

CHAPTER I

INTRODUCTION

This chapter discussed about background of study, statement of the problem, the objective of study, significance of the study, scope and limitation, definition of key term.

1.1. Background of The Study

Language exists to fulfill a wide range of communication, reflected in the form of the language use. It is firstly spoken then represented on writing depending upon the spoken form. In English subject, Language is very important especially for basic of communication. According to Govier (1992: 87) “Language is an essential tool of thought, one whose effects go very deep and language is importance at every stage” .

In the teaching and learning process, language skill is divided into four language skills namely; listening, speaking, reading, and writing. In each of the four skills, we have linguistic units and vocabulary, phonology, morphology, and syntax. A language learner needs to learn these components so that he or she can recognize and produce both wellformed and acceptable sentences.

Speaking is one of the four language skills that must be provided by the teacher in teaching and learning English. Most of the students are able to understand English texts but they have no ability to speak or communicate in English. Since knowledge of how to speak well is not something that comes naturally, but a skill that has to be developed, a mastery of speaking can be

achieved most quickly and thoroughly through practice. The more it is practiced, the more skillful the person will be. For the students, speaking must be finally interpreted as the ability set out the ideas into spoken language.

Speaking is an important ability for the students who study English as the second language or foreign language. English has different spelling between the pronunciations and the written text, so the students have to study English carefully.

Speaking is not successful in teaching and learning process in SMP Islamic Qon. Speaking needs practice and practice. Most of the students are able to understand English text but they do not have the ability to speak or to communicate in English. In the other hand, the teachers more focus their teaching in reading and structure, It causes the students get difficulty in other skills especially in speaking.

Speaking is one of productive skill in English which is important. According to Richard (2008) the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Learners often evaluate their success in language learning based on their achievement in the spoken language. If they are good in the speaking, it indicates they have been success in their language learning proses. From the speaking we can measure someone capability in using foreign language. It stated by Nunan (1991), success is measured in terms of the ability to carry out a conversation in the (target) language. As the basic skill of English, Language in English conversation needs to be improved especially in Junior high school.

Speaking is fundamental to human communication. If we count of how much conversation we have in one day compare to the written communication we do in one day, we will know that most people speak more than write. But, in fact many people including learners feel that speaking foreign language is difficult.

There are various reason why speaking is difficult to learn. According to Geyser in his article, speaking is one of the most difficult skills because it involves real-time processing, which means that learners don't have much time to formulate what they want to say and how to say. Poor vocabulary also become the reason why speaking is difficult. It is also claimed by Liu and Jackson (2008) in their research that lack of vocabulary was regarded as a main obstacle for spoken communication by Chinese English learners. Gan (2012) also find the same result in the Hong Kong ESL students. From that reasons, students often avoid to speak and they never get the opportunity to build up confidence to practice.

Speaking is a tool to assist the identification and labeling of components of linguistic interaction that was driven by his view that, in order to speak a language correctly, one needs not only to learn its vocabulary and grammar, but also the context in which words are used. Many research about speaking method in the classroom were conducted by some researchers. Razmjoo and Adekani (2011) investigate the model of speaking strategies for and found that offline and online strategy applied by EFL learners in Shiraz University Language Center and Bahar Language Institute. Meanwhile another researcher Ali Akbar (2009) in the effect of task based techniques, gender, and different levels of language to proficiency on speaking development. While some researchers suggest that the traditional methods include prescribed steps that provide teachers with a clear schedule of

what they should do (Rivers, cited in Skehan, 1996), other researchers emphasize the importance of task-based approaches to communicative instruction which leave teachers and learners freer to find their own procedures to maximize communicative effectiveness (Gass & Crookes, cited in Skehan 1996; Prabhu, 1987; Long & Crooks, 1991; Nunan, 1989). As important tools in language teaching, tasks are described by many researchers as activities that will be completed while using the target language communicatively by focusing on meaning to reach an intended outcome (Bygate, Skehan and Swain, 2001; Canale, 1983; Lee, 2000; Nunan, 1989; Prabhu, 1987; Richards & Rodgers, 2001; Skehan 1996). In particular, speaking classrooms are well suited for task-based instruction, given that the approach favors real language use in communicative situations. This study will explore using of task-based instruction on the development of learners' speaking skills.

