ISSN: 1411-5190

TASKS DESIGNED TO PROVIDE CLASSROOM ACTIVITIES BASED ON 2013 CURRICULUM: A CONTENT ANALYSIS OF ENGLISH TEXTBOOK *PATHWAY TO ENGLISH*

Mungki Vitaresti

Universitas Muhammadiyah Surakarta
Jl. A. Yani Tromol Pos 1 Pabelan Kartasura, Surakarta (57127)
Email: mungkivitaresti@yahoo.com
Telepon: 085640388608

ABSTRAK

Penelitian ini dimaksudkan untuk meneliti tipe tugas-tugas yang terdapat di buku teks Pathway to English yang didesain untuk menyiapkan aktivitas kelas berdasarkan lima siklus pembelajaran berbasis kurikulum 2013. Penelitian ini bertujuan mengidentifikasi kesesuaian desain tugas yang terdapat di Pathway to English dengan teori yang relevan dengan lima siklus pembelajaran dalam pendekatan ilmiah: mengamati, menanya, mencoba, menalar, dan mengomunikasikan. Penelitian ini berjenis kualitatif yang melibatkan pendekatan analisis isi. Objek penelitian ini adalah buku teks bahasa Inggris Pathway to English untuk SMA kelas X yang ditulis oleh Th. M. Sudarwati dan Eudia Grace diterbitkan Erlangga 2013. Peneliti menggunakan teknik dokumentasi dalam mengumpulkan data. Data tersebut dianalisis menggunakan teori Creswell. Hasil penelitian ini menunjukkan bahwa tidak semua jenis tugas di buku teks relevan dengan lima siklus pembelajaran. Hasil penelitian menunjukkan bahwa 59.4% jenis tugas relevan dengan pendekatan ilmiah, sedangkan 40.6% jenis tugas tidak relevan dengan pendekatan ilmiah. Berdasarkan hasil tersebut, penelitian ini dapat disimpulkan bahwa desain tugas di Pathway to English tidak sesuai dalam menyiapkan aktivitas siswa dan tidak dapat mengukur semua pengetahuan, keterampilan, dan sikap siswa sebagai kompetensi yang penting dalam kurikulum 2013.

Kata kunci*: tugas, pendekatan ilmiah, kurikulum 2013.*

ABSTRACT

This study is mainly intended to find out the tasks type in Pathway to English textbook which are designed to provide classroom activities based on five learning cycles as the basic of 2013 curriculum. The objective of this research is to identify the suitability of the labeled tasks design in Pathway to English with the relevant theory of five learning cycles in scientific approach, namely: observing, questioning, exploring, associating, and communicating activities. This study is qualitative research which involves content analysis approach. The object of this research is the tasks in English textbook Pathway to English for the tenth grade of Senior High School written by Th. M. Sudarwati and Eudia Grace published by Erlangga in 2013. In collecting the data, the researcher uses documentation technique. The data are analyzed using Creswell's theory. The study reveals that not all task types in textbook are relevant to five learning cycles of Curriculum 2013. The result shows that 59.4% task types are relevant to scientific approach, while 40.6% task types are irrelevant to scientific approach. Considering the result above, it

can be concluded that the tasks design in Pathway to English are not sufficient to provide students activities and cannot measure entire students' knowledge, skill and attitude as the important competence in 2013 curriculum.

***Key words**: tasks, scientific approach, 2013 curriculum.*

INTRODUCTION

English is one of the important subjects in Indonesia, especially for junior and senior high school students, because the government includes English test as one of the national final examination and gives the standard of the grade to make students pass this subject. Improving their English can be done through the assistance from the teacher or other sources. According to Tomlinson (1998: 2), the sources or learning materials can be used in learning process, such as cassette, videos, CD – Rooms, dictionaries, grammar books, readers, work books, photocopied exercises, newspapers, etc.

Most schools In Indonesia use textbook as the materials in learning process. In a textbook, there are also some tasks which are provided to enhance students' understanding and competency. An English textbook should also provide valuable tasks that promote the success of learning English as the second language. It provides learners with natural sources of meaningful material, ideal situations for communicative activity, and supportive feedback allowing for much greater opportunities for language use. However, in a real situation, some teachers face problems when they find that the tasks design is not suitable, understandable, and ineffective for the learners' need and ability. To identify those learners' need and objectives in learning English, teachers can comprehend them through the curriculum used.

The newest curriculum has been published by the Ministry of Education and Culture of Indonesia is the 2013 curriculum which accomplishes three main components of education: knowledge, skill, and attitude. To achieve the goal above, Ministry of Education and Culture of Indonesia announces of regulation number 68/2013 about the core materials and curriculum structure for junior high school for English language teaching.

