

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a discussion and earlier analysis and evaluation collated from past and current articles on TBLT and speaking. The discussion of the collected literature would be among the basis for the formulation of the conclusions and recommendations of the study. Furthermore, the reviewed literature would help the researcher to fulfill the research objectives.

2.1 Speaking

Speaking is one of the most important skills among the main four skills of English: reading, writing, speaking and listening. However, the importance of speaking does not stop only in English but also in our life. Burns & Joyce (1997) stated that speaking is a mutual process of producing, receiving, and processing information that will conclude into a meaning in which formed by the dependent on the context of the purposes and the participants of the speaking process.

In teaching and learning process, speaking is defined operationally as the primary process of students in the class to use their ability to express themselves orally and appropriately in a meaningful context to exchange information, communicate and interact with others using the appropriate pronunciation, grammar, vocabulary and also adopting the pragmatic and semantic rules of the target language.

The needs for acquiring speaking skill is not merely required in our daily activity. In this globalization era, the chance to communicate with others who uses

English as their native language also drastically increased. Through the use of technology, for example social media, we are required to use English more frequently to be able to communicate with others around the world. Not only in social sector, but every sector of our life is now tended to use English as a tool to communicate.

From the statement above, we know that speaking is an important skill to be acquired by everyone. The failure to master or acquire speaking skill will raise many problems and difficulties for the speakers themselves. Especially when the speakers are about to exchange information in international level or with people that use English as their native language. This also proves that the success to master English is also influenced not only by the ability to master the reading, writing, and listening, but also to master the speaking skill.

2.2 Teaching approach

Through the years, language teachers from around the world have developed many forms of procedures to make the language teaching easier to acquire by their learners. Those procedures are in form of teaching approach, teaching method, and teaching technique. Those procedures are changing through the change of time due to the variety of historical and circumstances issues. Each form of procedure carries different meanings and concepts. Despite their difference, all of those forms hold the same notion and ambition.

Teaching approach is one of the mentioned form of procedure that hold important key to a successful language teaching and learning process. The

selection of teaching approach will product either good outcome or bad outcome for the students. Banks (2000) (as cited in Nisa, 2015)explained that teaching is an active process where one person shares knowledge with others to provide them with the information to make behavioral change. From this statement, it is clear that the signs of a successful teaching are indicated by the change of students' behavioral towards the target language such as students' confidence, activeness, comprehension, creativity, and else.

Richards and Rogers (2001) defined teaching approach as a stage where the concept of language learning which contains assumptions and beliefs about the target language and its learner are being specified. From this perspective, teaching approach is a stage of teaching in which the selection of teaching method and teaching techniques are about to be appropriately decided depends on the learners' context.

In order to produce a good outcome of a teaching, the teacher must choose the appropriate teaching approach to be applied inside or outside the class depend on the chosen teaching approach. The communicative approach from the teacher and students are also required in order to produce such an appropriate teaching approach which will produce a good outcome for students' development.

2.3 Teaching Approaches in Speaking

There are a lot of kinds of methods in teaching speaking to the students. A few of the methods are designate on teaching general communication abilities and to affirm the competence to express meaninigful ideas which understandable by

the receiver rather than focusing on the grammatical and pronunciation accuracy. While the others accentuate on grammar and pronunciation efficiency to teach on basic grammar in the first place on the earliest introduction to teach speaking to the learners. According to Pollard (2008) (as cited in Bin Tahir, 2017), the approaches for teaching speaking are described as follows:

1. Grammar Translation Method

This method focuses on studying written texts and translate them into students' mother language. It emphasizes on learning the grammar rather than to learn the spoken form and pronunciation. The most strategies implemented in Grammar Translation Method classes are; translating a literary passage, reading comprehensive questions, finding the antonyms/synonyms of the words, cognates, deductive application of rules, filling in the blanks, memorizing vocabulary, and arranging words in simple sentences and composition.

2. Audio-lingual Method

This method obtained from the beliefs of behaviorist paradigm which concentrating on students' respond towards the learning and to give stimulus at it. Every students' response later will be strengthened by praising the correct language use in order to reinforce the discipline in their language learning. This method minimizes the explanations of language's structure (grammar) and prioritizing on repetition of the correct language application. A few basic activities for this strategy are; memorizing the dialogue, peer dialog practicing, backward Build-up (Expansion) Drill, and Repetition Drill.

3. Communicative Approach

Communicative language emphasizing on the use of language rather than to learn its grammar. This approach is based on the theory of acquisition with the same principal. The focus of this strategy is to establish circumstances where the learners will likely more to be speak the target language as how they learn language when they were child. The strategies used in this approach are; authentic material, scrambled sentence, language games, picture strip story, and role play.

4. PPP (Presentation, Practice, and Production)

PPP in some ways are similar to audio-lingual method for the reason of it also implementing a focused learning. Commonly, the practice part will be implemented through the use of target language by presentations and demonstrations in a controlled way. It can be implemented by using drills, controlled written, speaking activities, and repetition. Moreover, the production stage involves the students to use the target language in the form of sentences.

