CHAPTER I

INTRODUCTION

This chapter presents a general description of the paper. It covers the background of the study, the statement of the problems, the scope of the study, the aims of the study, the methodology of the study, participants, clarification of main terms, and the organization of the paper.

1.1 Background of the Study

English is one of the foreign languages that is important to be mastered, especially for Indonesians. Since many instruction of machines, electronics, computers, medical tools, manual books, etc. use English. Besides, many companies require the applicants to have proficiency in English, at least passive English. Moreover, Indonesia needs many smart people, not only in their fields, but also in English, to make some deals with people who come from other countries.

The demand of English has triggered Indonesian government to put English into the curriculum, and make English as one of the compulsory subjects in high school. English, even, has been taught in elementary school, as an elective subject, since several years ago.

Although English is not a compulsory subject in elementary schools, it is strongly recommended by the government to be taught at the elementary

education level. The aims are to make the students familiar with English in their early age, and they can understand English, hopefully, in written and oral form.

However, English for elementary school has been stated in curriculum of 1994 and developed in curriculum of 2004, but the development of teaching and learning English is not good enough (Andini: 2007), so the result of teaching and learning in elementary school is not yet satisfactory. It might have probably been influenced by the teacher's ways.

The instructions that are used to teach the elementary school students emphasize more on mastering grammatical structure, so that the students fell burdened than joy in learning English (Andini: 2007). Moreover, the students are often asked to memorize the material than to give their own opinions (Utami: 2004).

Another factor comes from the students themselves. They are too shy to speak in English because they are afraid of making mistakes, which make them cannot save their face in front of their friends. It is supposed to, still according to Andini, the most difficult cause to the students to use their English in their daily lives.

From the causes above, teacher, therefore, is one of the crucial external factors that may develop students' ability, especially in English communication (Sadtono in Rahmawati: 2003). Teachers should decide what method and instruction that should be implemented in their class to make their students enjoy learning the language, so that they can understand the materials given. Besides, they have to motivate their students to speak.

In fact, there are many ways that teacher can apply to teach it, but it is the teacher responsibility to find the best way, so that the learning goals can be achieved. Hernowo (2005, p. 7) states "learning is most effective when it's fun", so it is highly recommended that the teachers use the fun way to teach them, but it does not mean they have to play all the time. The word "fun" means the teachers use the friendly ways where the students enjoy in studying English and the goals of the instruction are still achieved.

One of the alternative instructions that can be used in teaching English is task-based instruction, in which the students are expected to be involved actively using their English in finishing the task given. The task-based instruction, also known as task-based language teaching (TBLT), or Task-based language Learning (TBLL), is a method of instruction that allows students to use the language learned as a vehicle for communication, and put the students as the users of the language, not as the learners (Lee: 2001), the focus is the task, not the structure (Harmer: 2001).

From the explanation above, the writer intended to investigate: (1) the implementation of task-based instruction in English teaching and learning of the fifth grade of SD Kartika X-3; (2) the problems encountered by the teacher in implementing TBI; (3) the problems the students encountered in the implementation of task based instruction; and (4) the students' responses to the use of task-based instruction. The writer, finally, decided to take "The Use of Task-Based Instruction in English Teaching and Learning in an Elementary School" as the title of the research.

1.2 Statement of the Problems

In this research, the writer mainly wants to find out the implementation of task-based instruction in English teaching and learning of SD Kartika X-3 fifth grade. Therefore, this research will focus on the following questions.

1. How is the task-based instruction implemented in English teaching and learning of SD Kartika X-3 fifth grade?
2. What problems does the teacher encounter in implementing task-based instruction?
3. What problems do the students encounter in the implementation of task-based instruction?
4. What are the students' responses toward the use of task-based instruction?

1.3 The Scope of the Study

The study focuses on investigating the English teaching and learning of fifth grade of SD Kartika X-3. It is specified only to describe the implementation of Task-Based Instruction (TBI) as it is experienced by the teacher and the students in the classroom.

1.4   Aims of the Study

The aims of this research would be based on the statement of the problems. They are:

1. to investigate the implementation of task-based instruction in English teaching and learning of SD Kartika X-3 fifth grade;

2. to find out the problems the teacher encountered in implementing task-based instruction;

3. to find out the problems the students encountered in the implementation of task-based instruction; and

4. to investigate the students' responses toward the use of task-based instruction.

1.5 Methodology

This part presents the research method that is used in this study, the way in collecting the data, and the way the data collected are analyzed. Moreover, the end of this part would explain about some strategies that were applied in testing the validity of the data to build the trustworthiness of them.

1.5.1   Research Method

The research approach used in this paper is qualitative. Berg (2007, p.3) states that qualitative research refers to "the meaning, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things."

The decision to use this method was based on the writer's intention to get an in-depth understanding by investigating the process that occurred in this type of teaching and learning.

Furthermore, this study would use case study method. Yin (2003) claims, as quoted by Berg (2007, p. 283):

> Case study is an approach capable of examining simple or complex phenomenon, with units of analysis varying from single individuals to large corporations and businesses; it entails using variety of lines of action in its data-gathering segments, and can meaningfully make use of and contribute to the application of theory.

1.5.2 Data Collection

This research would be held more or less for four meetings, and it takes two hours lesson per meeting, with 40 minutes per one hour lesson. The data of the research were collected through the following various methods:

1. Participant observation

Participant observation is one of the most common methods for qualitative data collection. It requires the writer to become a participant in the context being observed (Trochim: 2006). In this study, she took part as a participant observer, that was, as their teacher. The observation in this study was conducted to investigate the students' learning activities. From this observation, she was not only able to analyze their academic progress, but also to notice their reaction to the tasks given, through observing their activities in the class.

