AN ANALYSIS ON THE KIND OF TASKS FOUND IN ENGLISH MODULE FOR THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL

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ABSTRACT

This research was applied descriptive qualitative and used content analysis design. The researcher took checklist table as the instrument. The purpose of the study was to analyze and classify the type of tasks in *Modul Bahasa Inggris created by Bogor English teacher organization* used for seventh grades in Junior High School. Based on Willis (2000) taxonomy of task types, it found that the module cover task types such as *Sharing Personal Experience* (40.32%) tasks were the most frequent and *Listing* (14.52%), *Problem Solving* (14.52%), *Ordering and Sorting* (11.29%), *Comparing* (11.29%), and *Creative* tasks (8.06%), respectively, were the least common tasks types presented in *Modul Bahasa Inggris created by Bogor English teacher organization.* This module is good because almost of the types by Willis (2000) taxonomy of task types was covered by this module. The results of this study hope that the English teachers to be more aware of different task types which are important to learning process. For developers in order to develop and enrich the presented English Learning teaching materials with more communicative tasks.

Keywords: Content analysis, English Module, Willis Task Taxonomy

INTRODUCTION

Module as teaching materials is needed by the students to facilitate learning activity. Students need modules and textbooks for helping them to study. Harmer said "with a good course book, there is strong possibility that the language, content, and sequencing the book will appropriate" (2008, p.146). Textbook and modules is also functions as evaluation tools for the students, because, in that teaching materials there are some exercises and tasks. It is used to know how much the students have learnt.The textbook, which is compiled book for the learning process, and contains the materials or subject matter that will be taught, and the unit of that is a module (Yani, 2017). Rowntree (1996) as cited in Sadjati (2012), provides an example some teaching materials that can be categorized as printed materials as follows. Textbooks, pamphlets, and other printed materials published or specifically written and developed for specific purposes. Self-study materials, which are intentionally developed for the program distance education, module. Refer to Sadjati, module and textbook are different. Module is the unit of self-study material meanwhile textbook is the main source and developed for specific purposes. The module is written in more detail than the textbook, the content of the module should be appropriate with courses on the realm and ladder set in analysis of learning needs (Unhas,2015).

,Module is used in learning activities in the classroom. One of the teaching materials used widely in some schools in Bogor is *"Modul Bahasa Inggris untuk kelas VII semester 1"*. textbookEnglish textbooks created by the Bogor English Teacher Organization (*Musyawarah Guru Mata Pelajaran Bahasa Inggris*). It is published by *Departemen Pendidikan Kabupaten Bogor.*

The researcher takes one relevant studies from Ebadi. Ebadi conducted a paperentitled "A Critical Analysis of Tasks in EFL Textbook: A case Study of Sunrise12". The purpose of the study was to extract and classify the type of tasks included in Sunrise 12 English instruction textbook currently taught to students in Kurdistan Region of Iraq (KRI). The results of his study could be helpful for KRI's English teachers to assist them to become more aware of different task types used in Sunrise English program textbooks to better select the most suitable ones for their purposes.The differences between this study with the previous study is the researcher analyze the kinds of task types are found and tasks are mostly found in the *Modul Bahasa Inggris* created by Bogor English teacher organization. And the researcher analyzing the extracted tasks based on Willis (2000) taxonomy of task types. The results of this study could be helpful for English teachers to assist them to become more aware of different task types used in English module.

LITERATURE REVIEW
Task Based Learning
An expert linguist around the world have attempted to define the term "task" as it relates to task-based learning (TBL) since the 1987. Task-Based Learning (TBL) was first developed by Prabhu in Bangalore, southern India, in 1987. If we look in the literature, we can find that task is variously defined. "A task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples 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, etc." (Long (1985) as cited in Mao 2012). In other words, task it means the hundred and one things people do in everyday life, at work, at play and in between. Task

based learning is a different ways to teach languages. It can help the student to study in the class or at other place or in real-life. A situation where oral communication is essential for doing a specific task. Prabhu (as cited in Alemi, et al., 2013, p.44) believed that students may learn more effectively when their minds are focused on the task, rather than on the language they are using. Task based learning has a good point for getting the student to use their skills at their certain level. To help develop language through its use. It has the advantage of getting the focus of the students to aware that language becomes a tool, making the use of language as a neccissity. Task based language learning focuses on the ability to perform a task or activity without explicit teaching of grammatical structure (Papi, 2015, p.1). It provides students can get interactions with other students encourage for using language and meaningful communication.Task Based Learning gives a change from the grammar practice routines through which many learners have previously failed to learn communicative. According to Richard and Rogers (2002) as cited in Ebadi (2016, p. 7), another main characteristic of TBL is the deductive way of working with grammar.

