CHAPTER I
INTRODUCTION

In Chapter I, the researcher presents background of the study, statement of problems, purposes of the study, significance of the study, scope and limitation, and definition of key terms. Each of which will be explained in some sections.

1.1 Background of the Study

Listening is a crucial part in language learning, especially in English. Brown (2004) believes that listening is a process of receiving message from the sound and processing the audio into the brain in order to build meaning. Furthermore, he states that listening is a starting point in language learning. It is believed that people start to learn language by listening before they can produce the language by speaking or writing. In addition, Hidayat (2013) believes that listening takes an important role in communication. Hence, people are unable to communicate without the ability of listening.

In the context of English learning, listening is considered as a difficult skill (Wilson, 2008). In the process of receiving message through listening, English learners should be able to deal with several important aspects. Firstly, English has various accents, dialects and also pronunciation of words. It is a challenge for English learners to recognize and build meaning from the sound. Moreover, Bloom et al. (as cited in Walker, 2014) argue that English has specific pronunciation that obviously different from the written form. Therefore, it is necessary to teach listening effectively.
Teaching listening is a challenge for English teacher. According to Brown (2007), “teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning” (p. 8). The process of listening itself cannot be observed directly (Brown, 2004). Therefore, English teacher should be able to deliver the material effectively in order to build meaningful listening. It is also important to decide proper material for the learners. Wilson (2008) suggests that material given in listening should be feasible for the learners. Firstly, English teachers should consider about level of difficulty of the material. Moreover, it is also important to use the topic which is familiar for the learners.

Teaching method that provides authentic and meaningful listening is TBLT (Willis and Willis, 2007; Flowerdew and Miller, 2005). TBLT is a developmental form of Communicative Language Teaching (CLT) (Willis and Willis, 2007). Despite the purpose of both methods is to build communicative learning, TBLT has specific task sequences that provide students’ cognitive process. According to Shabani and Ghasemi (2014), TBLT promotes meaning as the focus of the activities. Therefore, in the teaching learning process, TBLT gives students more opportunities to use the language. In this case, Willis and Willis (2007) argue that focus on meaning is important to be placed in the first sequence of teaching learning process. Consequently, the learners can improve their communicative competence. However, it does not assume that form is not important. Focus on form in TBLT is placed in the last sequence in order to support language achievement.

Task sequences in TBLT also help the learners to develop cognitive process. Priming, task cycles and focus on form will help the learners to prepare
and predict the sequence of tasks which is connected from one to another. Skehan (as cited in Willis and Willis, 2007) defines task in frame of TBLT as meaningful activities in the classroom which give students more opportunities to use their background knowledge in real world situation. It strongly promotes the requirement of listening material which contains familiarity of the topic.

In addition, TBLT provides authenticity in the tasks and also in every classroom activity. Firstly, the priming sequence of TBLT encourage the learners to use their background knowledge actively (Shabani and Ghasemi, 2014). Moreover, the task cycle which contains target tasks, planning and report provides students to discuss authentic topic, express their opinions and also presenting their works. These activities give the learners more opportunities to use English.

It is recommended for English teachers to use TBLT as a teaching method in teaching listening because it has useful features. For instance, the arrangement of classroom activities in TBLT will help the learners to activate their cognitive process. Furthermore, authenticity of the tasks may increase learner’s interest and understanding. In addition, task sequences in TBLT also provide the learners to think in order and plan ahead for the following task. It also makes them listen in purpose and focus in classroom activities.

A previous study conducted by Marlina (2014) about the implementation of TBLT found that the application of TBLT improved students’ grammar mastery, especially in auxiliaries and verb forms. During the study, she gave meaningful task and activities to the students. These activities increased students’ understanding and participation. Moreover, TBLT created better atmosphere in
the classroom. The classroom activities gathered students’ motivation and concentration to the tasks sequences. Therefore, the classroom became conducive.

Another study of TBLT implementation has been conducted by Huang (2016) that found several improvements of students’ language skills. Firstly, he revealed that TBLT increased students’ speaking skill through communicative activities. Secondly, students’ writing skill also indicated some improvements. Furthermore, classroom activities and authentic materials made them enjoy the teaching learning process. Therefore, the students showed more participation and motivation to learn English.

Sequences of TBLT applied on both studies showed positive results. For instance, TBLT implementation increased students’ understanding and mastery in grammar, speaking and writing skills. On the other hand, listening is considered as a difficult skill with lots of language features. Therefore, it is necessary to use effective and interesting teaching method such as TBLT.

From the rationale above, the researcher is interested in investigating the implementation of TBLT in listening IV class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang. There are several aspects as consideration to conduct the study in listening IV class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang. Firstly, University of Muhammadiyah Malang has great standard in educational field that achieves A predicate of institution based on SK BAN-PT NO. 32/SK/BAN-PT/Akred/PT/IX/2017. Moreover, there are limited lecturers who use TBLT as
their teaching method, especially in teaching listening. The researcher also found that in University of Muhammadiyah Malang there was no one has conducted study about TBLT yet.

1.2 Statement of Problems

1. How is the implementation of TBLT in listening IV class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang?

2. What are the strengths of TBLT implementation in teaching listening IV class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang?

3. What are the weaknesses of TBLT implementation in teaching listening IV class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang?

1.3 Purposes of the Study

1. To describe the implementation of TBLT in listening IV class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang.

2. To investigate the strengths of TBLT in teaching listening IV class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang.
3. To investigate the weaknesses of TBLT in teaching listening IV class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang.

1.4 Significance of the Study

The researcher wishes that the result of this study would be useful for the students of English Language Education Department of University of Muhammadiyah Malang, English teachers, and other researchers.

1. For Students of English Language Education Department of University of Muhammadiyah Malang who prepare for Apprenticeships

The result of the study will give valuable information for the students who prepare for apprenticeships program of the faculty. It provides explanation and also description about TBLT implementation as a meaningful and authentic teaching method that can be applied in teaching English in apprenticeships program. Moreover, it is necessary for the students of English Language Education Department to prepare themselves with more teaching references in order to be great teachers in the future.

2. For English teachers

For English teachers, it will give them useful knowledge about methodology used to teach English as a foreign language. Firstly, TBLT implementation provides communicative activities that are useful to practice students’ English skills. Furthermore, the authenticity of materials and activities will increase students’ interest and understanding.
3. For other researchers

Hopefully, this research would inspire another researchers to do similar research based on certain problem in order to gain further understanding of TBLT implementation, especially in teaching listening.

1.5 Scope and Limitation

This study focuses on the sequences of TBLT implementation in listening IV class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang. Furthermore, it also investigates the strengths and weaknesses of TBLT implementation in listening IV class. This study will be conducted in A class of listening IV for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang that uses TBLT in teaching learning process.

1.6 Definition of the Key Terms

1. Task Based Language Teaching (TBLT) is a meaning-focused teaching method that helps students to improve their communicative skills (Shabani and Ghasemi, 2014)

2. Listening is “mental processes of constructing meaning from spoken input” (Rost, as cited in Helgesen and Brown, 2012, p. 3).

3. Teaching is “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand” (Brown, 2007, p.8).
4. *Implementation* is defined as “a specific set of activities designed to put into practice an activity or program of known dimensions” (NIRN, 2014)

5. *Listening IV class* is the last sequence of listening course in English Language Education Department of University of Muhammadiyah Malang.

6. *Strengths* are “internal positive aspects” (Chang, 2006, p. 26).

7. *Weaknesses* are “internal negative aspects” (Chang, 2006, p. 26).