

CHAPTER I

INTRODUCTION

A. Background of the Study

Task differs from other devices used to elicit learner's language, for example, or an exercise or drill (Ellis, 2003: 2). Tasks are activities that call for primarily meaning-focused language used. In contrast, exercises are activities that call for primarily focused language use. However, we need to recognize that the overall purpose of task is the same exercise-learning a language-the difference lying in the means by which this purpose is to be achieved (Ellis, 2003: 3).

According to Prabu, as had been cited by Ellis (2003: 2), task is an activity which required learners it arrives at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process. Lee, as had been cited by Ellis (2003: 2) states that task is (1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plans.

From those definitions, it can be concluded that task is an activity or exercise to measure the learner understanding from given information through some process of thought, and which allowed teachers to control and regulate that process. Task can be designed with a metacognitive focus for learners to be aware of, reflect on, and evaluate their on learning style and the strategies they use to learn. A number of task aimed at making learners more effective and self-direction in her approach to learning an L2 (Ellis, 2003:32). For example, in one task learners fill in questioner designed to help understand what kind of language learner they are. In such tasks, language becomes the content that is talked about, an idea also proposed by Breen as had been cited by Ellis (2003:13).

Many teachers have different way on teaching style, giving task, or giving score. Process options differ from task performance options in that they concern the way in which the discourse (Ellis, 2003: 22). Whereas performance options can be selected in advance of the actual performance of the task, process options must be taken in flight while the task is being performed (Ellis, 2003: 23). The teacher's on-line decision about how to conduct the discourse of a task reflecting on his/her 'theory-in-use' Schon, as had been cited by Ellis (2003: 56) and 'practical knowledge' Eraut, as had been cited by Ellis (2003: 17). On the learner's part, they reflect the language learning beliefs Horwitz, as had been cited by Ellis (2003: 13), they bring to the classroom a task will be influenced, to a large extent, by their prior experience of teaching and learning and their personal definitions of particular teaching-learning situation. The common assumption of task-based teaching is that the texts, the discursive practices and the social practices of the classroom. Breen, as had been cited by Ellis (2003: 67) states that are constructed by and through a task resemble those found in non-pedagogic discourse. To achieve this, however, is no mean feat, especially if the teacher is directly involved in the performance of the task.

As Breen points out, the text's of lesson (i.e. the actual language produced by the participants) are typically teacher –centered with learners 'not actually required to do much overt in explicit discursive work' (Breen, 1987:123), while 'discursive practice' (texts are produced) 'construct learner as primarily responsive and seemingly fairly passive participants in the discourse and the 'social practices' (organizational and institutional circumstance that shape texts and discursive practices) are directed at the avoidance of 'social trouble'. Task-based teaching, however, seeks the converse-texts that are learner-centered, discursive practices that encourage the learner to actively engage in shaping and controlling the discourse, and social practices that are centered on

Student's response on getting task have differences from each student. Based on researcher's experience at PPL before, many various responses that was found taken from the enthusiastic, attentional, and an anxiety of student. Every kind of tasks has different responses, every methodology of task has different response and every learning style too gives different responses. So that, the researcher will observe the implementation of task focused on procedure or methodology used by English teacher and various students respond on task. It is related to the researcher to gain some information about how to design and implement task in front of the class.

Here, the researcher hopes that the research can improve the quality on designing task and implementing task to get positive response from the students in the future. Some information can increase the knowledge and experience and then can be evaluated together to get high quality on procedure options. Meanwhile, it used to contribute the development of science education, especially the tenth grade at the Senior High School in Prawira Marta, Kartasura.

B. Limitation of Study

In doing research, the researcher chooses the Tenth grade of accounting management class at Senior High School in Prawira Marta Kartasura. This class consists of twenty four students. The researcher focused on implementation of task and student's responses.

C. Problem Statement

Based on the above background, the issues to be examined in this study can be formulated in the form of questions as follows:

1. What kinds of task are used by teacher in English?
2. What are procedures of giving task used by English teacher?
3. How do students respond the task?
4. What problems are faced by English teacher in giving the task?

D. Objective of the Study

Based on the research problem formulated, the objectives of this study are as follows:

1. To describe the kind of task used by English teacher at Senior High School in Prawira Marta, Kartasura.
2. To describe the procedures of English teacher on giving task.
3. To describe student responses from the task that was got.
4. To classify the difficulties on giving the task.

E. Significance of the Study

Based on the research objectives, then the significance of this research are as follows:

1. Theoretical Significance

Academically this study is expected to contribute the development of science education, especially the tenth grade at Senior High School in Prawira Marta, Kartasura. The development relates to implementation especially on the procedure on giving task and student's response from the task.

2. Practical Significance

a. For the Student

Practically, the research can give solution about the kind of task and procedure that is suitable with student ability and competence.

b. For the Teacher

Practically, the researcher gains information about the various strategy procedural on perform task used by teacher in the future.

c. For the Reader

Practically, the research is contributing some information about the various procedures on giving task and student's response on getting task at the tenth grade at Senior High School in Prawira Marta, Kartasura.

F. Research Paper Organization

This research paper is arranged systematically. There are five chapters and each sub chapter is divided into further divisions. The writer sets up the order of the research paper as follows:

Chapter I is Introduction; which consist of background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is Review of the Related Literature. In this chapter, the writer presents previous study, theories related to this study, task, kind of the task, task type, difficulties in using task, and procedure of task.

Chapter III is Research Method. This chapter deals with research method converging of type of the study, sampling of the study, object of the study, data and source data, technique for analyzing data.

Chapter IV describes Research Finding and Discussion. It consists of research finding and discussion.

Chapter V is Conclusion, Pedagogical Implication, and Suggestion. In this part, the writer concludes the result of the research and gives suggestion related to the result.