The deductive ways of teaching grammar imply that students have to try to understand the new grammar rules by doing some tasks or exercises and then compare their guess with the grammar explanations, those in the textbook or those given by the teacher.Task Based Learning also gives the students flexibility to learn. Willis (2000) "The important feature of TBL is that learners are free to choose whatever language forms they wish to convey what they mean". So, the understanding and conveying meanings in order to complete the task will success if the students are doing tasks, and they are

using language in a meaningful way. Task based-learning gives a change from the learning grammar that always should be focused on the teachers' explanation become task focused in the class. The students will aware that studying grammar have another way to makes they understand by doing some tasks. It encourages learners to experiment with whatever English they can use, try to use English without fear of failure and public correction, and to take active control of their own learning, both inside and outside class.The core concept of Task Based-learning (TBL) is task (Izadpanah,2010). The word task is referred to the special kind of activities carried on in the classroom (Sánchez, 2004, as cited in Ebadi, 2015, p. 7).

Assessment and task are always consist in every learning materials. Activities in the classroom relate with tasks and assessment for getting the goals of English teaching learning. Assessment is an ongoing process that encompasses a much wider domain (Brown, 2003). Meanwhile task is an activity which learners carry out using their available language and leading to a real outcome (Richard and Renandya, 2002, p. 94).According the theories above, assessment and task has the different process in teaching learning activity. Assessment for learning is the best described as a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. But task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective.Tasks are divided by the way they are conducted: individually, in pairs or in a group. According to Nunan (1999) as cited in Ebadi (2016)"the essential difference between a task and an exercise is that a task has a non-linguistic outcome, while

an exercise has a linguistic outcome". It is possible that some exercises that are listed as individually conducted exercises could also be completed in pairs or groups and vice versa, but in the present study the general principle in classifying the tasks is that if it is not stated in the prompt that the exercise is to be completed in pairs or groups, it is listed as an individually conducted exercise.Part from sections in the module is dedicated to skills, because the teacher can be easily for giving score to the students. It means the module have to had various tasks to the students for everything that the students' need in English learning. According to Nunan (1999) as cited in Ebadi (2016), "the essential difference between a task and an exercise is that a task has a non-linguistic outcome, while an exercise has a linguistic outcome".

Willis Task Taxonomy

Task according Willis (2000, p.1) means a goal-oriented activity with a clear purpose. Willis (2000) classified tasks to different groups according to the strategies underpinning them. Willis (2000) divided tasks into six major groups each one consisting sub-groups. As the whole, 17 different task types were categorized under the main types of listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative. Each type involves different cognitive processes. The first three types increase in cognitive complexity. But are generally cognitively less challenging that the three others. These may involve more complex cognitive operations or combinations of simpler task types.

1. Listing : Listing may seem unimaginative but in practice,

listing tasks tend to generate a lot of talk as learners explain their ideas. Completed list or draft mind map.

a. Brainstorming : Brainstorming, in which learners draw on their own knowledge and experience either as a class or pairs/groups
b. Fact-finding : Fact finding, in which learners find things out by asking each other or other people and referring to books.

2. Ordering and sorting : Ordering and sorting publicly justify to persuade each other . Set of information or data that has been orders and sorted according to specified criteria

a. Sequencing : Sequencing items, actions or events in logical or chronological order
b. Ranking : Personal experience of method/ things, features that can be sorted according to specific criteria/ personal values
c. Categorizing : Heading/half-completed tables/charts followed by sets of statements data from various sources
d. Classifying : Classifying items in different ways, where the categories themselves not given

3. Comparing : Comparing information of a similar nature but from different sources or versions. Vary according to be individual tasks goals but could be the appropriately matched or assembled, or the identification of similarities and/or differences

a. Matching : Information from two different types of source (e.g visuals and text) that can be matched in order to identify someone or something
b. Finding similarities : Two or more sets of information on a common theme (from personal experience/ visuals. Texts) that can be compared to find similarities.

c. Finding differences : Two or more sets of information on a common theme (from personal experience/ visuals. Texts) that can be compared to find differenc

4. Problem solving : Problem solving tasks make demands upon people's intellectual and reasoning powers and though challenging, they are engaging and often satisfying to solve. Solution(s) to the problem, which can them be evaluates.

a. Analyzing real or Hypothetical Situations : Short puzzles, logic problems. Real-life problems, personal experience, hypothical issues.
b. Reasoning and Decision Making : Incomplete stories/poems/reports, visual/anipperts of audio or video recordings; concealed pictures, due words for prediction and guessing game. Case studies with full background.

5. Sharing personal experiences : There tasks encourage learners to talk more freely about themselves and share their experiences with others. Largely social and far less tangible than with other tasks.

a. Narrating : anecdotes
b. Describing : personal reminiscences
c. Exploring and explaining attitudes : attitudes opinions, preferences.
d. Opinions : personal reactions.
e. Reactions : personal reactions.

6. Creative : These are often called projects and involve pairs or groups of learners in some kind of freer creative work. Tend to have more stages than other tasks, and can involve combinations of task types.

a. Creative : Children activities, creative writing and similar

activities, social/ historical investigations and links, media projects for the school or local community, real-life rehearsal.

Module

Module is the unit of the smallest learning program, which can be learned by the students themselves. And the researcher will analyze that smallest learning program or we called it Module. Yani (2017) said "The module is a form of instructional material that is arranged to sustain student independence so that it can be done distance learning, similar to *diktat* only the language more easily understood by the students". So, module consists of a variety of materials written used to learn independently.

