

CHAPTER I

INTRODUCTION

This study attempts to investigate the implementation of Task-Based English Language Teaching for grade 1 students in Bali Kiddy School. As an introduction of this study, this chapter is started by description of background of the study, aims of the research, research questions, scope of the study, significance of the study, and definitions of key terms. Each of which will be explained in turn.

1.1 Background of the Study

English has been used in most countries around the world as the first, second or foreign language. English is used to communicate among people all over the world as an international language. Therefore, English is essential to be learned by people in order that they can communicate well. In Indonesia, English is used as one of the compulsory subjects that have to be taught from elementary to university level. Four Basic English skills must be mastered by students, they are namely listening, reading, writing and speaking.

The success of teaching English in Indonesia cannot be separated from the students' cultural backgrounds, values, and customs, because Indonesia people have many kinds of local languages with various dialects from a lot of ethnic group. Based on this condition, it can be said that linguistics in Indonesia is complicated by its nature as more than many vernaculars with their various dialects have been used for communication tools in the country. For that reason teaching English to young learners in Indonesia have certain challenges.

Teaching English in the primary school context in Indonesia has become a big challenge for the teachers since twenty-six years ago up to now. The English language policy that is stated by the government in Indonesia, states that the English subject has changed from the mandatory subject into a local subject in the national curriculum. Additionally, English is still

taught from grade 1 level up to six-level in primary school. Therefore, the English subject still has an essential role in the world of education. However, English language teaching has passed through more than four changes in its curriculum since the country is stated to be independent and does not bring any impact on the learning outcomes significantly. This case happened because of the influence of the students' cultures and the non-conducive language environment affecting their language acquisition. Other aspects related to the teachers' performance and class preparations equally contribute to ineffective classroom interactions.

From the time the government has established the 2013 curriculum and its implementation by all schools in Indonesia. The 2013 curriculum still has pros and cons endlessly. One of the fundamental changes in the 2013 curriculum has found in student-centered active learning that is applied contextually in which students are finding the information from their surroundings by themselves.

In entering 21st-century education, 4C skills have an essential role in preparing the students and teachers to be better in the real teaching process at school. National Education Association states that students and teachers need to incorporate 4C skills, they are communication, collaboration, creativity, and critical thinking in giving instruction, motivation, information, problem-solving, evaluate students' ideas, and identifying students' ideas cited in Ainuningsih (2018). From the statement above, the students nowadays are expected to be ready to face the future in which they can apply 4C skills in which have purposed to be a successful citizen beyond school and to prepare young citizenship in global development.

Based on this condition, the students need to improve their skills in using language because they have to be able to use the language properly. In this current situation, the teachers have the responsibility to assist the students in learning and particularly to apply English

through the lessons in the classrooms. Brown (2007) states that in learning a language, it takes an important part and can be uneasy steps to be trodden. There are many elements, such as students, educators (teachers), and administrators are getting together to achieve the goals of learning. In this case, they must do all the process to achieve the goals of learning cooperatively.

In this Era, English becomes an important necessity which is called as industrial revolution 4.0, where everyone from all over the world has been connected and competing the industrial sectors. This means learning English in Indonesia will be more challenging particularly for students there because English is not their mother tongue and it will be difficult to be understood. Based on this situation, in order to help the students' need in learning English, teacher needs an innovation teaching to teach English as a Foreign Language (EFL). To support the teaching learning process that can be conducted in the class, teacher can use Task-Based English Language Teaching (TBELT) to teach the students.

The task-based language emerges as the implementation of the constructivist theory and application of communicative language teaching (CLT) methodology in which have significantly affected into language learning in terms of teaching strategy, developing syllabus and/or curriculum. The task-based view of language teaching is widely influenced by constructivist theory of learning and communicative language teaching methodology (Jeon and Hahn, 2000). This is the reason why TBLT can be used to see how far the students understand the material given. Then task can be the student's evaluation in learning.

The constructivist theory main concept is that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. The constructivist perspective on the nature of learning reflects how people make sense of their experience (Taber, 2011). Alzahrani and Woollard (2013) state that this theory focuses on the

belief that solving problem helps individuals in thinking, learning, and development. Constructivism proposes that learner conceptions of knowledge are derived from a meaning-making search in which learners engage in a process of constructing individual interpretations of their experiences (Applefield, Huber and Moallem, 2017). Thus, in constructivism theory of learning, experience is the best teacher ever. It is very clear that from experience, it can influence factor in determining the success of learning. When teacher teaches the students, teacher can give explanation of the materials to construct their knowledge until the students understand what the materials are given. After the students understand, teacher can give them task to evaluate their comprehension of the materials.

