

CHAPTER I

INTRODUCTION

This chapter introduces the problem or topic that was investigated. It presents the background of the study, problem identification, research questions, research objectives, research significance, and scope of the study.

1.1 Research Background

As a reference and guidance in conducting the education system, the Government of Indonesia has updated its curriculum several times to meet education's objectives (Putra et al., 2021). The latest curriculum currently used in Indonesia is Curriculum 2013, which focuses on student-centered learning, competency-based assessment, and authentic assessment (Retnawati et al., 2016). Further, Curriculum 2013 also emphasizes the importance of conducting education using a scientific approach, which includes observation, question, exploration, association, and communication. In order to conduct the learning process within the guidance of the Curriculum 2013, the teachers are expected to encourage the students to be more active and independent. To promote student-centered learning, the teachers can use several learning models that support the concept of student-centered learning and a scientific approach. Those learning models are Project-Based Learning, Problem-Based Learning, Genre-Based Learning, Inquiry-Based Learning, and Task-Based Learning (Permendikbud, 2014; Anwar & Arifani, 2016; Putra et al., 2021).

According to Paul (2006), Task-based Learning is recommended to be used by EFL teachers because of its student-centered characteristic, which makes it attractive and practical. Task-based learning itself is defined as a teaching model which provides the students with the opportunity to communicate within the target language by doing tasks (Ellis, 2003). Sholeh (2020) further suggests that TaskBased Learning exposes the students to authentic language use across practical activities which they can find and do in their daily activities. In line with the statement, Swan (2005) also states that the Task-Based Learning model is characterized by its real-world language use as the students are asked to complete tasks that they are exposed to in their daily life. Sholeh (2020) gives examples of tasks that can be given to the students in the context of Task-Based Learning, which include writing a letter, doing interviews, answering questions, reporting or telling an event, and talking to someone over the phone. This process will promote meaningful and student-centered communication as their language development can progress naturally through the given tasks. These characteristics are the ones that make the Task-Based Learning model becomes relevant to the guidance of Curriculum 2013.

In implementing Task-based Learning, several stages must be conducted by the teachers. Baralt (2017) and Sulastris and Marlina (2017) suggest that there are three primary cycles in implementing Task-Based Learning, which include PreTask, Task, and Language Focus Cycles. In the Pre-Task Cycle, the teachers need to give the students an apperception about the topics they are going to learn and detailed, clear guidance and instructions on the tasks they are going to do. As the name, the Pre-Task is conducted as the initial step at the beginning of the lesson. In order to help the students grasp what the tasks are, the teachers can also provide videos or texts as examples of how the tasks should be completed. Next, the Task Cycle is

conducted through three stages: Task, Planning, and Report. In the Task stage, the students do the task independently, with the teachers monitoring them. In the Planning stage, the students prepare the reports that they will present to the whole class, either orally or in writing. Then, in the report stage, they present their reports to the whole class. Finally, at the Language Focus Cycle, the teachers conduct Analysis and Practice by respectively analyzing the students' report and practicing new words.

However, since the beginning of 2020, the teaching and learning process across the world, including Indonesia, has been forcefully shifted from traditional, face-to-face learning to online learning. This is all due to the strike of the COVID19 pandemic. As a result, teachers are expected to adapt their teaching methods to the online teaching and learning process with the help of an online learning platform. All of these changes certainly affect the implementation of the learning methods and models used by the teachers regarding the Curriculum 2013, including the implementation of Task-Based Learning. Implementing a Task-based Learning model in a face-to-face teaching and learning process is certainly different from implementing it in an online situation (Baralt, 2017). More effort is needed in the online learning process since teachers need to manage both the interaction and the students' engagement as monitoring is harder to be done (Stickler et al., 2020). As a result, the implementation of Task-based Learning in online learning during the COVID-19 pandemic is different from the conventional, face-to-face one.

