

CHAPTER I

INTRODUCTION

In this introduction chapter, the researcher will show some points which are related to this research. The points are; background of the study, formulation of the research questions, research objectives, significance of the research, scope and limitation, and the last is definition of key terms.

A. Background of The Research

In learning English, there are various methods that can be applied. One of methods that can be applied in the teaching learning process is Task-Based Learning. Tilfarlioglu and Basaran (2008) said that in ELT/EFL circles, task based learning is a popular topic to discuss and it is believed that it is an evolving method that may replace Communicative Language Learning method. Concerning the applicability of Task-Based Learning, they said there are no experimental studies to deny it. It is a method of learning which involves sequencing activities in solving task lessons. Many studies have been done to comprehend task-based learning itself. While this study is about the implementation, the impacts, or about how teachers and students act in task- based learning, and also about how task-based learning applied in four basic skills of language. Some researchers studied task-based learning in learning English speaking, English writing, English listening and also English reading. Some also studied how task-based learning is implemented in all levels of

study (elementary, secondary, senior high school, university or even in a certain study).

A research conducted by Arif and Leyla (2016) explained that in developing students' listening and speaking abilities, task-based learning was judged as the effective way. The reason is because task-based learning methods provided a chance to practice listening and speaking. In implementing task-based learning, students are having the opportunity to express themselves and they may practice using real-world language more than when in the normal classroom. Strengthened by a study at a students' of seventh grade of SMP Negeri 3 Baturiti Tabanan conducted by Widia, Astawa (2014), proved that task-based learning is effective in teaching speaking and increasing students' speaking ability.

Another study is purposed to know how effective task-based learning towards students' listening skill. The study was done by Gio, Syahrial and Yunita (2019) at the students of SMAN 3 Kota Bengkulu who sitting on the tenth grade. The result said that using task-based learning method has good impact for students' listening skill. The evidence was taken by seeing the result of post-test which presents the mean score of control and experimental group is highly difference. Higher score reached by the experimental group. Another study by Ni and Jingxia (2017) after three months of experiment results shows a positive effect on students' interest gained in studying listening using task-based learning. After having task-based learning class, the students are feel much better and confidence to communicate in public.

Irfan (2017) conducted a study to know the difference of students' reading comprehension who taught using task-based learning and grammar translation methods. The result showed the students who were taught using Task-Based Learning outperformed the students who were taught using the Grammar Translation Method. Thus, Task-Based Learning is effective for improving reading comprehension. Based on a result of a study conducted by Suhartanto (2012), Task-Based Learning can improve students' reading comprehension. Besides, it can also repair the class situation to be more fun and enjoyable which can make the students more active either in group or individually. He also explain that there are various positive effects can be gotten by conducting Task-Based Learning such as; task-based learning in the pre-task phase can encourage students' prior knowledge, using task-based learning in the task-cycle phase can helps students to make notes the information collected from the text, and also the students are provided with an overall description about the text and the teacher in assessing the students' comprehension of its text.

In developing a writing skill in the target language, the teacher can also use task-based learning as a choice to be applied in the learning process. Naudhani and Naudhani (2017) conducted a study of EFL Learners in Pakistan to know the effectiveness of Task-based Learning in the teaching of writing. The result found from the data analysis, which the learners felt was more enjoyable while learning with task-based learning. They said that they also learn better in their writing skill class. The students also said that writing

skill can be learnt and polished through task-based learning and they learn all points about writing. The learners explained that applying task-based learning is like in real life situations, therefore they learnt much more about rules and vocabulary while in the Task-Based Learning class. Besides, they said that this method can build up the learners' confidence in writing.

As Wijayatiningsih (2018) said in her study that in learning Scientific Works Writing Techniques, the method that appropriate to use is the Task-Based Learning. The application of Task Based Learning can invite students to think more critical and implicatively to compose scientific articles. While Mauria (2013) said on her research to the students who sat on the eleventh grade of SMK Texmaco Semarang to know the difference of students' speaking achievement between those who taught using task-based learning and those who not. She also explained that teaching using task-based learning improves students' speaking skill compared with those who do not.

