

CHAPTER I

INTRODUCTION

Here, there are some aspects explained regarding the topic used in this study starting from background of the study, the questions of the research, object of the reaserch, significance of the study, scope and limitation of the study and the definition of key terms.

1.1 Background of The Research

Nowadays, education has been the important thing around the world. Ayn Rand, in a book written by Bathia (2018), states that the only reason of education is to teach how to live his life by developing his mind and equipping to deal with reality. By increasing both knowledge and attitude towards someone can help them to know what to do in real life. Education always relate to learning process whether at school or at home for people who take home-schooling. The process of adequating people in learning to sharpen the knowledge, skills, values, beliefs and habbits called as education.

As we know, English becomes a global language that unite all communication in numerous dialect. In fact, English as a part of education for countries. English as an international language with emphasis on learning different major dialect forms; in particular, it aims to equip students with the linguistic tools to communicate internationally. English as a foreign language (EFL) is dedicated to teach children which are non-native English speakers from all over the world to learn and mastering English.

In English subject, there are four skills have to be mastered by the learners, these are speaking, listening, reading and writing. The four primary skills that mentioned before often called as integrated skill. These four skills mostly are used when the comunication occurs. Integration of the four skills is concerned with realistic communication. Most of time, learn English will focus on a skill and it often takes much times to be done. As Richard and

Burns (2012) cited in the past listening and reading were described as passive skills while speaking and writing as active skills and later recognised that all language skills are 'active' (Burns and Siegel; 2018). It is not completed at all when the teacher is teaching English just focuses on only one skill. This is more efficient if teacher can lecture the students with the four skills in one time.

Task-Based Learning is an approach to engage students with the complexity of English language so that they can gain the true image to communicate naturally Burns and Siegel (2018) stated much recent manifestation of methodoligal arguments for integrating skills and selecting meaningful production of language is the move towards task-based learning and teaching (Ellis 2003; Nunan 1989; Willis 1996). This can be implemented in designing a lesson which does not only focus on specific skill, but also demand them to learn English language as a whole at once. In addition, Freeman (2003) noted a task-based approach aims for learners using a natural context for language, as they complete the task there is abundant opportunity to interact which as learners have to work to understand each other. It is important for them to practice the macro skills to provide their abilities in society where the language is used, because when they communicate with the others in real life they need the ability to listen, speak, read and write which is happen almost in all occasions. Willis (1996) also mentioned that task provides opportunities for learners to listen and participate in meaning focused interaction from the very beginning and help them acquaring the new language more naturally. Considering the benefit of task-based learning for learning language, the researcher applies this approach to increase students' integrated skills.

1.2 Statement of The Problem

On the basic of the above elaboration of the background of the research, the researcher formulates the following question of the research:

- 1.2.1 Is Task-Based Learning effective in teaching integrated skill for eleventh grader?
- 1.2.2 How does Task-Based Learning improve students' integrated skills?

1.3 Objective of The Reaserch

Based on the questions of the research above, this research attended:

- 1.3.1 To know whether Task-Based Learning is effective in teaching integrated skills.
- 1.3.2 To know how Task-Based Learning improves students' integrated skills in English

1.4 Scope and Limitation of The Research

The scope of this study is the practice in teaching English integrated skills. Just like the questions of the research, this research is limited to find the implementation and explain the way Task-Based Learning activity enhances all skills in English.

1.5 Significance of The Research

1.5.1 For Students

The implementation of Task-Based Learning in English learning process will make the students become interested to learn English language and enrich their integrated skills.

1.5.2 For Teachers

By reading this thesis, it is hoped that the teachers will know the way Task-Based Learning activity develops not only one or two skills for learners to be sharpened, but also help to facilitate students in learning integrated skills as a whole part of English language. Even though this

activity take more than one time to be taught, but it can be useful to be practiced in the learning process. For the teacher, the implementation of Task-Based Learning can be an alternative learning approach to improve students' listening, speaking, reading and writing abilities as foreign language. Nevertheless, from the result of this study, the teacher will be expected to be more creative in finding other classroom task in order to help students learning English as a second language.

1.5.3 For Other Researchers

Hopefully, some results of this study hopes will be considered as suggestion to develop a creative task in class to make students urge to learn English, especially help the students to be motivated and gaining much confidence.

1.6 Definition of Key Terms

1.6.1 Integrated Skill

Integrated skills are the interaction between the four language skills – listening, speaking, reading, writing – during the learning process and practice.

1.6.2 Task-Based Learning

TBL is an approach which focuses on the use of meaningful tasks related to students experiences in real life. The assessment mainly based on the final score.