The tasks in textbook are classified to relevant theory based on Willis (1996), Prabhu, Pattison and Richards (cited in Nunan, 2004). Willis (1996: 26) categorizes six main types of task such as: listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative tasks. While Prabhu (as cited in Nunan, 2004: 57) identifies three kinds of cognitive task types: information – gap, opinion – gap, and reasoning – gap tasks.

Additionally, Pattison as cited in Nunan (2004: 57) proposes seven tasks and activity types such as: questions and answers, dialogues and role plays, matching activities, communication strategies, pictures and pictures stories, puzzles and problems, and discussions and decisions. Moreover, Richards as cited in Nunan (2004: 58) classifies the tasks according to the type of the interaction that occurs in tasks accomplishment into the following typology of pedagogical tasks such as: jigsaw tasks, information – gap tasks, problem – solving tasks, decision – making tasks, and opinion – exchange tasks.

After classify and identify all the tasks, the tasks are analyzed using five learning processes of scientific approach: observing, questioning, exploring, associating, and communicating. According to Lindberg (as cited in Fauziati, 2014: 153), scientific approach is the process by which science is carried out. Scientific approach can be implemented in education and is often referred as scientific teaching. In using the scientific approach, students develop processes that allow them to demonstrate the mental and physical behaviors of scientists. Wieman (2007: 1) adds that a successful science education transforms how students think, so that they can understand and use science like scientists do.

Wilson (as cited in Fauziati, 2014: 153) proposes that the activity in observing stage involves observation and description of a phenomenon or group phenomena. Whewell (as cited in Fauziati, 2014: 153) said that in questioning stage the students should formulate question from their observation. Students are expected be able to raise questions to enrich their skills in thinking critically. In exploring stage, Bybee (as cited in Fauziati, 2014: 160) proposes that students are expected to explore or experiment their ideas based on the objects and phenomena they learn before. Further, based on Hosnan's theory (2014: 68) in associating stage students should be able to process the information that has been collected, either from the result of collecting activities/ experiments of the results of observing and collecting information activities. While in communicating stage, McCollum (as cited in Fauziati, 2014: 154) requires students or learners to communicate their learning and findings.

Being interested in analyzing tasks based on five learning cycles of scientific approach, the researcher writes a research by observing and analyzing *Pathway to English* for the tenth grade of senior high school written by Th. M. Sudarwati and Eudia Grace published by Erlangga which uses 2013 curriculum. With this is mind, the researcher conducted the present study to investigate the following research questions: (1) what are the types and the purposes of labeled tasks design in textbook which are designed to provide observing, questioning, exploring, associating, and communicating activities? and (2) to what extents are these labeled tasks are suitable with the relevant theory of scientific approach?

RESEARCH METHOD

This research is qualitative research which involves content analysis approach. Krippendorff (2004: 18) defines content analysis as "a research technique for making replicable and valid inferences from texts (and other meaningful matter) to the contexts of their use". He adds that content analysis as a research method is a systematic and objective means of describing and quantifying phenomena. As addition, in content analysis, researchers establish a set of categories and then count the number of instances that fall into each category (Silverman, 2001: 123). The object of this research are the tasks found in English textbook *Pathway to English* for the tenth grade of Senior High School written by Th. M. Sudarwati and Eudia Grace published by Erlangga.

In collecting the data, the researcher uses documentation anlaysis. According to Creswell (2012: 160), the documentation technique which includes printed materials, images, literary works, film, or other types of records. The researcher applies note taking technique in collecting the data which involves some steps: (1) reading and understanding the entire tasks in the textbook, (2) marking the tasks that are includes five learning cycles, (3) writing all the tasks in a table, and (4) coding the marked tasks by writing the chapter and the page of the tasks.

Further, the data are analyzed using Creswell's theory that consists conditioning and organizing the data such as text data as in transcript, or image data as in photographs to be analyzed, then reducing the data into themes through a process of coding and considering the codes, and lastly representing the data figures, tables, or discussion.

RESEARCH FINDING AND DISCUSSION

The researcher reveals the research findings and its discussions to solve the problem statements as mentioned in introduction. The findings of the research are described each stage of learning cycles.

1. Types of the Labeled Task Designed to Provide Observing Activities

In the observing stage, teachers provide learners with the chance to engage in an exploration process to exhibit their curiosity and to think the phenomena they observe. Implementing the theory of Willis (1996), Prabhu, Pattison and Richards (cited in Nunan, 2004) to classify the task types, the findings show five tasks types are found in this observing stage, such as: pictures and pictures stories, sharing personal experience, decision-making tasks, opinion gap tasks and creative tasks.