Tasks and activities conducted by teachers must be designed as well as possible to increase students' interest and decrease students' difficulties to writing and speaking in the target language which is English. For this case, Satriyana, Ardiansyah & Orem (2018) explained that Task-Based Learning gives students a chance to do precisely the main focus of the class activity, language and task is the instrument used by students in completing the activity. The task is an activity using language in achieving specific outcomes which reflect real life. As Amalia and Ramdhani (2018) said that while performing the task, Task-Based Learning encourages students' language

learning and training skills. Ganta (2015) pointed out that the aim of the task is the use of meaning-focused language, therefore by this method the students not only learn more but also have a chance to use language more.

Some experts on their studies explained how task-based learning actually gives impact for students. Some said it had a good impact but the others said there is no. According to a study conducted by Hausarbeit (2013) Task-Based Learning gives students a good impact since it is an outstanding learner-oriented method and close to situations students meet or will meet in real-life. It was advantageous that the students used more English, learned and understood by themselves outside the class when they did homework, had more practice, understood more, and learned how to work with others (Viriya, 2018). The same argument was carried out by Ruso (2007) that task-based learning is really helpful in motivating students' language learning. It improved students' opportunities to practice the target language. But in the other hand, Son (2016) said that task-based learning actually is not reliable to automatically drive inter-language because while the practice of task-based learning, the learners actually spent more time to communicate with each other to do the task and they may communicate or say whatever they want and there will not any interruption or direct correction from teachers. There are many researchers who paid more attention to the existence of learners' accuracy in long term skill.

Different results from Son, which said that task-based learning is not reliable, a research conducted by Syatriana, Ardiansyah and Orem (2018)

explained that after applying Task-Based Learning, it indicates that the speaking skill of students who studied in the classroom helped them to encourage their skills in English communication because they said that the lecturer or teacher correcting students' mistakes directly while in the learning process. So, it shows that the teacher directly corrects students' mistakes. Setiyadi and Hasan (2012), believe that Task-Based Learning can improve students' participation because of the open-ended task which gives more space during the class to the students to discuss, and helps the process of teaching learning as well. The students who got a higher score or level should be the model of the group which examples the other members of the group. It makes students who feel afraid to ask the teacher feel better, they can ask the model of the group. Then, they have no barrier anymore while sharing ideas.

Another argument which agrees with the good impact of Task-Based Learning is an argument of Candlin (1987 as cited in Tavakoli 2009) that to make the Task-Based Learning classroom, teachers may ask the significance of the task to the students or may ask the difficulty of tasks. This argument supported by Nurhayati (2019) said that based on her research, 70% of respondents conceded that they have got burdened with this learning method and they are not used to studying and doing it. According to Tavakoli (2009), the one difficulty in a task is the overload of information. Ganta (2015) supported that argument by stating that low-level students will try to participate in the task. Probably, they do not know deeply about the task and feel hard to make themselves understand while joining the task.

In a different perspective with those three statements by Cadlin, Nurhayati and Ganta about unsuitability for the low-level learners, Son (2016) criticized that it is the teacher that determines the level of difficulty of a task which is carried out in the Task-Based Learning. The teacher observes the class and understands the level of students in the class in terms of the students' knowledge, skills or condition. Teachers are allowed to design the task which is suitable with the condition of their students, from finding the materials of the task and giving students languages that are useful for them and relevant to the task.

Time consuming is one of the reasons for the lack of task-based learning, explained by Nurhayati (2019) from her research. 70% of students become more motivated by the existence of this learning method where they initially feel burdened, eventually making it a big responsibility that must be completed on time. At first, they felt they were unable to complete this learning but after being passed it turned out that the pressure made them more advanced and the enthusiasm to complete the learning through the assignments given. Based on the explanations by Nurhayati (2019), it seems that Task-Based Learning consumes more time because it is wanted not to make students feel burdened again with the tasks. Ramadona, Sukirlan & Suka (2015) pointed out that the problem of the students is time limitation. Some students argued that the time limit is not enough for them to complete the task, they need more time to finish the task. Charirena (2016) also agreed that Task-Based Learning consumes time by stating that the time consuming

of Task-Based Learning while in the task phase makes the teachers not complete the next step of the task.

