

## **Chapter Two**

### **Literature Review**

This section discusses about Task-based Learning method which consists of several points. The researcher talks over the definition and the procedure of Task-based Learning method. In this chapter, the researcher also discusses the effects of TBL method. The researcher also reviews several researches that are similar with this research in the review of related research. Lastly, the researcher explains the conceptual framework of the research.

#### **Task-based Learning Method**

Task-based Language Learning and Teaching method focuses on the term of ‘task’ itself. According to Ellis (2003), he defined the term of ‘Task’ as follow:

A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make sure of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes. (p. 16)

Ellis believed the term 'task' in Task-based Learning method is very important in conducting TBL method class. According to Willis (1996) "task(s) has an identifiable outcome, and a goal to be achieved that can be shared." (p. 54). Oxford (2006) stated "In L2 teaching and learning, task is now often viewed as an outcome-oriented instructional segment or as a behavioral framework for research or classroom learning." (p. 97). Moreover, Richards and Rodgers (2001) stated "tasks provide both the input and the output processing necessary for language acquisition" (p. 228). Nunan (2006) defined the term of 'task' as follow:

Task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. (p. 17)

Based on those experts, the researcher concludes that 'task' in TBL method focuses on giving students chance to do an activity which accomplishes a language use in real-life situation. Task is an activity that can be conducted inside and outside the classroom because it emphasizes on students' language use in real-life activity such as practicing language in daily activity.

Task-based Learning method or what usually called TBL method is a method popularized by N Prabhu. N Prabhu (as cited in Harmer, 2001) conducted a research or project in India. He worked for a school in southern India. He described (as cited in Ellis, 2003) that Task-based Learning method focuses on giving students task as in term of cognitive learning. This method encourages the

students to get involved in the classroom actively. There are several definitions of Task-based Learning method according to several experts. According to Richards and Rodgers (2001) "Task-based language teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching." (p. 223). Moreover, according to Hadi (2013) "TBLT provides learners with authentic and meaning-based materials, real life communicative activities and motivating feedback." (p. 103).

In Task-based Learning method, students are given a task which they have to solve and perform (Harmer, 2001). Harmer (2001) also stated that TBL is used for teaching students about the language use rather than teaching students about drilling. TBL focuses on the task itself rather than the structure. The students are given a task to perform in front of the classroom. After the performance has been done by all of the groups, the teacher will open up a discussion to the class, the teacher also point out the correction and adjustment for the students' performance to improve their performance in the further task.

Task-based Learning method relies on experimenting learners' knowledge, deduction skills, and language analysis actively for developing the situation (Curran, Deguent, Lund, Miletto, & Straeten, 2000). They also believed that TBL used a set of series as steps to help the task to be successful. The teacher can be the facilitator inside the class to fulfill students' need. Curran et. al. (2000) stated "by working towards task realisation, the language is used immediately in the real-world context of the learner, making learning authentic." (p. 22). This method relies on students' knowledge and applies it in term of real conversation.

Based on those experts, the researcher concludes that Task-based Learning is a method that focused on students' ability of communicating, explaining, and performing the task in target language rather than focusing on the general form of the task. In TBL method, teacher and students more often use the target language in classroom activities. TBL focused on students' independencies and put the teacher as the prompter and assessor. In TBL classroom, students are expected to be able to interact with teacher or the other students using target language in direct situation.

### **Procedures of Task-based Learning Method**

To conduct a class using TBL method, the teacher has to understand the procedures of TBL method. There are several experts who found the steps conducted in TBL method. Ellis (2006) and Harmer (2001) believed that there are three steps in doing TBL. There are pre-task, whilst-task, and post-task activities. Each of the steps implies different kind of activities conducted in TBL method class.

**Pre-task.** Pre-task is a stage conducted before conducting main task. The purpose of pre-task according to Ellis (2006) is to "prepare students to perform the task in ways that will promote acquisition." (p. 21). Planning for the performance of the task can be a decent pre-task task. In this step, the teacher can also use the activity for outlining the task or forming the outcome of the task. Usually, in pre-task teacher states the time limitation, or ask the students to do the similar task with the main task.

