



An Analysis of Task Presented in English Course Book Published by The Ministry of Education and Culture of Indonesia for 10th Grade of Senior High School

Ikhlimah^{1*}, Refnaldi²

¹ Universitas Negeri Padang

² Universitas Negeri Padang

*Corresponding author. Email: imachaniago395@gmail.com

ABSTRACT

A task is an activity that involves student using words to accomplish a certain aim or objective in a specific environment. Task presented needs to be examined so that the teacher can check whether a material already has relevant task and also to find out how far the quality of course books that they use in teaching learning process to improve student understanding by relevant tasks to determine students' abilities and one of the components in task is activities. This study employed a qualitative descriptive methodology and a case study as the research design. The results show that the English language course books published by the Ministry of Education and Culture of Indonesia contain interesting tasks that meet the merdeka curriculum goals, and that the tasks are well distributed across chapters and books.

Keywords: *English course book, task presented*

1. INTRODUCTION

Coursebooks play an undeniable part in the concept of They are the foremost authorities in transferring knowledge to students through teaching and learning. is accessible and clearly understood by learners in a chosen and simple way. Hutchinson and Torres argue that coursebooks contain highly engaging and positive elements that play part in teaching and learning English process[1]. They show that coursebooks make an important contribution to classroom instruction through specific exercises, readings, and explanations. Therefore, they always survive because they meet a specific need. Coursebooks mainly serve different parts of ELT

Task presented needs to be examined so that the teacher can check whether a material already has relevant task and also to find out how far the quality of course books that they use in teaching learning process to improve student understanding by relevant tasks to determine students' abilities. The term "tak" is more inclusive and

refers to any form of deliberate classroom practice when students participate in an action that is related to the course objectives. Examples of various instructional activities include singing, playing games, participating in debates, and holding group discussions.

A task is typically something a learner performs or performs using existing linguistic resources or linguistic resources provided in preparatory work, but is simply defined as something that produces a result that is not related to language learning. perform the task involving two or more learners, it is necessary for the learners to apply communication methods and interpersonal skills. It also entails an emphasis on meaning and offers opportunity for reflection on language use. There are many aspects a learner can achieve by mastering this skill. Learners can contribute their own ideas, knowledge, experiences and even their own feelings. On the other hand, there are some aspects that must be learned in order to master this skill, such as vocabulary, grammar, and thinking. Also, the learner

should do some exercises with the available sources of information. One source is the coursebook. Learners can be guided to achieve their competencies. There are many English course books, but they do not contain everything a learner needs. It's the English teacher's job to choose the right coursebook for the student.

In brief, for the 10th grade of senior high school, the Ministry of Education and Culture of Indonesia has issued an English course book that briefly describes the tasks and their allocation.

2. RELEVANT THEORITICAL REVIEW

2.1 Course book

BNSP (2006) The written works that convey the author's knowledge are contained in a course book. The substance of the book may be based on research, analysis, actualization of experience, autobiography, or imaginative fiction, depending on the author. [2]. A course book is a learning medium used primarily in schools and collage to support a particular program or area of study. From definition we can conclude that a coursebook is actually a book containing materials or content used as part of an educational learning handle in classroom.

Each chapter in the coursebook contains an errand to show how well the undergraduate's abilities have been learned from the lessons recently taken or from the chapter itself. After that, every course book used to educate teachers and undergraduates will inevitably require errands and work. The chapters are about tuning, reading comprehension, composing, and speaking, so at this point in this coursebook there are too many things to agree on. There are several types of tasks. That is, hire errands, read errands, write errands, speak errands, and so on.

2.2 Task

While there is considerable variation among experts in how to describe or define a task. According to Nunan (2004:3), "A task is a set of instructions that instructs students to process language pragmatically in order to produce an output that can be assessed to determine whether the intended message has been correctly or appropriately proportioned." [3]. A task is an activity that a person performs to accomplish a goal and that calls for the use of words. A task is a piece of schoolwork that requires students to grasp, manipulate, produce, or communicate in the target language while paying more attention to meaning than to form [4]. Bachman and Palmer in (2010) task is an activity that includes persons using language to achieve specific goals or objectives in a certain scenario. [5]. A task is

an activity that a person performs in order to accomplish a goal and that calls for the use of language.

