

CHAPTER II

LITERATURE REVIEW

This chapter explain some theories related to support the research in order to conduct the analysis which provide the relevant information. This chapter will be presented into some divisions, they are integrated skills, task-based learning and previous study.

2.1 Integrated Skill

Teaching and learning a foreign language cannot be done with only one skill, it is not preventable to change at the other skill any seconds. Jing (2006) says about English language teacher tend to teach the four macro skills separately as for the materials and activities design only focus on specific skills. It could be a waste of time since the students just succes in one skill that need sometimes to be taught and stuck focusing on deepening the ability. Moreover, students need to learn the other skills to make the language learning and teaching gain its full comprehensive. Wilson (2008) conveyed the strongest argument for integrated approach is it prepared the students outside the classroom and let any language learning approaches be learnt. Outside the classroom, they did not just do speaking or listening for communicating, sometimes they need to read or write. He also said you cannot write without reading and cannot speak without listening. In addition, Davis and Pearse (2000) stated similar things as most teaching of a specific skill involves of other skills. So, it is obvious the interfered of another skill must likely to be happen even in a teaching and learning process. An example from Willis (1996) told when you talk to someone you will be both observing their reactions and listening for their responses; and you will make a draft what to say next w

While listening to them. Now, let us see the example on class daily activity, when the teacher explains how to write report text, the student will pay attention by listening to the teacher and they would speak to ask the part that they do not understand. And when they understand they are ready to work on the task given. In this situation, we can see that the first skill that used is listening. After a brief explanation about the topic, teacher usually open the question-answer with the students. Unconsciously, they already done two skills that are listening-speaking at once by question-answer activity. During the explanation, teacher often write a note of the material informations. And students do not want to forget such important knowledge, they are copying it into their own book. This is where they do the reading and writing. These illustrations occur during the school hours and we can see that each action need the use of at least two skills in a time.

Even though the teacher insist on focusing at a skill in one time mostly a sudden appearance of others skills cannot be grasp immediately. Davis and Pearse (2000) stated as in daily use of language people continually integrating the language skills or switching them. Thus, Brown (2007) claimed the existence of language approach where if dealing with listening course it allows speaking, reading and writing too. It means students can learn to integrating the four skills in each course.

Integrated skills consist of four basic skills in language teaching and learning that need to be taught. The brief elaboration that delivered by Brown (2007) said integrated skills are learn a language where the four skills are practiced in one go with the teacher, students and setting do their roles in the process. A skill cannot be learnt without the involvement of other language skills. Why integrated skills must be taught because it can help students outside the classroom, as a result for learning a foreign language is to make students can do communication for real. It is part of the teacher task to get students create a learning situation as in real life

conversation. McDonough, Shaw and Masuhara (2013) explained its obvious that classroom is not the same as 'real' life but it could be create by learning integrated skills. If the teacher's duty is to make students 'communicatively competent', then it would involve more than being able to perform in separate skills. By giving them task that exposed them to the skills in conjunction is possible for students gaining deeper understanding of communication's work in foreign language and more motivated when seeing the value of performing meaningful task and activities in class.

2.1.1 The Advantage of Integrated Skills

Burns and Siegel (2013) took a note from Rost and Wilson (2013) about the advantages of integration. First, integrated skills allow different skills to interact in order to strenghten language acquisition, and meet students' own learning style and preferences. Second is it can create variety and relieves the concentration that required to focus only one skill. Oxford (2001) added that integration skills allow all the main skills and subsidiary skills growth mutually, as well to show the students to the authentic language and challenging to interact naturally using the target language.

2.2 Task-Based Learning

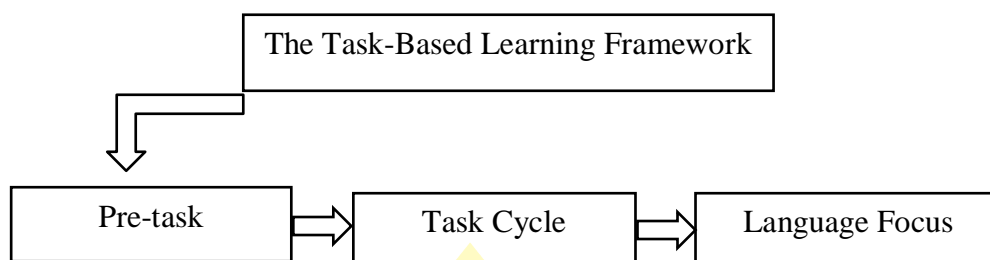
This learning approach can make language in the classroom more communicative with its activities easily connect to real-life situation. The situation that the students often encounter will give them more idea to gather the solution of the problem that might be in the task. This is supported by Harmer (2007) it was indubitably the case where students perform meaning-related tasks is good for both processing language and giving chances for trying out language. As they already have the basic idea