Learning using modules is expected to improve efficiency and effectiveness of teaching and learning in schools, especially those related with the appropriate use of time, funds, facilities, and personnel reach the goal optimally. According to Richard (2001, p.256) "A book may be ideal in one situation because it matches the needs of that situation perfectly." Through the module, students learn without being restricted place and time. Students can study anywhere and anytime because of the module presented with a guide to understand concepts and practice tasks to measure level of student understanding

The module, which is a compiled book for the learning process, and contains the materials or subject matter that will be taught, and the unit of that is module (Yani, 2017). Therefore, analyzing module is needed to get the teaching material which is appropriate with the leaners` need. Bolitho ascited in Spratt (2011, p.5) said "both book consist of language awareness tasks with keys that include detailed comments and explanations". Using textbook creatively

is one of the teachers' primary skills (Harmer, 2008, p.147).

Criteria of good Modules

Characteristics of the module can be checked from the format prepared on the basis of :

1. Characteristics of modules as learning materials are studied independently by students are expected to have a look interesting and using simple language.
2. Module wears lots of illustrations to make it interesting to read.
3. Language used simple to be easily understood by students.
4. The module contents template different, but the substance written in the module is minimal contains: a description of the learning objectives / competence of learning outcomes, study instructions, material descriptions, reading materials, exercise questions and keys answers / sections.
5. Key answers are used for objective questions while the rubric is used for essays. (Mulyatiningsih, 2011, pp 2-3)

METHOD

This study is investigating different tasks types including listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative. In the selected module, first, all of the included tasks were extracted and then manually coded based on Willis (2000) task types. The study is also quantitative in which the frequency and percentage of each type of task has been calculated and tabulated.

The data of this research is the object of this research it self. It is entitled "*Modul Bahasa Inggris untuk kelas VII semester 1*" created by the member of Bogor English Teacher Organization (*Musyawarah Guru Mata Pelajaran Bahasa Inggris*) those are

Nurwidi Astuti and Ita Yusnita.. It is published by *Departemen Pendidikan Kabupaten Bogor.* This module is written based on the 2013 curriculum. The module consist of 4 chapters and 66 pages.

For the analysis, the calculation is made by using checklists table. This study, the researcher adopted research observe checklist as the instrument. Checklists table has been selected as the main instrument of the study because it offers the most economical and reliable means of reaching a decision concerning the relative suitability of the module. The study is also quantitative, and the results of task analysis for the percentage and frequency of each type of tasks are mostly found in the module. In which the frequency and percentage of each type of task has been calculated and tabulated. Of the types tasks mostly found viewed that there was a difference in the percentage of types of tasks.

In this research, the method of collecting the data is document analysis. First the researcher reads and observes the tasks of the module thoroughly. Second, the researcher analyzes the tasks based on Willis task taxonomy. Third, analyze of the types tasks mostly found in English module *"Modul Bahasa Inggris untuk kelas VII semester 1"* published by *Departemen Pendidikan Kabupaten Bogor".* In this research, the researcher used checklist table as research instrument for getting the task types is found on the module. And also the researcher adopted previous study frequency and percentage of task type

tables to know kind of task mostly found on this module.

The researcher analyzes the data by using the following procedures.

a. Observing and understanding the types of task by Willis Taxonomy.

b. Observing and understanding the tasks of each chapter in English module *"Modul Bahasa Inggris untuk kelas VII semester 1"* published by *Departemen Pendidikan Kabupaten Bogor".*

c. Analyzing the types of tasks found in English module *"Modul Bahasa Inggris untuk kelas VII semester 1"* published by *Departemen Pendidikan Kabupaten Bogor"* based on Willis (2000) taxonomy of task types.

d. Scoring the degree of the types of tasks found in English module *"Modul Bahasa Inggris untuk kelas VII semester 1"* based on Willis (2000) taxonomy of task types mostly found. The researcher uses the percentage of descriptive analysis with this following formula.

e.

b. The percentage of task types in macro − level

$$\frac{\text{Total tasks in each m sin of tasks types}}{\text{Total tasks found in the module}} \times 10\%$$

The frequency and percentage of task types in micro-level

$$\frac{\text{Total frequency in task types in each sub} - \text{groups of the main types of tasks}}{\text{Total Total tasks found in the modulefrequency in main of tasks types}}$$

$$\times 1o\lozenge\lozenge$$

e. Drawing the conclusion.