Task presented needs to be examined so that the teacher can check whether a material already has relevant task and also to find out how far the quality of course books that they use in teaching learning process to improve student understanding by relevant tasks to determine students' abilities. The term "activity" is more inclusive and refers to any form of deliberate classroom practice when students participate in an action that is related to the course objectives. Examples of various instructional activities include singing, playing games, participating in debates, and holding group discussions.

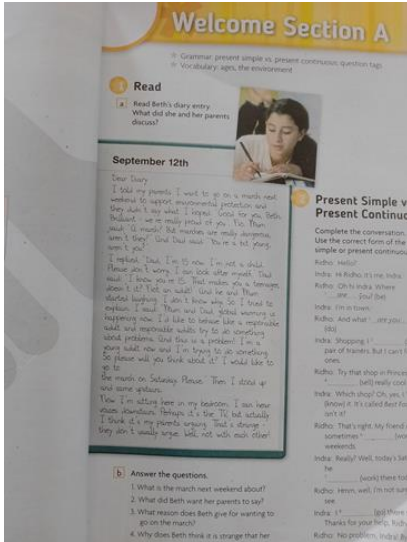
3. METHOD

In this article, we applied qualitative research, i.e. content analysis. Anderson in (2007) defines content analysis as applicable to a variety of studies, including language studies, and deals with the analysis of specific problem content through classification, aggregation, and assessment [6]. This study, which addresses coursebook analysis, also employed a descriptive qualitative study design. Considering Bogdan and Biklen (2007), descriptive data in qualitative research is taken from documents, audio-video recordings, transcripts, words, images, and so on. The coursebook task in this study were examined using a qualitative research design. In conclusion, the study methodology used to assess the English course book published by the ministry of education and culture of Indonesia used for 10th grade of senior high school has 133 pages [7]. The tasks presented in this coursebook were the focus of the study. The data was analyzed qualitatively using a previously developed instrument called the tentative checklist for coursebook evaluation.

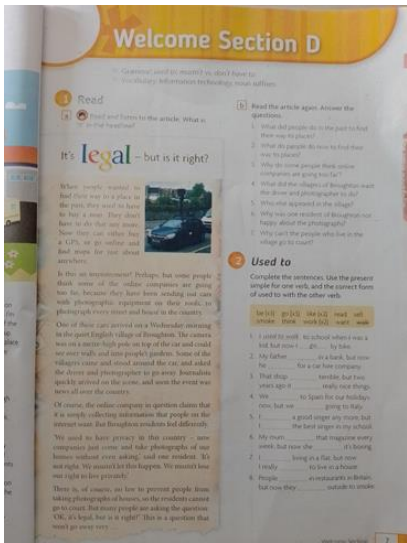
4. RESULT AND DISCUSSION

Excellently satisfied with regards to the attributes of understudies- middle learning strategy. This English coursebook centers on students require, capacity, intrigued, fashion, and dynamic cooperation. Concurring to Jones the part of the coursebook in students-centered approach is directing the understudies, overseeing students' movement, and coordinating students' learning. The strategy of English course book distributed by the service of instruction and culture of Indonesia utilized for 10th review of senior tall school fits the part of coursebook [8].