Task-based instruction (TBI) is regarded as an alternative method to traditional language teaching methods because it favors a methodology in which functional communicative language use is aimed at and strived for (Brumfit, 1984; Ellis, 2003; Willis, 1996). Also, TBI is considered to be an effective approach that fosters a learning environment in which learners are free to choose and use the target language forms which they think are most likely to achieve the aim of accomplishing defined communicative goals (Ellis, 2003; Willis, 1996). In the literature, two early programs applying task-based instruction within a communicative framework for language teaching were implemented. These were the Malaysian Communicational Syllabus (1975) and the Bangalore Project (Beretta and Davies, Beretta, cited in Richards & Rodgers, 2001; Prabhu 1987).

Although these instructional programs were relatively short-lived, they received considerable attention in the language teaching community and are still being discussed and debated as other attempts to create similar programs (Beretta & Davies, 1985; Prabhu 1987; Richards & Rodgers, 2001).

The term 'task', which is one of the key concepts in task-based learning and teaching, is defined in different ways in the literature and instructional tasks are used for different purposes. In everyday usage, tasks are seen as the commonplace goal-directed activities of everyday life such as cooking dinner, writing a letter, building a model (Long, cited in Ellis, 2003).

The task-based view of language teaching, based on the constructivist theory of learning and communicative language teaching methodology, has evolved in response to some limitations of the traditional PPP approach, represented by the procedure of presentation, practice, and performance (Ellis, 2003; Long & Crookes, 1991). Presentation, Practice, and Performance is a traditional approach, That means in PPP, The teacher is a centre and focus on form language, But TBI is a modern Approach, the students is centred and focus on meaning. TBI is Development from PPP. In PPP Method, students are seen as "language learner", Whereas in TBI, they are treated as "language users" (Ellis, 2003 in Kasap; 2005) Thus, it has the substantial implication that language learning is a developmental process promoting communication and social interaction rather than a product acquired by practicing language items, and that learners learn the target language more effectively when they are naturally exposed to meaningful task-based activities. Such a view of language learning led to the development of various task-based approaches in the eighties (Breen, 1987;

Candlin & Murphy, 1987; Nunan, 1989; Prabhu, 1987), and during the nineties, has developed into a detailed practical framework for the communicative classroom in which learners perform task-based activities through cycles of pre-task preparation, task performance, and post-task feedback through language focus (Skehan, 1996; Willis, 1996). Specifically, Ellis (2003) indicates that TBLT (Task – Based Language Learning) has been re-examined in recent years from different perspectives including oral performance, writing performance, and performance assessment. The goal of TBLT and TBI is communicative outcomes.

The design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. Various designs have been proposed (e.g. Estaire and Zanon 1994; Lee 2000; Prabhu 1987; Skehan 1996; Willis 1996)The design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. Various designs have been proposed (e. g. Estaire and Zanon 1994; Lee 2000; Prabhu 1987; Skehan 1996; Willis 1996) .

Speaking tasks are helpful to fulfill the conditions to practice the target language communicatively. Through design of communicative tasks in speaking classes, fluency can be achieved, and accuracy can be promoted through these pedagogic tasks (Brumfit, 1984). In designing speaking tasks, an essential point is to estimate the difficulty level of the tasks. Some complexity is seen as necessary to vary the language used in order to have challenging communication (Skehan, 1996). According to Skehan , when students are asked to complete tasks that require a lower level of language use than their proficiency levels permit, they may not work on these tasks as diligently as they should, and it is less likely that

they will adequately achieve the three stated goals of fluency, accuracy and complexity. The appropriate level of task difficulty may, thus, enable learners to focus on fluency, accuracy and complexity equally.

