuss and share. Task 1 consist of discussion which the students are asked several questions such as *what do you see in the picture?*, *who are they?*, *what kind of sport do they play?*, *what makes them great a sports?* *Why do you think so?*. playing games is found by the existence of the learners are divided into group. One of the learners in each group are asked to think one certain athlete, whether another learners giving several questions toward the first students. The questions such as *is he a football player?*, *is he tall?*, *is she a good lifter?*, *does she have curly hair?*, *does he have a beard?* Given toward he first learners then the teacher confirm the answers and as a result they can guess who athlete it is. The next task is writing descriptive words about certain athletes provided. Those tasks in task 1 can be put into discussion, games, and words in context as in communicative task principle.

Task 2 consists of listen and check, listen and discuss, let's practice and use your words. Listen and check are found in the providing of certain video entitled "*Impian Greysia Polii di Video Klip Agnez Mo Terwujud*" the learners invited to discuss about Greysia Polii, one of the great athlete of Indonesia. Secondly, practice is a kind of task in the task 2. The learners are given a description of certain great athlete by the teacher then they describe it verbally using their own words. words in context is found in the order that the learners asked to write the information of their favorite athlete. Those tasks in task 2 are included in discussion, practice and words in context as a part of communicative tasks principle.

In task 3 the data found are look and discuss, let's read, read and discover, take notes, and let's dig deeper. In discussion task, the learners are provided by a video entitled "Lalu Muhammad Zohri Juara Grand Prix Asia Atletik" then the learners are invited in discussion by answering several

questions are, *what do you see in the video?, why do you think the boy can be the winner?, what makes him able to do that.* Second kind of task is read and discover whether the learners are provided by a reading text describing about Cristiano Ronaldo. When reading it, they asked to confirm several information they want to know within text. Then, they asked to answer the questions and group and discuss them altogether with the teacher. In a dig dipper, the learners are provided by an article about a certain great athlete. It can be Cristiano Ronaldo or another. This article consist of words and picture, whether teacher explain that words and picture attached in the article are transferring the message as a whole toward the readers. Then after answering questions in their test book, the learners are asked to answer additional questions such are, *why is it in black and white? (if the portrait is in black and white), does the picture give you a sense of time? What clues give you that information?, did you feel any emotions when you first saw the picture? What emotions do you think the painter/photographer was trying to show you?, do you like the picture? Which part of the picture that stands out?* Besides, teacher also can give another questions to dig dipper information.

Task 4 consists of let's play and share the result which are included in games and presentation. In the first step of the game, the teacher asked the learners to do a survey that will be conduct among friends within the class. After doing a survey, the learners asked to present the result of their survey while the teacher gives feedback toward the content and technique of the learners presentation.

In task 5 the researchers found listen and take notes, use your words, let's practice and let's describe. listen and takes notes are found that the learners asked to fill in the gap of information provided in the book after the they listen the audio describing great certain great athlete, that is Cristiano Ronaldo. Use your words is found that the learners asked to make a composition containing their favorite athlete in task 2 that they have done before. Let's practice is found in the task that the learners asked to fill the *graphic organizer* consist of their favorite athlete physics characters. Then after that, in let's describe, the learners asked to present their description interchangeably among their friends.

Then in task 6 there are composing descriptive text which is included in problem solving principle. The students are asked to compose a descriptive text with a topic of high-performing athlete considering on the context and the purpose of the composition.

In the last task that is task 7 the findings are let's write, do a peer review and publish your writing which are included in problem solving principle and authentic principle. Let's write is a continuation task from task 6 where the learners asked to compose descriptive text about the high-performing athlete considering on the context and the purpose. Do a peer review is a task which the learners asked to check and review the result of their descriptive text in peer. The last is publish your writing. In this task before the learners publish their draft into the media they choose, the teacher do a conference giving a feedback toward the learners draft.

From the findings it can be drawn for the table of Criterion Reference Evaluation as follow :

Table 2. Table of Criterion Referenced Evaluation of communicative task

Number of tasks in a unit	Score	Interval Percentage	Level of Quality
7	7	75.1% - 87.5%	Very good

Discussion

This section presents the discussion of the findings taken from Work in Progress" for X grade. The content of the book is integrating the four language skills, i.e. listening, speaking, reading, and writing. It aims to build student's language, discourse, socio cultural, and strategic competence.