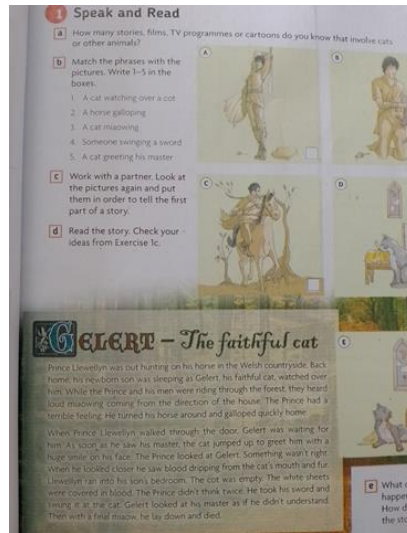
This allows teachers to maximize student activity. For example, pages 1, 7, and 57 help students understand the text and explain the main point of the paragraph, providing an effective reading task.



Picture page 1



Picture page 7



Picture page 57

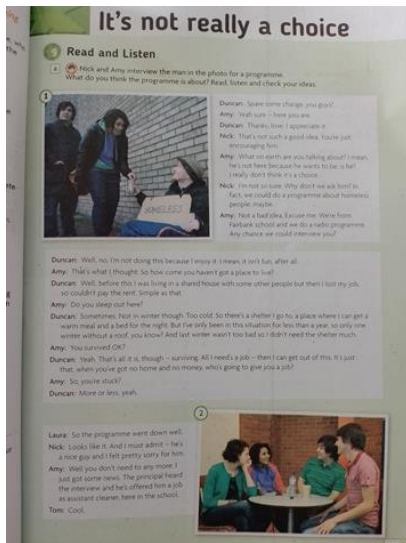
This makes the task in the classroom more important. Moreover, the activities in this English coursebook are not monotonous. Students are encouraged not only to work alone, but also to design activities cooperatively, for instance through pair work, to add interest to the activity. Additionally, students have the freedom to develop their concepts in their own work and can collaborate with peers to come up with such justifications, making them more meaningful and less boring. This is seen, for instance, in writing exercises that aren't necessarily presented as independent writing exercises.

Working on set is overused to make the practice of composition more idiosyncratic. They have the opportunity to form such expressions with their peers in order to become more meaningful and not get bored. In short, errands are done in a variety of ELT ways. Various types of assignments are provided in this coursebook to prepare students' curiosity and advance information. In the case of the 41 page Speaking Act, under certain circumstances, students are required to compose a story and act it out before class. He states that the most important critical point of view is the commitment to engage learners in what they want to learn. We can conclude that the assignments presented in this coursebook work well with ELT techniques as there are different types of assignments that help undergraduates learn English.

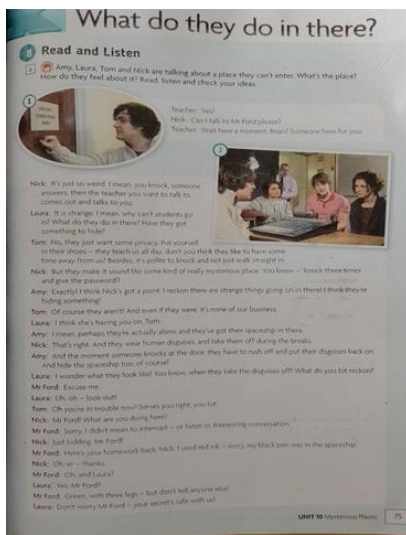
English course books also contain meaningful challenges related to students' daily communication. As

you can see from page 47 and 75 typically, teachers assign students to write brief conversations based on real-world scenarios.

In addition, this English course book provides appropriate tasks to check the learner's comprehension of the material in advance. There are a total of 96 exercises in this course book. Each chapter has at least five exercises. Can be found in each chapter. The maximum number of exercises is 13 in Chapter 10.



Picture page 47



Picture page 75

These are in line with Merdeka's curriculum. Students are encouraged to ask questions, respond to dialogues, and contextualize and pronounce relatively simple spoken texts while considering proper and suitable social functions, text structure, and grammar. In fact, the tasks developed in this text match the context to initiate meaningful communication.