The success of teaching learning process including teaching learning of speaking is greatly influenced by some components namely the teacher, students, methods, curriculum, facilities and environment. The teaching and learning of speaking can be done effectively if the whole influencing components support each other to reach the goal. So identifying the problems and the causes of the problems of the teaching learning of speaking is very important. By knowing the problems and the causes of the problems, the solution will be easily identified. And the later the teaching learning of speaking process will run well.

According to the background of the study above The researcher choose the topic about “ Developing Speaking Material By using Task Based Instruction “ The student is a important subject for the teaching learning strategies. This research to aim teacher to develop of learning strategies

1.2. Statement of the Problem

According to the background above, the statement of the problem to “ Develop Speaking Material By Using Task Based Instruction for 7th grade students of Junior High School”.

1.3. Purpose of the Study

The purpose of this study is to develop an English speaking material by using Task Based Instruction for seventh grade students at junior High School to be more interesting and actively in learning speaking activity.

1.4. Significance of the Study

The result of this study is divided into namely; theoretical and Practical Significance:

1.4.1. Theoretical Significance

- a) It is expected that result of this research will provide material of English that appropriate the syllabus of school in seventh grade of Junior High School
- b) It is expected that the result of the study will develop material of English speaking for seventh grade of Junior High School
- c) It is expected that the result of the study will give contribution to the material of English speaking, especially on seventh grade for Junior High School.

1.4.2. Practical Significance

a) Students

It is expected that use of Task Based Instruction can be good way in material of learning for the student during speaking teaching and learning in class. So the students can enjoy and interested in learning speaking, because this material can be give motivation for student.

b) Teacher

It is expected that this study will give a good contribution particularly in teaching of English speaking the Junior High School and motivate the student to learn English especially speaking. It can give inspiration for teacher to create interesting method and strategy in teaching learning process.

c) Next Researcher

It is hoped that the result of the study can give the information related to develop an English speaking material by using task based instruction.

They could analysis the content of material based on some criteria of good text book. This Task Based Instruction could inspire the next researchers in developing some kind of task evaluation for seventh grade of junior high school in teaching learning process.

This Task Based Instruction also could inspire for the researchers in developing speaking material more into same way for other grade. The last, This Task Based Instruction can be the previous study for the next researcher who wants to conduct a research and development in speaking area using Task Based Instruction. This product may also be taken into an action research to find out the effect of implementing this product in teaching and learning speaking class.

1.5. Scope and Limitation

This study focused on Developing Speaking Material by using Task Based Instruction for the seventh grade of Junior High School in this case using Auto Run. Task Based Instruction was communicative language approach whereby language learner must work together and use the second language to solve an authentic communicative of speaking. It meant Task Based Instruction focused on the use authentic language and on asking students to do meaningful tasks using the target language, such as task could include visiting a doctor, conducting an interview, or calling

customer service for help. In Task Based Instruction the student must doing task. The student could collaborate with their friend when they got task from the teacher and the students made a small group to work together about task. Because this title Developing speaking material using task based instruction. So, the material focused on speaking for seventh grade Junior High School.

Moreover, this study was limited to seventh grade of Junior High School First Semester. The material based on curriculum 2013 for seventh grade of Junior High School.

1.6. Definition of Key Term

The definitions of key terms are given in order to avoid misinterpretation and the key term that are necessary to defined are:

1. Developing material is a dynamic process of improvement, which implies a change, growth and advancement the English for Young Learner (EYL), Material toward something better.
2. Speaking is an interactive process of constructing that involves producing and receiving and processing information between somebody and the other.
3. Auto Run is a feature of the window operating system that causes a certain file to open or a certain program to run automatically as soon as a compact disc (CD) is inserted into the CD drive. The action taken is determined by a file called AUTORUN.INF. If the file to be opened is a music or multimedia file, the feature is called AutoPlay. Longtion

AutoRun is a kind of process in learning language which uses computer as the media. In this case, Longtior AutoRun is used to develop English speaking for seventh grade student at Junior High School.

4. Task based instruction is communicative language approach whereby language learner must work together and use the second language to solve an authentic communicative of speaking.