This textbook contains two main themes they are sports and arts. Sports theme is learned in the first semester and Arts theme is learned in the second semester. Sport themes is divided into 4 chapters they are Great Athletes (chapter 1), Sport Events (Chapter 2), Sport and Health (Chapter 3) and Healthy Food (Chapter 4). Whether Sport themes is divided into four chapters, Arts Theme is only

divided into two those are Graffiti (chapter 5) and Fractured Stories (Chapter 6). In gaining the purpose of teaching and learning, each chapter is equipped with communicative tasks in the kind of CLT approach considerably learners involved toward the learning process.

First chapter of this book which entitled Great Athletes is consists of seven tasks which are fulfill the principle of communicative tasks in the communicative approach. As we know that based on Littlewood, 1981: 18 there are some theories of communicative exercise: (1) information gap principle (2) jigsaw principle (3) in task continuity principle (4) information transfer principle (5) authentic principle (6) problem solving principle (7) games (8) words in context.

In task 1, the learners are provided by the several pictures of great athletes of badminton, wall climbing, weightlifting and football. Besides, teachers also allowed to provides another picture of Indonesian athletes toward the learners to provoke their curiosity. Task 1 consist of discussion which is included in the kind of information gap principle. The students are asked several questions such as *what do you see in the picture?, who are they?, what kind of sport do they play?, what makes them great a sports? Why do you think so?*, trying to find the answer of the questions they are doing the process of filling the gap of their information and when answering the questions the process of discussion is occurred. After discussion, the next task is playing games which learners are divided into group. One of the learners in each group are asked to think one certain athlete, whether another learners giving several questions toward the first students. The questions such as *is he a football player?, is he tall?, is she a good lifter?, does she have curly hair?, does he have a beard?* Given toward he first learners then the teacher confirm the answers and as a result they can guess who athlete it is. Games is a kind of communicative task because by providing a communicative situation the learners can improve their purpose of learning. The next task in task 1 is writing descriptive words about certain athletes provided. Writing words also included in the principle of exercise of communicative task that is words in context.

In task 2 of the first chapter consists of three main tasks, they are listen and discuss, practice and words in context. Firstly, listen and discuss is that this task provided by certain video entitled "*Impian Greysia Polii di Video Klip Agnez Mo Terwujud*" the learners invited to discuss about Greysia Polii, one of the great athlete of Indonesia. Several questions given to provoke their curiosity in discussion, those are *what do you see in the video?, what sport does the athlete play?, where did she get the gold medal?*, that these questions entail another questions and answer so that the discussion can be occurred. Discussion is included in communicative task approach because it is fulfill the information gap principle. Secondly, practice is a kind of task in the task 2. The learners are given a description of certain great athlete by the teacher then they describe it verbally using their own words. Practice on describing athlete verbally in this task is included in information transfer principle because the learners describe the given information using their own words that is into another form. The last task in task 2 is words in context, which is the learners asked to write the information of their favorite athlete. This is also included in the communicative task principle. Pembahasan merupakan bagian terpenting dari keseluruhan isi artikel ilmiah, minimal 4 (empat) halaman.

Task 3 consist of three main tasks they are discussion, read and discover and dig dipper. Firstly, in discussion task, the learners are provided by a video entitled "*Lalu Muhammad Zohri Juara Grand Prix Asia Atletik*" then the learners are invited in discussion by answering several questions are, *what do you see in the video?, why do you think the boy can be the winner?, what makes him able to do that?*, these questions will entail another questions and then discussion will be occurred. Second kind of task is read and discover whether the learners are provided by a reading text describing about Cristiano Ronaldo. When reading it, they asked to confirm several information they want to know within text. Then, they asked to answer the questions and group and discuss them altogether with the teacher. In a dig dipper, the learners are provided by an article about a certain great athlete. It can be Cristiano Ronaldo or another. This article consist of words and picture, whether teacher explain that words and picture attached in the article are transferring the message as a whole toward the readers. Then after answering questions in their test book, the learners are asked

to answer additional questions such are, *why is it in black and white? (if the portrait is in black and white), does the picture give you a sense of time? What clues give you that information?, did you feel any emotions when you first saw the picture? What emotions do you think the painter/photographer was trying to show you?, do you like the picture? Which part of the picture that stands out?* Besides, teacher also can give another questions to dig dipper information.

In task 4, there are game and presentation. In the first step of the game, the teacher asked the learners to do a survey. This survey will be done to get information about who is and why the learners' favorite athlete as they already given table consisting of a list of several athletes before. While doing a survey toward their friends, the learners are invited to use the right utterance, words and grammatically correct sentences. After doing a survey, the learners asked to present the result of their survey while the teacher gives feedback toward the content and technique of the learners presentation. Games and presentation are included in the communicative principle task as they involved learners to be active in communicate their ideas based on the context given.