Regarding this situation, Baralt (2017) suggests that Task-based Learning can still be conducted online through some adjustments. Baralt (2017) suggests that the online implementation is basically similar to the one implemented in conventional, face-to-face teaching. The adjustments are made in the time of the cycle and the platform used in assisting the learning. The Pre-Task Cycle, in form of video as a model and the task instructions, can be given before the online meeting

or the task's deadline. Then, in the Task Cycle, the students do the Task and Planning stages on their own at home. As for the Report stage, the students can be asked to present their report through a presentation in real-time video conference or submit it in videos. Finally, for both the Analysis and Practice stages in the Language Focus Cycle, the teachers can conduct it through the video conference after the students' presentation or through the comments feature in the platform used in the submission process.

All of the schools from every level in Indonesia are currently running the teaching and learning process online in order to avoid the further spread of the virus. One of the schools is SMAS Candimas Pancasari, a senior high school in Buleleng Regency, Bali. In order to conduct the learning process, the English teachers at SMAS Candimas Pancasari use Google Classroom as the online learning platform. Based on the pre-observation, the eleventh-grade teachers at SMAS Candimas Pancasari conducted Task-based Learning through Google Classroom during the COVID-19 pandemic. The use of Google Classroom as the online learning platform is understandable as it is an online educational platform specifically designed to facilitate the online learning process to be as effective and interactive as the face-to-face one with the help of the features (Harjanto & Sumarni, 2019). Furthermore, Google Classroom also offers several advantages to assist the teaching and learning process, such as quick and easy setting, convenient classroom management, collaboration promotion, flexibility, centralized data storage, and safety and security (Harjanto & Sumarni, 2019).

Pre-observation was conducted in SMAS Candimas Pancasari to observe how the English teachers implement Task-Based Learning. The results of the preobservation indicated that the teachers still followed the pre-task cycle, task cycle, and language focus cycle, which were the three cycles of Task-based

Learning. However, the details of the implementation were still yet to be discovered. Since it is crucial to make sure that the implementation of the learning model has followed the guide, further analysis on the implementation at SMAS Candimas Pancasari was needed. Therefore, this study aimed to investigate the implementation of Taskbased Learning through Google Classroom at SMAS Candimas Pancasari during the COVID-19 pandemic and investigate the problems faced by the teachers in implementing it. The teachers must face particular problems in implementing it as the changes occurred so suddenly and they are expected to adapt overnight. This study took an eleventh-grade English teacher at SMAS Candimas Pancasari as the research subject. The teacher was chosen since the teacher implemented TaskBased Learning through Google Classroom in his online teaching and learning process during the COVID-19 pandemic, which made him suitable to be the subject of the study. The data were collected through observation and interview to reveal the implementation and the problems.

Several studies have investigated the implementation or effect of Taskbased Learning in conventional, face-to-face learning or the effects and the use of Google Classroom. Relating to the effects of Task-based Learning on the students, several studies have been conducted by Carolina and Campo (2016), Mukti (2017), and Kandari (2020) which all indicated that the implementation of Task-based Learning in teaching English has positive effects on the students' communicative competence. Another study by Prastiwi et al. (2016) also showed that the application of Task-based Learning in teaching descriptive text writing could successfully improve the students' ability in writing. On the other hand, related to the use of Google Classroom, studies by Yaumul and Suryaningsih (2020) showed that Google Classroom could assist the implementation of Problem-based Learning and students actively participated in the learning process. A study by Syakur (2020) also

revealed that the use of Google Classroom helped improve the average achievement of students and was capable of operating effectively and assisting the lecturers and students. Another study by Salam (2020) showed that the majority of the students were helped and satisfied with the application of Google Classroom in the online learning process.

Therefore, since there is still inadequate information regarding the implementation of Task-based Learning through Google classroom, the study's novelty hinges on the procedure of implementing Task-based Learning through Google Classroom. This novelty is very relevant to the current situation that reinforces remote teaching and learning. Further, considering the importance of investigating how Task-based Learning is implemented through Google Classroom during the COVID-19 pandemic for the sake of better implementation in the future, this study becomes essential to be conducted. Therefore, this study was conducted in order to (1) investigate the implementation of Task-based Learning through Google Classroom at SMAS Candimas Pancasari during the COVID-19 pandemic and (2) to investigate the problems faced by the teacher at SMAS Candimas Pancasari in implementing Task-Based Learning in online class, by taking the eleventh-grade teachers as the subjects of the research and the theory from Baralt (2017) as the grand theory.

