

# CHAPTER I

## INTRODUCTION

This chapter presents the introduction of the research. It covers the background of the research, research questions, and aim of the research, significant of the research, scope of the research, clarification terms, and thesis organization.

### 1.1 Background of the research

Along with the development of all country around the world, the need of English as one of the international languages to communicate is high. There are many work fields mentioned English ability as one of their obligation requirements. Since human error indicated as one of the causes of a work accident. Low language competence can lead toward work accident. A research by Paul & Ben (2009) about language issues as underestimated danger in major hazard showed a result that low language competence causes more hazard. Moreover, Data from international labor organization (ILO) revealed that in 2014 there is one employee dies every 15 seconds. Since English for general purposes (EGP) could not suit in all work field, community realizes that English teaching profession is needed. Regarding the content in ESP is designed based on the learners' need, teacher's roles are seen as one of the key external factors that may develop students' ability, especially in English communication (Sadtono in Rahmawati: 2003). Unfortunately, the teaching of ESP seems could not reach the expectation. Andriani (2014) mentions that one of the problems in teaching ESP is teachers sometimes only ask the students to memorize terminologies in the subject field. Hence, in order to meet the students' needs, teachers should use a method and instruction that should be implemented in the class to make students not only enjoy learning the language but also meet their needs, so they can achieve the goal of the course. Richards (2001) mentions that ESP course is aimed to prepare the learners to execute specific task or set of a tasks. Therefore, one of the methods which carry out task or set of task is Task Based Instructions (TBI).

The task-based instruction (TBI) is also known as task-based language teaching (TBLT), or Task-based language Learning (TBLL). TBI expects students to get involved actively using their English in finishing the task given. Lee (2001)

Ivonne Susan, 2016

**THE IMPLEMENTATION OF TASK BASED INSTRUCTION IN TEACHING ESP**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

states that TBI is a method which allows students to use the language, and it is learned as a vehicle for communication, and put the students in the position of language users, not as the learners. TBI is focused on the task, not the structure (Harmer: 2001). The use of active and real tasks as learning activities are likely to help the learners to be able to apply their ability in the real situation.

TBI would be very beneficial in teaching English. Some studies conducted by many researchers had proven that TBI helped them teaching English. As a research conducted by Yan (2014) about The Task-Based Teaching of Writing to Big Classes in Chinese EFL Setting. This research conducted to explores how to teach English writing to big classes in China from the perspective of task-based teaching. Several factors calling for future attention, such as teachers' roles, monitoring, and evaluation in the practice of task-based instruction. It is hoped that this proposed procedure of task-based approach can serve as an inspiration for other foreign language teachers and stimulate more studies in task-based learning and teaching. Other study conducted by Marashi and Dadari (2012) about the impact of using task-based writing on EFL learners' writing performance and creativity. They found based on the statistical analysis demonstrated that learners benefited significantly from task-based writing in terms of both their writing and creativity. Nejad and Khosravian (2014) conducted a research on the development and evaluation of an achievement test for measuring the efficacy of task-based writing activities to enhance Iranian EFL learners' reading comprehension. The research discovers that the developed test is a reliable measure of the construct it claims to be measuring, namely assessing the efficacy of task-based writing activities in enhancing EFL learners' reading comprehension. It was shown that the test enjoys a fairly high level of reliability. In 2014 Esfandiari attempted to identify whether or not task-based writing improves young teenage learners' reading skills. This research discovers that task-based writing instruction impacts positively on the reading skills of young teenage EFL learners. Another research is conducted by Farahani and Seyedi (2014) about the application of task-based writing and traditional writing on the development of reading comprehension of EFL advanced Iranian learners. It attempts to find out whether or not traditional writing makes a significant contribution to the development of reading comprehension. And the result showed that traditional writing instruction was not a good means of improving reading comprehension. Basquille's study

(2004) discusses Task-Based Learning that was conducted in an English course of upper-intermediate level. Basquille's study (2004) discusses about task-based learning that was conducted in an English course of upper-intermediate level. You-hua's paper (2006) discusses the application of task-based approach in classroom English teaching and learning. The research was held in Nanjing University of Information Science and Technology to two classes of English Major. The journal was written by Ramendra and Barustyawati (2007) about a study in increasing students' speaking skills by using task-based activity combined with audio-video recording (AVR). Since TBI was proven as one of good teaching methods and it also mentioned by Richards (2001) that ESP course is aimed to prepare the learners to execute specific task or set of tasks.