FINDINGS AND DISCUSSION

The Kind of Task Types Found in the Module

In order to find out the types tasks on the module, the researcher used checklist table as the research instrument. The researcher made an checklisttable consisting of five columns. The first column is types of task. The second, third, fourth and fifth are the chapters of the module. The last four columns, in every columns is split into three columns which contains of frequency, data, and explanation. Here is the result:

Table (2) : Task Types in The English Modules "*Modul Bahasa Inggris* For The Seventh Grades Of Junior High School"

Tasks Types	Chapter 1 Frequency	Data pages)	Chapter 2 Frequency	Data (pages)	Chapter 3 Frequency	Data (pages)	Chapter 4 Frequency	Data (pages)
Brainstorming	2	10, 11	2	18, 19	1	36	0	0
Fact-finding	1	9	0	0	3	36, 40, 41	0	0
Listing (Total)	**3**		**2**		**4**		**0**	
Sequencing	0	0	1	16,	0	0	0	0
Ranking	0	0	1	26,	0	0	0	0
Categorizing	0	0	0	0	2	36, 40	1	53
Classifying	1	9	0	0	0	0	1	47
Ordering and Sorting (Total)	**1**		**2**		**2**		**2**	
Matching	0	0	3	16, 17, 26	0	0	3	51, 54, 56
Finding similarities	0	0	0	0	0	0	0	0
Finding differences	0	0	1	27	0	0	0	0
Comparing (Total)	**0**		**4**		**0**		**3**	
Analyzing real or Hypothetical Situations	2	8, 8	3	20, 22, 27	2	35, 44	0	0
Reasoning and Decision Making	0	0	1	20	1	37	0	0
Problem Solving (Total)	**2**		**4**		**3**		**0**	
Narrating	0	0	0	0	0	0	0	0

Describing	0	0	5	17, 21, 22, 25, 25	3	38, 42, 43,	1	50
Exploring and Explaining Attitudes	0	0	0	0	3	38, 39, 43	1	49
Opinions	0	0	0	0	0	0	2	49, 50

Reactions	3	7, 8, 8	3	16, 18, 19	4	35, 35, 38, 39	0	0
Sharing Personal Experiences (Total)	**3**		**8**		**10**		**4**	
Creative	0	0	0	0	1	39	4	48, 48, 51, 55
Creative (Total)	0		0		1		4	
Total	**9**		**20**		**20**		**13**	

Based on the table above, the researcher has found many tasks types in the module. The researcher has analyzed the whole task of the module from a subgroup of the main type of task point of view. The results of the study indicated that, more or less, most of the task types were covered by the module. However, no *Finding Similarities,* and *Narrating* was found in this module (table 2). Furthermore, all chapter in the module has many task types were found.

Listing tasks include *Brainstormin*g and *Fact Finding* tasks. According to Nunan (1999) as cited in Alemi et.al (2013, p. 50) "brainstorming tasks which encourage learners to think of as many new words and ideas as they can", because it has beneficial effects to the students to drill the ability on their vocabulary. Willis (2000, p.26) also said that make the learners draw their own knowledge and experience either as a class or in pairs/groups. Such activities help the personal growth of students as they can improve their vocabulary ability. The following cites are examples of *Brainstorming* tasks from the module.

- *Make a list of people you greeted in English today. Use the table and do it like the example*. (Chapter 1, task 9, page 11)
- *Complete the conversation with your own words*. (Chapter 2, task8, page 19).

The students use their ability for finding things by referring the books, and made the students to improve their ability in speaking by asking other people. *Fact-Finding* is the subgroup of *Listing* tasks, based on Willis (2000, p.26) listing may seem unimaginative but in practice, listing tasks tend to generate a lot of talk as learners explain their ideas. The following cites are examples of *Fact Finding* tasks from the module.

- *Answer the questions based on the clues.* (Chapter 3, task 5, page 36)
- *Draw the clock based on the data.* (Chapter 3, task 16, page 41)

The second category of task analyzed in this study is *Ordering and Sorting* type of tasks comprised of

Sequencing, Ranking, Categorizing, and *Classifying.* These types task that the students give a set of information or data that has been orders and sorted according to specified criteria (Willis, 2000, p.26). It means the student can publicly justify their priorities to persuade each other.

Sequencing and *Ranking* are the subgroups that only have one task. *Sequencing* tasks is the items of task that actions or events in a logical or chronological order, although, *Ranking* is the items of task that according topersonal values or specified criteria (Willis, 2000, p.26). The followings are examples of these task types:

- *Observe the introduction of a girl below and complete this dialogue based in the text.* (*Sequencing* task, chapter 2, task 4, page 17)
- *-Look at this family below, then answer the questions.* (*Ranking*task, chapter 2, task 4 in section two, page 26)

Other subgroups in this types tasks is *Categorizing*, there are three tasks include this subgroups. The students are given heading/half-completed tables/charts followed by sets of statements data from the various sources (Willis, 2000, p.160). So, the tasks items in given groups or pairs them under given headings. *Classifying* is the last subgroups in ordering and sorting tasks types. *Classifying* items in different ways, where the categories themselves not given. The followings are examples of these task types:

- *Write the dialogue based on the time below and practice it in front of the class. Do like example*
  Tyas : What time do you go to school?
  Zahra : I go to school at six o'clock. (*Categorizing* task, chapter 3, task 15, page 40).

