

CHAPTER I

INTRODUCTION

This chapter discusses the background knowledge, statement of the problems, and purpose of the study aimed to enforce a well-executed research and to yield a comprehensive result for further improvement of teaching and learning process.

1.1 Research Background

Task-Based Language Teaching (TBLT) has become an alternative to the traditional teaching approaches which is considered a modernized model for the organization of language lessons, both in the classroom and in course-books. It focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Many researchers believe that TBLT is considered to produce more benefits for students to increase their motivation, interest, and attention to the language learning process since it is more learner-centered which allows students to have meaningful communication inside and outside the class.

In task-based lesson, the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it (Nunan, 2004). As the tasks used in the class are familiar for the students, they are more likely to be engaged, which will also motivate them in their language learning.

Task-based method in second language teaching is a developmental process enhancing students' communication and interaction by practicing

language items through meaningful task-based activities with the aim that learners master the target language more efficient and powerful whenever they are exposed to the target language in a natural way. Moreover, TBLT offers much more advantages for the students for its learner-centered method which will gauge the students to be more engaged, involved and motivated in the learning process.

TBLT started to reach its popularity in recent years in a reason of being recommended by teaching methodology experts as an alternate way to teach Second Language Acquisition. TBLT was at first developed around 1980's by a teacher and researcher from Bangalore, India, N. Prabhu. He proposed an idea that language acquisition is "an unconscious process which is best facilitated by bringing about in the learner a preoccupation with meaning, saying and doing". He trusted that, by using tasks it will help the students to be more involved in the learning process and that will set up natural mechanism for students to learn the target language.

The concept of task in TBLT until now is somehow still become a confusing factor of the TBLT implementation in language teaching. One of the biggest confusing factors perhaps is deciding whether the task is a focus on form or a focus on meaning. Considering TBLT's main purpose is to provide a teaching approach in which will engage the students to use the target language in a natural way, it is truly challenging for a teacher to choose whether they will use a task that is rather more focused on form or meaning terms. However, in his book *Task-Based Language Teaching* (2004), David Nunan presents a very useful explanation regarding the appropriate task and its focus towards a language

teaching process. Furthermore, Nunan reminds us of the important distinction between “analytical” and “synthetic” syllabus design, suggesting that in most language teachings in the world, the “synthetic” approach has tended to dominate.

1.2 Research Problems

The concept of task in TBLT has become one of the most essential part of the whole approach since the core of TBLT itself is to convey language to students through the use of communicative tasks within the class. However, teacher who use TBLT are sometimes still confused with the concept of ‘task’ itself because basically there are a lot of definition and criteria regarding the term ‘task’ in TBLT. That is why, the researcher is set out to investigate whether the TBLT’s task implementation in the Speaking for Everyday Communication class is already appropriately applied or not. In order to achieve the primary objective, a number of research questions have been developed:

1. What TBLT tasks are used in Speaking for Everyday Communication class?
2. Does the applied tasks in the Speaking for Everyday Communication class is appropriate TBLT task?

1.3 Research Objectives

The prime objective is to determine the TBLT tasks used in the Speaking for Everyday Communication class at UMM. To address this objective, the researcher will commit a thorough analysis inside the class to find out the tasks in the Speaking for Everyday Communication class.

The researcher then will investigate the applied tasks whether it is appropriate TBLT tasks or not. This is necessary for the further understanding and study as the task in TBLT is the essential part and it plays significant role in the importance of TBLT's implementation.

Finally, this research will provide the recommendations of appropriate TBLT tasks to be implemented within the Speaking for Everyday Communication class.

1.4 Scope and Limitation

This study was conducted in the attempt to identify and examine the TBLT tasks in Speaking for Everyday Communication class. The research covered topics on the use of TBLT as the teaching approach in the Speaking for Everyday Communication class. The discussion and findings of this research mainly focuses on the implemented tasks within the class. Information used to answer the research question of the study was derived from a primary resources.

The subject of the study is the Speaking for Everyday Communication class of the third semester students of English Education of Faculty of Teacher Training at University of Muhammadiyah Malang.

1.5 Research Significance

This research is expected to give the readers further understanding of the TBLT tasks used in Speaking for Everyday Communication class. It is clearly that there are many definitions and criteria regarding TBLT tasks. In this research, the significances for:

1. Lecturers; would gain information on what TBLT tasks are used in the Speaking for Everyday Communication class. Apart from that, the lecturers would acquire knowledge regarding the appropriate TBLT tasks to be implemented in the Speaking for Everyday Communication class.
2. Readers; would generate outcomes that the readers can take the advantages from this research and to use it in further language teaching and learning context especially in listening class or classes that includes listening activity or classes that use TBLT.

1.6 Definitions of Key Terms

The succeeding numbers are the terms which are used in this research.

Those terms are follows:

TBLT: Task-Based Teaching Language; an alternative of teaching approach to be used within a class. (Nunan, 2004)