10	Mysterious Places	71
1	Read and Listen	71
2	Grammar	72
3	Pronunciation	72
4	Speak and Listen	72
5	Grammar	73
6	Speak	74
7	Reading and Vocabulary	74
8	Read and Listen	75
9	Everyday English	76
10	Improvisation	76
11	Making Waves	76
12	Write	77
13	Last but not least: more speaking	77
	Check your Progress	78

This includes exercises students do individually, in pairs, and in groups. Individual exercises are conducted in advance to check understanding in relation to the material, The majority of group activities take the shape of games or role-plays, while pair activities are typically conducted orally to test understanding. increase. In addition, Hycroft (1998) argues that course books have several benefits, including the fact that they are psychologically necessary since they enable students to specifically measure their progress and achievement[9].

This text uses a variety of exercises, including speaking, listening, reading, and writing assignments, to help students improve their English language proficiency. The easiest jobs come first, then the most difficult. The duties are so effectively stacked from straightforward to challenging. For instance, this course book's vocabulary has a balanced mix of easy and difficult words. You can identify it by reading the text used. This course book uses eight texts and has a good vocabulary distribution. It provides a text with simple, familiar words that gets more complex in the next few chapters. But in contrast to listening tasks.

This course book contains limited listening assignments. Tasks and pronunciation practice overlap. Students must listen to the teacher during the assignment and then repeat after him. This leads us to the conclusion that assignments in course materials may only be exercises in listening and speaking and do not have clearly defined objectives.

5. CONCLUSION

Based on the findings, an English course book issued by the Indonesian Ministry of Education and Culture lists interesting tasks that correspond to the aims of Merdeka's curriculum. In addition, the tasks (from simple to complex) are well distributed throughout the chapters and the book. In summary, English Coursebook for Grade 10 issued by the Indonesian Ministry of Education and Culture is suitable as an English course book.

The weakness of this research is not being able to present in detail the tasks that are in the English course book. The researcher would like to offer some recommendations for people who are involved in course book evaluation and the educational area based on the findings, discussion, and conclusion of this study on course book evaluation. A recommendation for teachers. Today's teachers serve as facilitators rather than instructors. Teachers should facilitate their pupils by giving them quality materials in their role as facilitators. This course book also has flaws, particularly in listening exercises. Teachers should fill in the gaps by offering materials that aren't currently available and should be taught in accordance with the government's proposed Standard of Merdeka Curriculum. As a result, teachers must exercise greater judgment and creativity in order to overcome the limitations of the course books they use by creating teacher-made handouts that contain extra information and exercises. In addition to providing the materials required by students, a teacher-made handout will foster teacher's.

ACKNOWLEDGMENTS

I would like to express my special thanks to my advisors, Mr. Refnaldi, for the guidance and the support to complete this study. Besides, I also wanted to say thank to people who give positive contribution for this article.

REFERENCES

- [1] Tok, H. (2010). TEFL course book evaluation: From teachers' perspectives. *Educational Research and Review*, 5(9), 508–517. <http://www.academicjournals.org/ERR2>
- [2] Badan Standar Nasional Pendidikan. Standar Isi Untuk Acuan Pendidikan Dasar dan Menengah. Jakarta :BNSP, 2006
- [3] Ellis, R. (2003). Task- based language learning and teaching. Oxford: Oxford University Press.
- [4] Harmer, J. (2007). *How to Teach English*. Longman In.
- [5] Linse, C., & Nunan, D. (2005). *Practical English Language Teaching_ PELT Young Learners-English as a Second Language (2005)*. McGraw Hill
- [6] Anderson, B. (2007). Pedagogical rules and their relationship to frequency in the input: Observational and empirical data from L2 French. In *Applied Linguistics* (Vol. 28, Issue 2, pp. 286 <https://doi.org/10.1093/applin/amm015>
- [7] Bogdan, R. C. , & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theories and Methods, 5th edition*. Pearson.
- [8] Jones, L. (2007). *The Student-centered Classroom*. Cambridge University Press.
- [9] Hycroft, J.1998. AnIntroduction to English Language Teaching. New York & London: Longman

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