Task-Based Language Teaching (TBLT) is an approach that offers students material and the students have to be actively involved in the processing of learning to accomplish the goal of learning or complete the task (Hashemi, Azizinezhad & Darvishi, 2012). According to Harmer (2007) in Akbulut (2014), TBLT makes the performance of meaningful tasks in the center of the learning process. The term “task” according to Nunan (2004) in Akbulut (2014) is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language. According to J. Willis (1996b: 53) in Shehadeh (2005), he defines that a classroom task is a purpose of the oriented-activity to achieve a real outcome from the students in using a language. By this, the language used in tasks is reflecting the language used in the outside world. The task itself contains instructions for the students to make particular real-context situations in writing or speaking. Indeed, there is an opportunity for the students to use the language. As suggested by Mao (2012), language teaching should interact with learning to create genuine use of the language, and that language proficiency as the goal of learning can be achieved by doing tasks. In other words, TBLT can be trustworthy as an approach to help the students to be more confident and showing their enthusiasm in learning because they can explore their understanding through tasks. The main focus of implementing

TBLT is to give a chance to the students in doing interaction to develop their oral skills of the target language.

Task based learning is a different way to teach languages. It can help the student by placing them in a situation like in the real world where oral communication is essential for doing a specific task. Hence, the task-based approach aims at providing opportunities for learners to use the target language both spoken and written language through learning activities to engage the authentic, practical and functional use of language for particular purposes.

There are some previous studies conducted TBLT in English teaching, Xiongyong (2011) studied Perceptions and Implementation of Task-based Language Teaching among Secondary School EFL Teachers in China. In this study, the teachers' perceptions on challenges and possibilities in implementing TBLT. Marsakawati (2015) studied the use of TBLT in speaking class. In 2016, Marsakawati continued to study how lecturers applied TBLT in ESP course. These researchers were conducted in higher education contexts. Little attention was given to investigate how teachers implemented TBLT for young learners. To fill this need, this study investigated the implementation of TBLT in the elementary school.

In this study, the research subject was grade 1 English teachers at Bali Kiddy. Grade 1 students are categorized as young learners because of their ages are still very young. According to Bland (2015), the expression of young learner is started from the children with the age of three to twelve.

Based on the observation, Bali Kiddy school was chosen because it employed Task-based Language teaching as an approach to teaching students at the primary level. The task is needed to be given when the teachers need to check students' understanding of the material. There are many types of tasks that could be employed based on the activity and the character of the learners. This could be the reason why this study was conducted to find out the kinds of

the task was implemented for grade 1 students. By implementing Task-based language teaching, the school expects to help the students learn well and could improve their achievement in academics.

From the explanation above, this study would discuss in detail to know how to implement TBLT in English classrooms for grade 1 students. It is essential to know the types of tasks used by the teachers for grade 1 students. Additionally, the steps in implementing TBLT would be very informative to tell how well TBLT conducted in English class. The students' achievement could be seen from the way to assess the students in TBLT. By this, the study would gain information about how the students show their accomplishment in learning English using TBLT and whether the teachers were facing problems or difficulties in implementing TBLT in the classroom.

1.2 Problems Identification

There were few studies investigated the types of tasks and conducted the assessment toward TBLT implementation. Moreover, few studies discussed the impact of TBLT implementation on students' achievements in the primary school context. Therefore, this study was conducted to gain more information about TBLT implementation at the primary school level, particularly for grade 1 students. Bali Kiddy school is one of an international school in Bali. The students are from many different countries and most of them have mixed married to local people. Beside, Balinese students study in Bali Kiddy School. Even though the school is an international school, but not all students were able to use English properly in communicating, interacting, or explaining something by using English. This condition was in contrast with Bali Kiddy School's vision which states that Bali Kiddy students can use English properly. To overcome this problem, the teachers had to find a solution to teach students so

that they can use English as a foreign language properly. To do this, the teachers implemented TBLT.

Based on the observation, the students were struggling in English productive skills such as listening, speaking, reading, and writing, therefore the teacher implements TBLT as an approach to teach grade 1 students. The teacher prepared the tasks as the main activity or extra activity for the students. Many types of tasks can be conducted in the classroom. This is the reason why this study needs to be conducted to answer the types of tasks given by the teacher, include the procedures in giving the task and how well the improvement of the students' achievements in learning English through Task-Based Language Teaching. Besides, this study has investigated the problems were faced by the teachers in implementing TBLT.