Those entire task types are relevant to Wilson's theory (as cited in Fauziati, 2014: 153) because in doing those tasks, the observers or students must use observation technique to collect the data by observing the phenomena or the object closely and directly. Those tasks can also make students feel curious to do the task in looking for the information and they observe it meticulously and thoroughness to get the best outcome. Further, in doing the observation through those tasks can give a direct experience for students as well as the effective way to gain the truth of something. The observer also get better understanding of the examined object, tend to be open - minded, oriented to the discovery and maintain their own intentions.

2. Types of the Labeled Task Designed to Provide Questioning Activities

In questioning stage, students are expected to raise questions about the information that they do not understand from what is observed before, starting from actual questions to the hypothetical ones. Based on Willis' (1996), Prabhu's, Pattison's and Richards' theory (cited in Nunan, 2004), five types of the tasks are discovered in this stage such as: opinion – exchange task, creative task, problem – solving task, decision – making task, and sharing personal experience.

However, all the tasks types found in questioning activities are irrelevant to Whewell's theory (1859, as cited in Fauziati, 2014: 153); that students should formulate questions from their observation; because those five task types do not ask students to raise questions based on what they observe before. Students are expected be able to raise questions to enrich their skills in thinking critically in this stage.

The students will be lack of their learning skill and knowledge of questioning since they do not formulate some questions in learning English. The knowledge is revealed not in itself but through the methods of questioning, so it is essential for the students to have the ability to question themselves or others.

3. Types of the Labeled Task Designed to Provide Exploring Activities

In exploring activities, students are expected to collaborate on designing experiments to try out their ideas. Eight task types are discovered in this stage based on Willis' (1996), Prabhu's, Pattison's and Richards' theory (cited in Nunan, 2004), such as: creative task, information – gap task, dialogues and role plays, decisions – making task, opinion – exchange task, pictures and pictures stories, ordering and sorting, and problem solving task.

Based on the findings above, four task types such as creative task, dialogues and role plays, decision – making task, problem – solving task, are relevant to Bybee's exploring theory (as cited in Fauziati, 2014: 160) because in doing the tasks the learners must explore or experiment the objects and phenomena they learn before. The method of exploring or experimenting is able to give a learning situation that can improve students' ability and creativity. Further, they have chance to do the experimentation to apply their understanding of the learnt in doing the task. The process in doing the experimentation can be also done in pairs or group which is need discussions of the observed phenomena to gain the best outcome in solving something.

Meanwhile the rest of the task types such as: information – gap task, opinion – exchange task, pictures and pictures stories, and ordering and sorting, are irrelevant to Bybee's exploring theory because students do not need to explore the object or phenomena to answer the questions from the tasks. They cannot collaborate on designing experiments to try out their ideas. In fact, in this stage students are expected to think scientifically and explore what they learn before.

4. Types of the Labeled Task Designed to Provide Associating Activities

Associating activity is to examine the results of the experimentation or exploring and to decide the next actions to take. According to Willis' (1996), Prabhu's, Pattison's and Richards' theory (cited in Nunan, 2004), nine task types are discovered in associating activities , such as comparing, picture and pictures stories, dialogues and role plays, sharing personal experience, reasoning - gap task, ordering and sorting, decision - making task, information - gap task, and opinion - gap task.

From the findings above, it shows that five task types, such as: comparing, reasoning – gap task, ordering and sorting, decision - making task, and opinion - gap task, are relevant to Hosnan (2014: 68) because in doing the tasks, the students or the learners need process the collected information and think inductively and deductively in creating the conclusion based on the facts they get to improve their attitudes such as honesty, thoroughness, discipline, obedience, hard work, and their ability to apply the correct procedure. Students or learners are also expected to be more active in the learning process. Processing the information gathered can be looked for from various sources through a variety of ways to obtain the accurate information. In the task, students may work collaboratively in groups to re-examine the results of the observations and to analyze their works to get the best opinion.

In contrary to the task types above, four task types from the research findings, such as: pictures and pictures stories, dialogues and role plays, sharing personal experience, and information – gap task, are irrelevant to Hosnan's theory (2014: 68) because students do not process the collected information to get the answers. It is hard for them to improve their thinking skills if they cannot process the information they get.

5. Types of the Labeled Task Designed to Provide Communicating Activities

The last step is communicating which students communicate their findings works as an oral presentation, a poster presentation, or a piece of writing and so forth. Based on Willis' (1996), Prabhu's, Pattison's and Richards' theory (cited in Nunan, 2004), five task types are discovered, such as: communication strategies, creative tasks, dialogues and role – plays, comparing, sharing personal experience, and decision – making task.

From the findings, the entire task types discovered in research findings in communicating stage are relevant to McCollum's theory (as cited in Fauziati, 2014: 154) because in this stage students are required to communicate or present their findings and works in learning process. It means students should present their findings or works as an oral presentation, a written form, or through other media. From doing the communication activities, students will gain their ability and confidence to speak English based on their findings in learning and develops their thinking skills systematically and logically.