In addition, the writer would write down anything that happened during the teaching and learning process when the task-based instruction given in a

teacher's journal. It is important to know the growth of the students meeting by meeting.

2.   Interviews

The qualitative research interview tries to describe the meanings of the subjects' central themes in the life world. The purpose of the interview is to understand the meaning of what the interviewees say (Kvale in Valenzuela & Shrivastava: n. d.).

For this study, the interview was addressed to the students to find out their opinion about their English learning by using task-based instruction and to find out the problems they encounter in the implementation of task-based in their English learning. The interview was conducted after the task-based was given. The interview was conducted to six students as the representative, to the students that got good, medium, and low achievement in English lesson, two students each.

3.   Questionnaires

To get more information from the other students, the questionnaires would be administered to them. Questionnaire is 'a set of questions for obtaining statistically useful or personal information from individuals' (Meriam-Webster Online Dictionary: 2008).

In this study, the aim was to identify the students' responses to the use of task-based instruction and to find out the problems they encounter in the implementation of task-based in their English learning.

In addition, the procedures of collecting the data that the writer went through were:

- Finding out some theories and concepts related to the research.

- Conducting the observation, where the writer took part as a participant observer, that was, as their teacher, to investigate the students' learning activities.

- Administering the questionnaires to the students.

- Carrying out the interviews.

- Organizing and analyzing the data obtained which afterwards they would be presented and discussed to draw some conclusions.

1.5.3 Data Analysis

The data of this research were analyzed by using descriptive qualitative analysis. Based on Miles and Huberman (1994), researchers can use the three concurrent flows of activity: data reduction, data display, and conclusion drawing, in analyzing the data.

a. Data Reduction

Data reduction means the process of selecting, focusing, simplifying, abstracting, and transforming the data that emerge in written-up field notes or transcriptions. In this study, the data collected would be selected, focused, simplified, abstracted, and transformed, even before the data actually collected, so that the writer had a clear view about the study. Moreover, it is easier to her to collect the further data and find another data she is needed.

b. Data Display

The second step in analyzing data according to Miles and Huberman is data display. They states that ' looking at display helps us to understand what is happening and to do something-either analyze further or take action-based on that understanding.'

In qualitative research, the data can be displayed by using many types of graphs, charts, matrices, and networks. However, the most common form for displaying qualitative data in the past has been extended text (Miles & Huberman: 1994).

c. Conclusion Drawing

After reducing and displaying the data, the writer then made an interpretation on the data analyzed. Eventually, she drew some conclusions and recommendation for further research.

1.5.4   Testing the Validity

Testing the validity is important to test out the trustworthiness of the data. According to Alwasilah (2002), validity is the truth of a description, conclusion, interpretation and other kinds of reports.

To test the validity and to construct the trustworthiness of this study, there are some kinds of strategies that were applied: triangulation, feedbacks, and member checks.

1.   Triangulation

In this study, the writer used triangulation in analyzing the data achieved. Triangulation is applied to obtain as many data as possible and to avoid bias data because a bias in one datum can be neutralized by another datum from another source or method of data collection (Alwasilah: 2002).

The data are collected through various ways, as it is mentioned above, participant observation, questionnaires, and interviews. The writer held the participant observation and jotted down the process of the observation in the journals, and then, to avoid bias the findings were compared with the information gathered from the interviews and questionnaires.

2.   Feedback

Asking feedback, comments, and critiques from others are needed to identify validity bias and researcher's assumption, and also logical weakness of the research as well (Alwasilah 2002). The people that can be asked are the experts of the study, supervisors, peers, and other people that understand about the study.

In this study, it involved asking those who know the research situation well. The writer asked feedback from her research supervisors, some critical friends and other observers that involved in this research, the head teacher and English teacher of SD Kartika X-3.

3.   Member Checks

Member check is the very important feedback from the participants. This technique can help the researchers to: (1) avoid misinterpretation of participants' answer of the interviews, (2) avoid the misinterpretation of participants' attitude in the observation process, and (3) confirm participants' perspective of the process that is happening (Alwasilah: 2002).

After doing the observation, holding the interviews, and administering the questionnaires to the participants, the writer would analyze the data collected, and then reconfirm it to them to test the validity of the data. Moreover, the data would be corrected, changed and even added based on the information from this member checks.

1.6 Participants

The participants of the research would be the fifth grade of SD Kartika X-3 students. There are three classes of fifth grade in SD Kartika X-3, but this study would only focus on one class as the participant class. The class was randomly chosen. It consists of 32 students.

The writer takes the fifth grade of SD Kartika X-3 students as the participants because she has access to the school and the students. Besides, this school warmly opens the cooperation to conduct the research.

1.7 Clarification of Main Terms

Before starting a research, it is needed to have a clear view about what we are going to deal with. Thus, the main terms that highly relate to this research are going to clarify in this part. The terms are:

1. The use : The application of task-based instruction in the classroom of fifth grade of SD Kartika X-3 Students.

2. Task-Based Instruction : an instruction that allows students to use the language learned as a vehicle for communication, and put the students as the users of the language, not as the learners (Lee: 2001), the focus is the task, not the structure (Harmer: 2001).

1.8 Organization of the Paper

This paper research is organized into five chapters as follow:

CHAPTER I

This is an introduction chapter that consists of the background of the study, the statement of the problems, the scope of the study, the aims of the study, the methodology of the study, participants, clarification of main terms, and the organization of the paper.

CHAPTER II

This chapter will be an explanation of the theoretical framework that is relevant to the research.

CHAPTER III

This part is the methodology of the research, which contains the method of the research.

CHAPTER IV

It is the results and discussions chapter, which will describe, analyze, and discuss the data and the finding of the research.

CHAPTER V

This last chapter is conclusion and suggestion chapter. It contains the writer's interpretation of the result of her research in the form of conclusion and suggestion.