Several studies were conducted in ESP covered a research conducted by Xie and Adamson (2015) about how effective is workplace English for occupational purposes (EOP) training? The research was focused on the effectiveness of the EOP programs offered in Chinese workplace. The result of the research showed that the framework for evaluating EOP programs in the workplace is developed. Other research was conducted by Lü, Rau, & Yu-fang (2015) about secretarial needs in a bicultural academic office. The research was aimed to explore the communication needs of those in secretarial positions in a bicultural academic office. the result of the research revealed that the perceived the communication needs identified by participants include being a caretaker with high English competency, being a good communicator with a service attitude and high EQ, and being a life-long learner of pragmatic strategies. Research by Boshrabadi, Biria, & Nikbakht (2015) about critical evaluation of lexical categories in ESP textbook used for Iranian dentistry students: the gap between perceived and real needs. The result showed that the target textbook appropriately fostered the lexical requirements of the participants by filling the gap between perceived and real needs. A research by Estaji & Rahimi (2014) about revisiting the ESP teachers' perception of resilience: a call for the more professional development of teachers. The result revealed that Chi-square and frequency count results indicate the significant difference between teachers, resilience and their level of teaching experience. Research by El achachi & Graia (2014) about motivation in the ESP classroom: the case of Algerian biomedical engineering students. The result of this research showed that biomedical engineering

students lack motivation because of a number of reasons such as low English language proficiency level, inappropriate course content, teaching methods and materials, unpleasant classroom atmosphere, inadequate teacher-student relationship, and insufficient timing allocated to the English course.

The above studies point out some implication in the use of TBI in language teaching, however, the research on the implementation of TBI in teaching ESP (English for specific purposes) in Indonesia was rarely to be conducted. Therefore the present study will try to discover what method that was used by the teacher in teaching ESP. Moreover, this study will try to uncover whether or not the used method was suited with the theory of the method. This research was conducted in one of Sekolah Bahasa in Bandung.

## **1.2 Research questions**

This research is aimed to answer these two research question. The research questions are as follows:

1. How does the teacher implement Task-Based Instruction (TBI) in ESP class?
2. What are the benefits and limitations in applying Task-Based Instruction (TBI) in ESP class?

## **1.3 Aims of the research**

The aims of the research are as follows:

1. In order to find out how the teacher implement Task-Based Instruction (TBI) in ESP class.
2. To identify the benefits and limitations of Task-Based Instruction (TBI) in ESP class.

## **1.4 Significance of the research**

The result of this study is expected to contribute significance development in English teaching especially in ESP class. It is also expected to enrich teacher's point of view in choosing teaching method for ESP class. It is also expected to enrich the references for the next researchers who wants to investigate a similar topic.

### **1.5 Scope of the research**

This research focuses on the implementation of TBI, especially in language learning. How the teacher implement TBI in the classroom especially in ESP class. Since it is a research on the implementation of TBI, it seeks information of how TBI is implemented in three stages such as pre-task, task cycle, and form focus. What activities that the teacher use in pre-task, what activities that the teacher use in the task cycle, and what activities that the teacher use in form focus task. Furthermore, this research tries to uncover limitations of utilizing TBI in ESP class. This research is conducted in one of English courses in Bandung

### **1.6 The clarification of terms**

In reporting this thesis, there are several key terms which necessary to clarify In order to avoid misunderstanding. Those key terms include the Task-Based Instruction (TBI), English for specific purposes (ESP),

- English for specific purposes (ESP): the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain Paltridge (2013:2)
- Task-Based Instruction (TBI): “teaching-learning process based on a performance of meaningful tasks” Harmer (2001).

### **1.7 Thesis organization**

This research covers five chapters. Chapter one covers the introduction of the study which is consist of a background of the study; research question; objectives of the study; significance of the study; scope of the study; clarification terms; and thesis organization. Chapter two covers of the theoretical framework of the study. Chapter three deal with the method which is used in conducting the study. It consists of research method; data collection; and data analysis which is utilized in the study. Chapter four covers the finding and discussion of the study. Chapter five covers the conclusion and suggestion of the study.