Task 5 consists of listen and takes notes, use your words, let's practice and let's describe. Firstly, listen and takes notes is a kind of information gap principle in communicative task. This task asked the learners to fill in the gap of information provided in the book after the they listen the audio describing great certain great athlete, that is Cristiano Ronaldo. In the process of filling gap, the learners take an action to find out what they want to know based on the context given. Use your words is a writing task which is the learners asked to make a composition containing their favorite athlete in task 2 that they have done before. Let's practice is a kind of information transfer principle in communicative task approach. The learners asked to fill the *graphic organizer* consist of their favorite athlete physics characters. Then after that, in let's describe, the learners asked to present their description interchangeably among their friends. All kind of tasks in task 5 are fulfilling a principle of communicative task approach.

In task 6, the kind of the task is composing a descriptive text with a topic of high-performing athlete considering on the context and the purpose of the composition. This is included in problem solving principle because the learners are invited to solve on how to compose a descriptive text based on certain context and purpose.

Task 7 consists of let's write, do a peer review and publish your writing. Let's write is a continuation task from task 6 where the learners asked to compose descriptive text about the high-performing athlete considering on the context and the purpose. This is included problem solving principle as already discussed. Do a peer review is a task which the learners asked to check and review the result of their descriptive text in peer. This is also included in problem solving principle as they do in a peer to review, discuss and revise their draft. The last is publish your writing. In this task before the learners publish their draft into the media they choose, the teacher do a conference giving a feedback toward the learners draft. This is an authentic principle which is the learners composing their draft of descriptive using their authentic ideas. The relation of tasks found in the textbook and communicative task of CLT approach can be seen in table 2.

Table 3. The relation of communicative exercise principle

No	Chapter	Task	Communicative exercise principle
1	one task 1	look and discuss let's play let's write discuss and share	discussion, games and words in context
2	one task 2	listen and check listen and discuss listen and circle let's practice use your words	discussion, practice and words in context
3	one task 3	look and discuss	Discussion and information gap principle

		let's read read and discover take notes let's dig deeper	
4	one task 4	let's play share the result	games and presentation
5	one task 5	listen and take notes use your words let's practice let's describe	information gap principle, words in context, and information transfer principle
6	one task 6	composing descriptive text	problem solving principle
7	one task 7	let's write do a peer review publish your writing	problem solving principle and authentic principle

From the result of the research it can be concluded that in the first chapter entitled Great Athlete consist of 7 tasks which each task considerably fulfilling the communicative task principle. Referring to the table of Criterion Referenced Evaluation, chapter 1 entitled Great Athlete has 7 score that it has interval percentage of 75.1% - 87.5% and has very good level quality. This textbook can be used as reference for teaching and learning support with the other textbook in order that the teacher can give other supporting materials, so in teaching and learning the teacher can give various materials in the same topics for students.

CONCLUSIONS AND SUGGESTIONS

Based on the research findings presented above, it can be concluded that the tasks in chapter 1 of the textbook entitled "Work in Progress" for grade X consists of 6 chapters with different chapter title.

The textbook matches the aims and objectives of the language-learning program. The aims and objectives can reflect learner's needs in terms of both language – content and communicative abilities. Textbook can contribute achieving the aim by incorporating authentic materials, creating realistic situations, and encouraging learners to participate in communicative activities.

The researchers find that the tasks in the chapter are included in communicative task of CLT approaches as they are fulfilling the principle of communicative tasks those are information gap principle, jigsaw method, information transfer principle, authentic principle, problem solving principle, games and words in context. Of course, they are attached with the context as a characteristics of CLT approach. The context provided in the tasks are relating to the Great Athlete which are the learners provided the instruction material by the media about the athletes.

Referring to the table of Criterion Referenced Evaluation, chapter 1 entitled Great Athlete has 7 score that it has interval percentage of 75.1% - 87.5% and has very good level quality.

Considering the result of the research, let's the researchers voicing several suggestion. For teachers, teachers have to be creative in preparing and presenting the material to be taught in the classroom. The teachers are expected not to focus on a certain textbook in their teaching, but they may use various resources. The use of "authentic" teaching aids will help the students to feel that the communication in the classroom reflects the real communication in the real world.

For the students, the students can ask the teacher in using textbook, for example when they find incomplete information in textbook, they can ask the teacher to use the other textbook. The students can develop their English skill with many resources that have communicative exercises.

For the other researches, the other researchers can analyze the other textbooks and compare it. They can also analyze textbook with the other criteria and it can complete the content analysis that has been done. So, when the other researchers find the textbook that contains more communicative exercises, they can recommend the school to use the textbook.

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