- *Underline the expression of greeting/leave taking in this dialogue.*
  (*Classifying* task, chapter 1, task 7, page 15)

Another types of tasks is *Comparing*, there also have seven tasks were found. There are six tasks in *Matching*, and one tasks in *Finding Differences.* But there is one type task in comparing (*Finding Similarities)* which not have task was found. Broadly, these tasks involve comparing information of similar nature but from different sources or versions in order to identify common points or differences.

Matching tasks is information from two different types of source (e.g visuals and text) that can be matched in order to identify someone or something. Another subgroups is finding differences and similarities, *Finding Differences* is two or more sets of information on a common theme (from personal experience/ visuals texts) that can be compared to find differences. The following cites are examples of *Comparing* tasks from the module.

Match the following statements with the appropriate response.
(*Matching* task, chapter 2, task 2, page 16)
Find the opposite meanings of the following words. (*Finding Differences* task, chapter 2, task 6, page 27)

The next type of tasks is *Problem Solving* tasks. There are nine tasks types were found. Seven tasks include to *Analyzing Real or Hypothetical Situations*. And there were two tasks in *Reasoning and Decision Making*. *Problem Solving* tasks make demands upon people's intellectual and reasoning powers and though challenging, they are engaging and often satisfying to solve. And problem solving usually is a role play item task(Willis, 2000, p.25).

The following cites are examples of *Problem Solving* tasks from the module.

Do role play with your partners based on the card given
Student A : greet your friend, ask your friend to hold your bag, thank him/her for helping. (*Analyzing Real or Hypothetical Situations* task, chapter 1, task 5, page 8)
 Look at the calendar above then complete this table,
Example : *I was born on February, my younger brother was born after my birthday. What month was he born ?* (*Reasoning and Decision Making* task, chapter 3, task 7, page 37)
The next type of task is *Sharing Personal Experiences* and also the type of task that has the most tasks. There are twenty five tasks were found in this module. Nine tasks in *Describing,* four tasks in *Exploring and Explaining Attitudes*, two tasks in *Opinions*, ten tasks *In Reactions*. But, there is one task which not have task was found, the task is *Narrating*. There tasks encourage learners to talk more freely about themselves and share their experiences with others, largely social and far less tangible than with other tasks. The followings are examples of these task types:
Complete the table with your daily activities and describe your daily activities based on the data. (*Describing* task, chapter 3, task17, page 42)
Now, make a monologue by telling your family members' birthday. (*Exploring and Explaining Attitudes* task, chapter 3, task 11, page 39)

Look at the following things in your bed room. Tell to your friend that you have. (*Opinions* task, chapter 4, task 4, page 49)
Listen to your teacher about this dialogue and repeat after him/her

(*Reactions* task, chapter 2, task 1, page 16)
The last type task is the lowest tasks. The task is *Creative* task, for creative task only have four tasks were found and there is no subgroups in this types of task. Children activities, creative writing and similar activities, social/ historical investigations and links, media projects for the school or local community, real-life rehearsal. The following cites are examples of *Creative* tasks from the module:
Make a list of the things you find in your bag. Then describe orally. (chapter 4, task 2, page 48)
Work in group of five outside class to find the things in school library. (chapter 4, task 3, page 48)

The kind of Task Mostly Found in The Module
In this section the researcher presents the results of task analysis for the percentage and frequency of each type of tasks are mostly found in the module. The study is also quantitative in which the frequency and percentage of each type of task has been calculated and tabulated.Willis (2000) classified tasks to different groups according to the strategies underpinning them. Willis (2000) divided tasks into six major groups each one consisting sub-groups. As the whole, 17 different task types were categorized under the main types of *Listing, Ordering And Sorting, Comparing, Problem Solving, Sharing Personal Experiences, And Creative*.The researcher divides into two parts of this analysis. The first part, the researcher analyze percentage and frequency in the micro level, or analyze the subgroups of the major tasks. After that the researcher analyzes the macro level, or the six major groups of tasks. Here is the result:
Almost most of the tasks were covered in the Module. However, in some of the