5. Task-based Learning

Task-based learning emphasizes on the use of a central-meaningful task by the teacher to be completed individually or in a group work by the learners. Rather than learning the target language's structure, the focuses in task-based learning is to complete a meaningful and familiar task in which the task itself containing lessons that will motivate the students to be more engaged in the learning process.

6. ESA (Engage-Study-Activate)

Engage means to draw the students' attention or interest and to use them in learning. Study refers to concentrating on a language objective such as grammar,

vocabulary, pronunciation or writing. Activating indicates to use what the students already learnt and to use it in real life context.

7. Lexical Approach

Lexical approach acquired from the beliefs that grammar and vocabulary are meant to be together and cannot be separated or as known in the case of traditional teaching approaches. Moreover, this approach is also believed that language is formed of lexical items supported by the use of grammar rather than formed of grammatical structures incorporating lexis.

2.4 Task-Based Language Teaching (TBLT)

TBLT refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. TBLT concentrates on the use of authentic language and demand the students to complete meaningful tasks using the target language. Furthermore, this approach is considered to have great benefit in achieving communicative competence and increasing the students' motivation to be more likely to engaged with the learning process.

According to Richards and Rogers (2001), the early applications of TBLT in a language teaching terms were the Malaysian Communicational Syllabus (1975) and the Bangalore Project (Beretta and Davies 1985; Prabhu 1987; Beretta; 1990). It was Prabhu that sparks the very first experiments of his TBLT theories in Bangalore, southern India in 1979 which such practice is viewed as radical at that time. His idea that students are likely to learn more competent with the use of tasks rather than concentrating on their language efficiency. From there on,

linguists argues that Prabhu is the architect of the Task-Based Language Teaching.

Task-Based Language Teaching is considerably more advantageous for the students since its more learner-centered which allows the students to have more meaningful communication and also it suggest the students to have a practical extra-linguistic ability development. Due to the tasks are designed to be recognized as familiar as it possible to the students, the results are that the students are more likely to be engaged with the class' activities which also leads to the improvization of the motivation towards their language study.

2.5 Definition of 'Task'

The main concept of TBLT is the task itself. The definition of a task has grew over the decades through empirical researches and through the implementation in the classroom. A number of linguistic experts has developed various definition of task.

Nunan (2004) distinguishes the concept of task into two categories real-world or target task and pedagogical task. Target tasks refer to the use of language in the world beyond the classroom. Pedagogical tasks are tasks that occur in the classroom. From the pegagogical point of views, real world target tasks are presumably very difficult for the students to complete because of possible semantic, pragmatic, and lexical difficulties. In accordance with this, pedagogical tasks should serve as a connection to real world tasks.

The introduction to the concepts of taskis explained by Long (1985) (as cited in Nunan, 2004).Long described task as:

“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, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a check, finding a street destination and helping someone cross the road.”

Definition of tasks according to Long is certainly related to the real world. According to this definition, tasks is possibly related to tasks which use or without the use of language. With no language use, any tasks such as painting a fence can be completed. Another definition of task from the perspective of pedagogical is also described by Breen (1987) (as cited in Nunan, 2004). He defined task as:

“Any structured language leaning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task”.

Breen's definition of "task" is refer to a range of work plans which have the overall purposes of facilitating language learning. From the simple and brief exercise type, to highly complex and long activities such as group problem-solving, simulations, and decision-making. This definition of task does not clarify how task is different from exercises or practices. According to Breen, all kinds of activities occurred in language learning can be defined as tasks. This definition of task does not seem to help teachers and the users of TBLT to understand what is the meaning of task.

Lastly, the definition of task is presented by Nunan (2004) as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning.

Not only defining the concept of task, Nunan also points out 8 principles or characteristics of task in TBLT:

- 1) Scaffolding: Lessons and materials should provide support to the students.
- 2) Task dependency: Each exercise, activity and task should build upon the ones that have gone before.
- 3) Recycling: Recycling language maximizes opportunities for learning.
- 4) Active learning: Learners learn best by actively using the language they are learning. They learn by doing.
- 5) Integration: The lesson should teach grammatical form and how the form is used for purposes of communication.
- 6) Reflection: Learners should be given opportunities to think about what they have learned and how well they are doing.
- 7) Reproduction to creation: Learners should not only drill and practice what has been written for them, but also be given the opportunity to use their creativity and imagination and what they have learned to solve real world tasks.

Another point of view regarding the characteristics of a task is also explained by Skehan (1998) (as cited in Nunan, 2004): (1) Meaning is primary; (2) Learners are not given other people's meaning to repeat; (3) A task has some connection to the real-world; (4) Task completion has some priority; and (5) The assessment of the task is in terms of outcome. The mentioned characteristics by Skehan of tasks are common to what Nunan said earlier. It contains similar principles of a task characteristics pointed out previously by Nunan.

In conclusion, considering the principles of TBLT and a variety of definitions above by linguists, the writer defines task in TBLT as meaningful communicative classroom activities planned by teacher or lecturer that are intended to express and convey meaning rather than to manipulate form which result in pragmatic language use by the students.