of how finishing the task, the teacher will let them finish their job but still monitor and sometime will help them with the feature in language. Task-based learning also help students more focus on the task completion because by doing it, they also had already learn the language itself. It was similar to Harmer's (2007) belief which students that focused on completion of a task are just likely to learn language as they are focusing on the forms. Task-Based Learning and Teaching (TBLT) was popularized by N. Prabhu which, at that time, noticed the possibility to learn language without linguistic problem but actually concentrating on it. Moreover, Salzmann (2018) adds task-based learning activities have their focus on meaning. Task-based learning focuses on the authentic language by making students do meaningful task with the language target. This is important to build student fluency and confidence in learning a language.

This approach in teaching and learning is the kind of student centered methodology. The main activity in classroom is the task where the students need to complete. It is cited from Hartmann and Dittfuth (2011) in Salzmann (2018) that task have potential to support learning if they motivate students to get involved, to do so, the task need to have communicative purpose and must be relevant to students' language need. As Harmer (2007), also said that "In a good class atmosphere, students who get on with each other and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task". In classroom environment, the task must be easier because the topic was limited by the teacher according to the syllabus.

The following are the framework which is illustrated by Willis (1996) :

Figure 2.1 The Framework of TBL



Willis (2000) also described in Salzmann (2018) and Harmer (2007) the framework which motivated learners. The pre-task is where teachers introduces the topic and giving a chance for students to explore the content. In the second phase is students will get confronted with the task, some are done in a pair or a group, and if the learner work on their own the teacher would be a moderator. When the task finished students prepare to report to class orally or written as how they solve the problem. In the language focus phase, the students will examine and discuss the specific features of language. In TBL lessons, noted from Willis (1996) the role of teacher as a facilitator is to keep the key conditions in mind such as balancing the amount of exposure and use of language, and ensuring that both are of suitable quality. Even though TBL concerns to be a student-centered methodology, the one in charge to control the action in tasks is the teacher.

2.3 Previous studies

The following are some research than done earlier and related to this study:

First, Alit Desi Rahmah (2017) did a study entitled The Use of Task-Based Language Learning To Improve Students' Listening Skill In The Nine Grade of SMPN 8 Yogyakarta. The research pointed at finding informations on the improvement of students' listening ability by using

Task-Based Learning approach. It also used qualitative approach, or more specific was Classroom Action Research (CAR). The subjects of this research were ninth graders in Yogyakarta. This study shows that Task-Based Learning could improve students ability. The gap between Alit's and this research is the skill focus. This study intend to focus on the four skills (listening, speaking, reading, writing) as the twelve grader as it subjects while the previous just focus on one skill, that is listening. The similarity of both studies are the use of Classroom Action Research (CAR).

Second, Dharu Krisma Dwi Sinta (2017) conducted the study of The Use of Direct Method To Teach Integrated Skills For Super Kids 5 Students in Purikids Yogyakarta. This study was qualitative research with analytic phases technique. There was purpose that the study intend to aim, that was to find how direct method can be implemented and facilitated the students in teaching integrated skills. As why the researcher using qualitative research method was to understand the teachers' perceptions of the used method in teaching and learning process. The participant of this research was the English teachers in Super Kids 5 level at Purikids. The researcher concluded that implementation of direct method was effective in learning integrated skills. The differences between Dharu's and this study are in subect, method and technique. This study has twelveth grader as subjects, and using task-based learning to teach integrated skills. The previous was using a flash card to engaged the classroom while this research using video of news reporter. The similarity of both research that focuse on enable students to learn the macro skills in English.

Third, the study that conducted in Palu by Wulandari, Ohoiwutun and Kamarudin entitled The Effectiveness of Task Based Learning In Teaching Speaking Skill To The Eleventh Grade. Both studies implement Task Based Learning approach with different technique and design. The previous was using purposive sampling technique combined with intact

group design. The data of this study collects by comparing the result of both cycles while Wulandari's comparing the score of post test from experimental and control group.