1.3 Limitations of The Study

In a present study, the limitation must be conducted to limit the discussion of the study. In this research, the researcher limits the present study on the grade 1 students, types of tasks used for grade 1 at Bali Kiddy School in order to know the task types that can support the students' achievement. Besides, the researcher also limits this study in research subjects, they are grade 1 teachers, and grade 1 students at Bali Kiddy School. This research was limited with the time to collect the data in order can support this study.

1.4 Statement of The Problems

Based on the problem identification above, the research questions can be formulated as follows:

1.4.1 What types of task were implemented by the teachers in teaching English for grade 1 at Bali Kiddy School?

1.4.2 How was TBLT implemented in teaching English as a Foreign Language?

1.4.3 How was assessment conducted during students' achievements?

1.4.4 How were the students' achievements after TBLT are implemented?

1.4.5 What problems were faced by the teachers in teaching using TBLT in the classroom?

1.5 Purpose of The Study

The purposes of the study are as follows:

1.5.1 To identify the types of TBLT implemented by the teachers in teaching English for grade 1 at Bali kiddy School

1.5.2 To describe the procedures of implementing TBLT in teaching English as a Foreign Language

1.5.3 To describe the instruments used to assess students' achievements in learning English

1.5.4 To explain the students' achievements toward English after implementing TBLT

1.5.5 To explain the problems faced by the teachers when they taught using TBLT in the classroom

1.6 Significance of The Study

This study is expected to give the significance of the study which is divided into two namely theoretical and practical significance importances to the teaching and learning process in English especially in teaching young learners. The significance of the study can be described as follows.

1. Theoretical Significance

Theoretically, research findings were expected to give confirmation to the previous theory. It was also beneficial to enhance and enrich theoretical foundation of English Language Teaching particularly in the implementation of Task Based English Language Teaching which is used by English teacher to teach English.

2. Practical Significance

Practically, these research findings are expected to be beneficial for the students, teachers, and other researchers.

a. For the Students

The students were expected to be assisted effectively in the teaching learning process. Moreover, it was expected to encourage the students to show a positive attitude toward English because it could affect students' success in learning the language.

b. For the Teachers

This research was expected to be useful for the teachers in providing a deeper understanding of the effective strategy used in conducting the teaching-learning process of English subjects. Moreover, this study was also helpful for teachers in designing the lesson plan and media and to evaluate students' achievement in the classroom by involving students' attitudes within this research, the teacher improved his/her awareness of the importance of considering attitudes in conducting the instructional process.

c. For other Researchers

This research was expected to be a first-hand reference for further research about Task Based Language Teaching in general or on EFL teaching and learning

particularly. Furthermore, it is expected that the other researchers could design a more intensive research by investigating other moderator and intervening variables.

1.7 Definition of Key Terms

1.7.1 Conceptual Definition

1.7.1.1 TBLT

TBLT stands for Task-Based Language Teaching. Moore (2018) states that TBLT is an approach by using tasks as a unit of analysis to support language teaching research and practice in communicative language teaching.

1.7.1.2 Task

Nunan (2004) stated that a “task” is a part of classroom work that conducted by the learners to help them in comprehending, manipulating, producing or interacting in the target language while their attention is directed to their grammatical knowledge to express the meaning rather than to duplicate form. The task should be in detail, being able to be guided from the beginning, the middle, and the end.

1.7.1.3 Young Learners

There are some experts define young learners as the children who have age around 5 to 12 years old. They called the critical period since the children start to have this period and will be ended during their puberty period (Slatterly and Willis, 2003: Scott and Ytreberg, 2001; Gordon, 2007; Singleton & Ryan, 2004; in Nunan, 2004).

1.7.2 Operational Definition

1.7.2.1 TBLT is an approach used to facilitate the students' learning center by providing them the tasks. This approach insists the students to learn by doing.

1.7.2.1 Task

Task is a classroom activity that conducted by grade 1 students in Bali Kiddy School to improve their understanding in learning English. It can be kinds of problem solving, listing, matching, giving information and presenting.

1.7.2.2 Young learners

The young learners here concern to grade 1 students of Bali Kiddy school as the youngest level from 1 to 6 in primary school.