tasks had not been included in the module. Given the listing tasks, *Brainstorming (*8.06%*)* and *Fact-finding* (6.54), *Brainstorming T*ask are the most frequent type of listing, as the *Fact-Finding* get less than *Brainstorming*. However, Fact-finding tasks remains in the module and makes the module better.The table (3) further shows that the frequency of *Sequencing* and *Ranking* tasks were the same (1.61%) because that only found one task in each type. and given the ordering and sorting tasks, *classifying* (3.22%) and *Categorizing* (4.84%) are the most frequent types of ordering and sorting tasks.Given the comparing tasks, there was no evidence of *Finding- similarities* task. However, all of the other sub-tasks were covered within this category of task. More in details, *Matching* tasks (9.68) get the most frequent types of comparing task and there was only one task of *Finding-differences* (1.61%).As the table (3) demonstrates, the *Analyzing real or Hypothetical Situations* (11.29%) get the most frequent of *Problem Solving* task. And the other task was categorized of *Problem Solving* task is *Reasoning and Decision Making* (3.22 %) just found two task in the module.
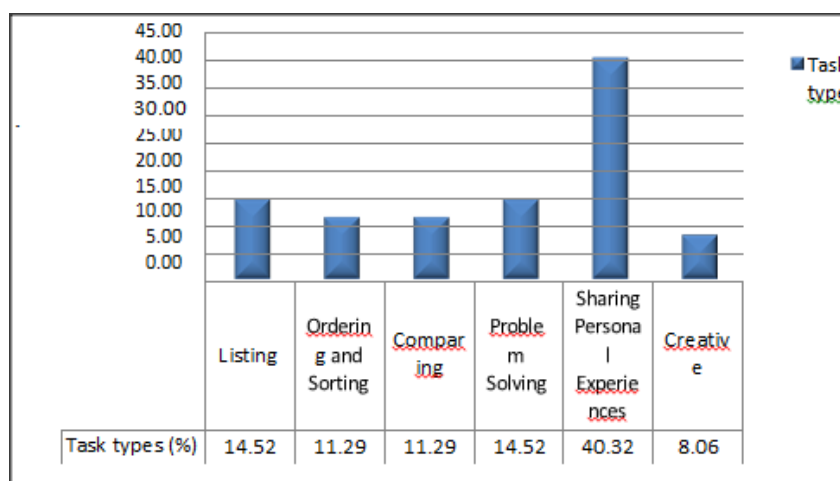
The *Sharing Personal Experiences* task has many sub-groups, and there was no evidence of *Narrating* task. However, all of the other sub-tasks were covered within this category of task. More in details, *Describing* (amounting to 14.52%) as well *as reactions* tasks (amounting 16.13%) were the most frequent kinds of *Sharing Personal Experiences* tasks among the whole extracted tasks in the module. *Exploring and Explaining Attitudes* was another more frequent linguistic task accounting for 6.45% of the whole tasks extracted within 4 units of the analyzed module. *Reactions* (3.22%) was the least kinds of *Sharing Personal Experiences* tasks included in the Module.Considering *Creative* Task category, was found quite a lot even though the task is contained in two last chapters in the module that addressed to the students at advanced level. s the Table (3) shows, the total number of the *Creative* task was accounted for 5 instances (8.06%) which is quite a lot of task in the analyzed module.The researcher concludes that *Reaction* tasks and *Describing* tasks were the mostly found in the module in micro-level point of view. And, both of the tasks were categorized in *Sharing Personal Experiences* task.

Tasks in Macro-level

The Figure (1) indicates the percentage of the included tasks in macro- level in the Module.

Figure 1 : Different Task Types in Macro-level

	Listing	Ordering and Sorting	Comparing	Problem Solving	Sharing Personal Experiences	Creative
Task types (%)	14.52	11.29	11.29	14.52	40.32	8.06

As figure (1) indicates, *Sharing Personal Experiences* (40.32%) tasks are the most frequent type of task included in *Modul Bahasa Inggris* created by *Bogor English teacher organization*. *Listing* and *Problem Solving* tasks are the second prevalent kind of task in this module accounting for 14.52%. However, *Ordering And Comparing* get some frequency (11.29%), and *Creative* tasks (8.06%) are respectively the less frequent kind of tasks in the module.

An analysis on the kind of tasks types is to find the tasks types in *Modul Bahasa Inggris* created by *Bogor English teacher organization* based on Willis (2000) task taxonomy. There were 17 tasks based on Willis (2000) which is should be consist in this module. This session will discuss the result of finding this study.

The kind of the tasks types is fixed based on Willis (2000) tasks taxonomy. From the result of the finding that (table 2) the tasks were found in the module. And the researcher analyze that the module consist 15 tasks from

17 tasks based on Willis (2000) tasks taxonomy. So, there were only 2 tasks which not consist in this module.In this study, the researcher restricted herself to analyzing module with focused to the kind task types. The researcher thinks that the results of this module analysis reflect to Willis task taxonomy. According to Willis (2000, p,1) "task means a goal-oriented activity with a clear purpose. In other words, we can assume that tasks is one of the important activity in classroom because tasks is a clear activity for making students to understand in different ways.

Brainstorming and *Fact-finding* strategies are sub-categorized within the *Listing* type of tasks. According to Nunan (1999) as cited in Alemi et.al (2013, p. 50) "brainstorming tasks

which encourage learners to think of as many new words and ideas as they can". So, in this task the students should be thinking more aware and they answer with their own ideas. *Fact-finding* task requires the students to find things out by asking their classmate, or friends and referring to books.In this module, there are three chapter that have *Listing* type of tasks. In chapter 1 consist of two task in *Brainstorming* and one task in *Fact-finding* (table 2). But, in chapter 2 there is only *Brainstorming* task was found (table2). And in chapter 3, there is only one task in *Brainstorming,* but it has three task in *Fact-finding* (table 2). Therefore, it is requires that this module be enriched enough with *Listing* type of tasks to equip the students think with many new words and idea.The second category of task analyzed in this study is *Ordering and Sorting* type of tasks comprised of *Sequencing, Ranking, Categorizing,* and *Classifying.* These types task that the students give a set of information or data that has been orders and sorted according to specified criteria (Willis, 2000, p.26). It means the student can publicly justify their priorities to persuade each other.Almost in every chapter there is the *Ordering and Sorting* type of tasks. Chapter 1, only has one task that categorized this task type (table 2), there is *classifying*. *Classify1ing* task is the task that the students have to classify the items or things in different ways, where the categories themselves not given. There are two tasks in the chapter 2 (table 2), first one is *Sequencing,* and the other one include to *Ranking.* In chapter 3 there is two tasks (table 2), and the tasks are categorized to *Categorizing* task. And the last chapter has two tasks (table 2), first one is *Categorizing,* and the other one include to *Classifying.* The difference from *Sequencing* and *Ranking,* events or action in logical or chronological order for *Sequencing*, but