1.2 Problem Identification

The conventional, face-to-face implementation of Task-based Learning is done through three main cycles. They are Pre-Task, Task, and Language Focus Cycles (Baralt, 2017; Sulastrri & Marlina, 2017). However, since the beginning of 2020, the teaching and learning process has been conducted online due to the COVID-19 pandemic. As a result, teachers are expected to adapt their teaching

methods, including the implementation of Task-Based Learning, to the online teaching and learning process with the help of an online learning platform. Regarding this situation, Baralt (2017) suggests that Task-based Learning can still be conducted online through some adjustments. The online implementation suggested by Baralt (2017) provides adjustments in the time of the cycle and the platform used in assisting the learning.

SMAS Candimas Pancasari is one of the schools affected by the pandemic, making the English teachers use Google Classroom as the online learning platform. Based on the pre-observation, the eleventh-grade teachers at SMAS Candimas Pancasari conducted Task-based Learning through Google Classroom during the pandemic. The use of Google Classroom as the online learning platform is understandable as it offers several advantages to assist the teaching and learning process (Harjanto & Sumarni, 2019). The results of the pre-observation also indicated that the teachers still follow the three cycles of Task-based Learning. However, the details of the implementation are still yet to be discovered. Since it is important to make sure that the implementation of the learning model has followed the guide, further analysis on the implementation at SMAS Candimas Pancasari is needed. Therefore, this study arises in order to (1) investigate the implementation of Task-based Learning through Google Classroom and (2) investigate the problems faced by the teacher at SMAS Candimas Pancasari in implementing the Task-based Learning in online class.

1.3 Research Questions

Based on the research background and problem identification, the research questions for this research can be formulated as follows.

1. How is the implementation of Task-Based Learning conducted through Google Classroom at SMAS Candimas Pancasari during the COVID-19 pandemic?
2. What problems are faced by the teacher at SMAS Candimas Pancasari in implementing Task-Based Learning in online class?

1.4 Research Objectives

Based on the research questions of this research, the research objectives can be formulated as follows.

1. To investigate the implementation of Task-Based Learning conducted through Google Classroom at SMAS Candimas Pancasari during the COVID-19 pandemic
2. To investigate the problems faced by the teacher at SMAS Candimas Pancasari in implementing Task-Based Learning in online class.

1.5 Research Significance

The significance of the study is viewed from two perspectives. They are theoretical significance and practical significance.

1.5.1 Theoretical Significance

Theoretically, this study is expected to give information about the implementation as well as the problems of implementing Task-Based Learning through Google Classroom at SMAS Candimas Pancasari during the COVID-19 pandemic. Furthermore, the result of this study can be used as a reference in writing related studies in the analysis of the online implementation of Task-Based Learning through a particular learning management system like Google Classroom.

1.5.2 Practical Significance

Practically, this study is expected to give positive significance to the teachers and the other researcher.

1. For Teachers

The teachers can use the analysis of the online implementation of TaskBased Learning through Google Classroom as feedback in the use of the certain platform in facilitating online learning as well as the implementation of the learning model. Therefore, the learning process in the future can be improved.

2. For Other Researcher

The result of this study can be practically used by other researcher as a base on conducting further research on topics that are still unclear, so that more comprehensive data could be gathered.

1.6 Scope of the Study

In order to avoid bias discussion, the discussion of this research was limited into two main focuses, which are the analysis of (1) the implementation of TaskBased Learning conducted through Google Classroom at SMAS Candimas Pancasari during the COVID-19 pandemic and (2) the problems faced by the teachers, as the subjects of the research, in implementing Task-Based Learning in online class.

The research took an English teacher who taught the eleventh grade in the 2021/2022 academic year. The teacher's way of implementing Task-Based Learning was observed through observation and the teacher was also asked through interview as ways of collecting the data. Moreover, the data of the Task-based learning implementation were analyzed in accordance to the theory suggested by Baralt (2017) as the grand theory.