6. The Compatibility of the Labeled Tasks with Theory of Scientific Approach

From the findings of each stage, the researcher puts the compatibility of the task types with scientific approach in the form of table as follow:

No	Learning Cycles	Task Types	The Relevancy of Scientific Approach	
			Relevant	Irrelevant
1	Observing	Pictures and pictures stories		
		Sharing Personal Experience		
		Decision-making task		
		Opinion gap activity		
		Creative task		
		Opinion- exchange task		
2	Questioning	Decision-making task		
		Problem-solving task		
		Creative task		
		Sharing Personal Experience		
		Creative task		
		Information-gap task		
		Dialogues and role play		
3	Exploring	Decision- making task		
		Opinion- exchange task		
		Pictures and pictures stories		
		Ordering and sorting		
		Problem solving task		
		Comparing		
		Pictures and pictures stories		
		Dialogues and role plays		
		Sharing- personal experience		
4	Associating	Reasoning – gap task		
		Ordering and sorting		
		Decision- making task		
		Information- gap task		
		Opinion- gap task		
		Creative task		
		Dialogues and role plays		
5	Communicating	Comparing		
		Sharing- personal experience		
		Decision- making task		
TOTAL		32	19	13
PERCENTAGE		100%	59,4 %	40,6 %

The table above shows that from overall task types discovered in all five learning cycles in English textbook *Pathway to English*, it is revealed that 19 or 59.4% task types are relevant to scientific approach and 13 or 40.6% task types are irrelevant to scientific approach. In detail, from 5 task types in observing activities, all of them are relevant to the scientific approach, while in questioning activities, all 5 task types are irrelevant to scientific approach. Further, 8 task types are shown in exploring activities; 4 of them are relevant while the rests of them are irrelevant. Then in associating activities, 9 task types are revealed: 5 of them are relevant and 4 task types are irrelevant to scientific approach; while all 5 task types in communicating activities are relevant to scientific approach. On average, more than a half of the task types in this textbook are relevant to scientific approach as the basic of curriculum 2013.

Overall, based on the findings, the researcher determines that the task types in English textbook *Pathway to English* are not totally relevant to scientific approach and cannot provide classroom activities well based on 2013 curriculum. This textbook should be remedied to improve the qualities of scientific approach as the foundation of 2013 curriculum. The tasks design in this textbook which could enhance students' skills in thinking critically, should be revised to achieve the goals of 2013 curriculum.

CONCLUSION

Based on the research findings, it is revealed that 19 or 59.4% task types are relevant to scientific approach and 13 or 40.6% task types are irrelevant to scientific approach. It can be concluded that more than a half of the tasks discovered in research findings are relevant to scientific approach. It does not make the English textbook *Pathway to English* be a insufficient textbook in learning English for senior high school, especially in using 2013 curriculum. An excellent textbook is the one which meet the requirements of the appropriate curriculum to support teaching learning process. However, the tasks provided in *Pathway to English* cannot measure entire students' knowledge, skill, and attitude because of 40.6% task types are irrelevant to 2013 curriculum, especially in implementing scientific approach. Considering the textbook is a compulsory book used as source of the learning, it is crucial to recognize the good textbook that design the task well using five learning cycles of scientific approach as the basis of 2013 curriculum.

By understanding material development, teachers are expected to be a good material developer in learning process in school. It's important for teacher to become material developers, because they can complete the insufficiency materials in textbook to provide the classroom activities. The aspects proposed to the teachers in developing material based on 2013 curriculum are competency standard, process standard, and content standard.

REFERENCES

Creswell, J.W.2012. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches (3rd ed)*. London: Sage.

Fauziati, Endang. 2014. *Methods of Teaching English As A Foreign Language (TEFL): Traditional Method Designer Method Communicative Approach Scientific Approach*. Surakarta: Era Pustaka Utama.

Hosnan, M. 2014. *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21.* Bogor: Ghalia Indonesia.

Krippendorff, Klaus. 2004. *Content Analysis: An Introduction to Its Methodology.* Thousand Oaks, CA: Sage.

Nunan, David. 2004. *Task – Based Language Teaching.* New York: Cambridge University Press.

Silverman, David. 2001. *Interpreting Qualitative Data: Method for Analyzing Talk, Text, and Interaction*. London: Sage Publications Ltd.

Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press.

Willis, Jane. 1996. *A Framework for Task – Based Learning.* England: Pearson Education.

Wieman, Carl. 2007. *A Scientific Approach to Science Education.* Retrieved from http://www.cwsei.ubc.ca/SEI_research/files/Wieman-Change_Sept-Oct_2007.pdf.