in *Ranking* is related to personal experience of method/ things.

The next third type of tasks is *Comparing* task, the researcher found two chapter that consist with *Comparing* task type. There are three sub-groups in *Comparing* task, among others are *Matching, Finding Similarities,* and *Finding Differences*. But there is no tasks that include to *Finding Similarities* task. *Comparing* task is *"comparing information of a similar nature but from different sources or versions in order to identify common pints and/or differences"* (Willis, 2000, 27).There are three tasks for *Matching* types, and one task in *Finding Differences (*table 2) in chapter 2. And in chapter 4 there are three task included to *Matching* task. "matching to identify specific points and relate them to each other" (Willis, 2000, p.27), it means *Matching* task is the task that has the information from two different types of source (e.g visuals and text) that can be matched in order to identify someone or something. And for *Finding Differences* Two or more sets of information on a common theme (from personal experience/ visuals/texts) that can be compared to find differences.The fourth type of task is *Problem Solving* task. "Problem solving tasks make demands upon people's intellectual and reasoning powers and though challenging, they are engaging and often satisfying to solve" (Willis,

2000, p.27). This task makes students be more critical thinking to do something, or solving problems. *Problem Solving* as the process from the givens to the goal in which the goal is finding the right and often the one and only solution (Moursund, 1996, as cited in Kolovou, 2009, p.34). Thesubgroups in *Problem solving* task is *Analyzing real or HypotheticalSituations* and *Reasoning and Decision Making.*

In this module, there are three chapters that have *Problem Solving* type of tasks. The researcher found one type task in chapter 1, and it categorized into *Analyzing real or Hypothetical Situations.* But in chapter 2, there are three tasks included to *Analyzing real or Hypothetical Situations,* and *Reasoning and Decision Making* only found one task. And in the chapter 3, has two tasks were categorized into *Analyzing real or Hypothetical Situations¸* and one task for *Reasoning and Decision Making.* An *Analyzing real or Hypothetical Situations* is the task that has characteristic such as short puzzles, logic problems, Real-life problems, personal experience, hypothetical issues. And the task that including to *Reasoning and Decision Making* has characteristic Incomplete stories/poems/reports, visual/snippets of audio or video recordings; concealed pictures, due words for prediction and guessing game and also case studies with full background.The fifth task is *Sharing Personal Experiences* task types. Sharing personal experiences types are the most common tasks in the module. "Sharing personal experiences type is the tasks that encourage the students to talk more freely about themselves and share their experiences with others"(Willis, 2000, p.27). The interaction in largely social and far less tangible than with other tasks, and the resulting of that interaction is closer to casual social conversation. There are five sub-groups of this task type. There are *Narrating,Describing, Exploring and Explaining Attitudes, Opinions,* And *Reactions.*But there is no task that include to *Narrating* tasks in the module.

In the chapter 1, there are three tasks, and all of the tasks include to *Reactions* task type. The tasks consist in the chapter 2, there are eight tasks. There are five tasks in *Describing* task, and three tasks in *Reactions*

task. There are ten tasks consist in the chapter 3, there are three tasks in *Describing* tasks types, three tasks in E*xploring and Explaining Attitudes,* there are three tasks in *Reactions.* And in the last chapter there are four tasks. Describing and E*xploring and Explaining Attitudes* have one task in each type, and two others include to *Opinions.*Put it in simple terms, these kinds of tasks could probably motivate the language learners to make conscious decisions about what techniques and strategies they could do to improve their learning (Anderson, 2005, as cited in Ebadi, 2016, p.20). The presence of *Sharing Personal Experiences* task types within the module might be able to students select their experience to summarize or react to in writing. Because this module had many *Sharing Personal Experiences* task types.The last task type is *Creative* task. *Creativ*e task tend to have more stages than other tasks, and can involve combinations of task types (Willis,2000, p.27). Usually, *Creative* tasks do in projects and involve pairs or groups of learners in some kind of freer creative work, and the students can say or write what they most enjoyed in the other groups work.The *Creative* task start appears in chapter 3, and only one task. And in chapter 4, *Creative* task have four tasks. Furthermore, research has confirmedly shown that challenging creative tasks could increase the language learners' intrinsic motivation (Elliot & Dweck; as cited in Alemi, et al., 2013). It means creative tasks are the least among all task types in the module.Almost all of task types by Willis (2000) task types were covered in the module. According to Willis (2000) each type tasks involves different cognitive processes. The first three types increase in cognitive complexity. But are generally cognitively less challenging that the three others.