From the arguments above presents a new argument that task-based learning as a stand-by method of teaching is much better rather than given based on the time, so that the teacher has time to apply all steps in the class meeting. But besides, she argued that in designing the task it is better not to consume time. (Charirena, 2016). Therefore, Mahdavidrad (2017) claimed that Task-Based Learning has some weaknesses, but still, some teachers interested to use Task-Based Learning as an instructional method, it is caused the teacher believe that Task-Based Learning having many good effects to increase students' speaking skill and interaction. Amalia and Ramdhani (2018) also emphasized that significant improvement in the motivation of students who were taught by using Task-Based Learning exists. Mauria (2013) said that the advantages of task-based learning in teaching speaking are; preventing students' boredom to use English as students' communication, activities of students are needed in this method of learning. It is known that not only teachers who are active in this learning process, but also students are directly following the activity. Familiar material will make it easier to comprehend the English speaking words.

Research about developing students' speaking skill through task-based learning conducted by Safitri, Rafli and Dewanti (2020) shows that there is improvement on students' posttest score from students' pretest score. Students' comments on the application of task-based learning results that it

give students more relax time to share ideas, negotiating form and meaning, and the last is to evaluate students' learning process.

In arranging this research the researcher was inspired from a program of a senior high school in Jombang, East Java named Madrasah Aliyah Unggulan KH. Abdul Wahab Hasbulloh Tambakberas Jombang, which next will be written as MAUWH, made a program in order to increase student's ability in English. The program used Task-Based Learning namely Paper. This task has already been implemented since the first generation of this school and still exists until now. Therefore, the researcher is interested to know more about it. The researcher is sure to conduct a study entitled "*The Implementation of Task Based Learning in Learning English at MA Unggulan KH. Abdul Wahab Hasbullah Jombang*".

B. Formulation of The Research Question

According to the background written by the researcher, the problems of this study were formulated as follows:

1. How is a Task Based Learning to Implemented in Learning English at MA Unggulan KH. Abdul Wahab Hasbullah Tambakberas Jombang?
2. How is the students' perception toward the implementation of Task-Based Learning in Learning English at MA Unggulan KH. Abdul Wahab Hasbullah Tambakberas Jombang?

C. Objectives of The Research

Based on the formulation of the research questions above, this research is intended to:

1. To know the implementation of Task Based Learning in Learning English at MA Unggulan KH. Abdul Wahab Hasbullah Tambakberas Jombang.
2. To know the students' perception toward the implementation of Task-Based Learning in Learning English at MA Unggulan KH. Abdul Wahab Hasbullah Tambakberas Jombang.

D. Significance of The Research

The findings from this research are about a Task-Based Learning which applied at MA Unggulan KH Abdul Wahab Hasbullah Tambakberas Jombang. It contains the way Task-Based Learning is implemented, the procedures and the purpose of it. Besides, the findings of this research will also discuss the students' perception towards it. Therefore, the researcher expects it will give contribution either theoretically or practically for:

1. English Learners

The finding of this research expected the English learners' comprehension about the Implementation of Task-Based Learning at MAUWH Tambakberas Jombang, the students' perception about it and may give the students' view and consideration about the implementation of Task-Based Learning.

2. English Teacher

The result of this study hopefully can give English teachers a view and understanding and also consideration in applying Task-Based learning from how MAUWH Tambakberas Jombang implements Task-Based Learning through Paper program. Additionally, the teacher can create a new English learning environment by implementing this kind of program in English class.

3. Other researchers

The result of the study hopefully can be used as the reference of other researchers in conducting the future research with similar study.

E. Scope and Limitation

In order to avoid misunderstanding, this study only focuses on the way Task-Based Learning is implemented at MAUWH Tambakberas Jombang, the procedures, the purposes, and the students' perception towards it.

F. Definition of The Key Terms

In order to avoid misconception in this study, the researcher will define some terms used by researcher in this study:

1. Task-Based Learning

Richards and Rodgers (2001) explain that Task-Based Learning is a method of teaching language which uses tasks as an icon to plan and compose instructional materials in the process of teaching learning. In a sense, the use of tasks is the main subject to achieve the goal of teaching.

2. Implementation

Implementation means an action to make something which was decided to do or used (*Oxford Dictionary Advanced Learner's*). In this study, implementation means the act of making Task-Based Learning that has been officially decided to be used.