The criteria of good modules encourage students to critique and challenge concepts, enable students to learn individually and in a groups, give students the chance to engage in work-based learning (UCL press team ,2016. P.2). This module has many tasks with different levels of difficulty, and these tasks provide opportunities for students to work in groups or individually so that this module is good for use in learning activity.

In this research, the researcher analysis the English module was used for teaching to the junior high school students. The purpose of this research was to analyze the type of tasks included in this module according to Willis (2000) taxonomy of task types.Analyzing the whole tasks of the English module from micro-level point of view, the result of the study indicated that, more or less, most of the task types were covered by *Modul Bahasa Inggris* created by *Bogor English teacher organization*. However no *Finding Similarities* and *Narrating* were found in this module (table 2). Furthermore, the macro level analysis of the tasks showed that the *Sharing Personal Experiences* tasks was the most and *Creative* task was the least frequent type of task imbedded in *Modul Bahasa Inggris* created by *Bogor English teacher organization* (Figure 1).

This analysis further showed that *Creative* tasks (8.06%) were the less common types of tasks available in this scrutinized module (Figure 1). As it was mentioned earlier, Willis (2000) divided only one sub group which is Creative task. *Creativ*e tasks have more stages than the other tasks, and can involve combinations of task types. Furthermore, research has confirmedly shown that challenging creative tasks could increase the language learners' intrinsic motivation (Elliot & Dweck; as cited in Alemi, et al., 2013).

As figure (1) indicates, after *Listing* and *Problem Solving*, the *Sharing Personal Experiences* tasks is the most common tasks in the module and this can be considered as one of the main advantages in this English module. The *Sharing Personal Experiences* aims that the learners talk more freely about themselves and share their experiences with others. The application of some of them tasks will be used more frequently that others, "depending on the age and proficiency of the students, the skills being focused on, and the individuals learning needs" (Nunan, 1999, as cited in Ebadi 2016, p.20).

Given this premise in mind, it is logical that the authors of this module might further enrich this communicative-based coursebook with other sorts of tasks.

The presence of *Listing* and *Problem Solving* types task in this module is moderate enough. It is expected that in the module the *Listing* task also included adequately since these kinds of strategies make the students work in pairs and group work. *Brainstorming* and *Fact-finding* strategies are sub- categorized within *Listing* types of tasks. According to Willis (2000) brainstorming task "learners draw on their own knowledge and experience either as a class or pairs/groups" (p.26). Owning to the reason that "module should be enable students to learn individually and a group" (UCL Press team,

2016, p.1). Also with *Fact-Finding* task aims the learners find things out by asking their friends or other people and referring to books. It means *Listing* task requires the language learners to write down the important information in his/her own words.

Problem solving task give a chance to students to think more critical in real life. By and large, we may conclude that the existing tasks available in the

module, might not sufficiently equip the advanced language learners to express their ideas in real life English communication owning to the reason that the other sort of tasks particularly *Problem Solving is* adequately presented in this module. On the other hands, it encourages the students to critique and challenge concepts (UCL press team, 2016, p.1).

Ordering And Sorting as well as *Comparing* tasks are not adequately presented in this module. As table(2) showed that they have only seven task

in each types. There can be no doubt that analyze the *Modul Bahasa Inggris* created by *Bogor English teacher organization* is a task of great importance to the future success of English learning activity. Besides that, almost of each types tasks based Willis (2000) task taxonomy covered by this module.

So, the most task was found in the *Modul Bahasa Inggris* created by *Bogor English teacher organization* based on Willis (2000) task taxonomy is *Sharing Personal Experience* with the percentages 40.32%. Because, in the module there were twenty five tasks include to this type task, although there were one subgroup which not have any task In the module *Creative t*ask only have five tasks which are including to with percentage 8.06%. It means the less task is *Creative* task.

CONCLUSION
The module consists of four chapter and 62 tasks. In macro level there are 6 types out of 62 tasks, e.g *Listing, Ordering and Sorting, Comparing, Problem Solving, Sharing Personal Experiences,* and *Creative* tasks. Those tasks were divided with subgroup, overall task found is 17 different tasks. In macro-level , all of the tasks were found by this module. But, in micro-level, almost most of tasks were found in the module, however, there are two

tasks which not have any task in the module.

This analysis further showed that the *Sharing Personal Experiences*, the reaches 40.32%. This type is the most common types found considered as by in this English module. The *Sharing Personal Experiences* triggers that the learners to talk more freely about themselves and share their experiences with others.

Almost of the tasks by Willis (2000) is covered by this module. And, the most type was found is *Sharing Personal Experience*. So, the structural activities (drills) in the module are interaction to casual social conversation with other student and share their personal experiences. Given this premise in mind, it is logical that the authors of this module might further enrich this communicative-based module with other sorts of tasks. And, the module is good enough. Because, the criteria of the module is giving the students to engage in work- based learning.

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