Meanwhile, according to Harmer (2001), “In the Pre-task the teacher explores the topic with the class and may highlight useful word and phrases, helping students to understand the task instruction.” (p. 87). At this stage the teacher might provide the students with the video recording of the actual/main task which is done by another group. In pre-task, teachers can also perform a framing activity that mainly focuses on promoting students’ acquisition on the topic will be learnt. Lee (2000) stated that framing is important in pre-task because it can provide an advance organizer on what the main task and the outcome of the task will be like.

**Whilst-task.** Whilst-task stage is conducted after the pre-task stage. Whilst-task can also be named as; main-task, task cycle or during-task. The purpose of conducting whilst-task according to Ellis (2006) is divided into two, which are to select “the actual performance of the task and thus planned for by the teacher.” and to “perform the task as it is being completed.” (p. 26). Whilst-task also can be described as the performing session (Harmer, 2001). The students will gather up with their small group and do the task. The teacher will monitor the students from a distance. This step clarifies about how well the students’ preparation is and how they deliver the task. The task can be performed in oral or written form. Nunn (2006) also stated that “giving a presentation or keeping a conversation going in a small group and are linked to the formative evaluation” (p. 79).

**Post-task.** Post-task stage is conducted after doing the main task on the whilst-task step which became the last stage in conducting Task-based Learning

method. The purpose of doing post-task stage according to Ellis (2006) is explained as follow:

(1) to provide an opportunity for a repeat performance of the task, (2) to encourage reflection on how the task was performed, and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task. (p. 36).

Post-task is an activity which mainly emphasizes on the follow-up task from the task performance or whilst-task (Ellis, 2003). At this stage, the teacher should report the outcome of the task. The teacher can also give feedback the task to help students understand the material that has been given.

In the meantime, post-task can also be defined as Language Focus (Harmer, 2001). At the last stage, Harmer proposed that the students examine and discuss the precise feature on the task which can be in listening or reading form. The teacher can also conduct a discussion or some form of practice of language features that has been activated earlier in the class.

### **The Effects of Task-based Learning**

Task-based Learning method has been implemented in several countries such as Indonesia, Korea, India and many other countries. Several researchers try to identify the effects of TBL on several schools. Several researches who explained the effects of Task-based Learning method are from Ruso (1999), Oxford (2006) and Leavers and Willis (2004). Those researches can be very

helpful as it could be a kind of reflection that TBL has been implemented throughout times.

**Increase satisfactory level.** Ruso (1999) found out that there is a great satisfaction of the Task-based Learning method used in the class. Students reported that each task used by the teacher varies from each other and very helpful for their learning process. The condition happens because the variety of task used by the teacher helped the students to enjoy the class rather than using teacher-led classroom or using the book as a priority of the classroom activities. The satisfactory showed up when students are given presentation as one of the task. They felt that the students' talking time in class increased. The students felt that they have more chance to speak in front of the class. After giving the presentation, the students still wanted to reflect on each presentation. He also found that all the students gave positive feedback on the tasks used in the class.

According to Leaver and Willis (2004) “There has been positive feedback from the students. They see the tasks as a tool that helps them carry out specific real-life activities.” (p. 77). They believed that TBL method develop students’ awareness on the incredible amount of material. It was found that students participated in TBL method enthusiastically. Especially in group project, students felt satisfied with TBL method that they felt “the project was really fun and very helpful” (p. 78). Therefore, students felt satisfied after attending Task-based Learning method class.

**Decrease barrier between teacher and students.** Ruso (1999) also found out that the students’ opinion about the implementation is also important. The

students stated that the barrier between teacher and students decreased because of implementing TBL method. The class became learning/student centered rather than teacher centered. Because students' participation in class increased, they didn't feel bored inside the classroom. The engagement among students and the teacher increased and it helped decrease the awkwardness inside the classroom. Then from there, the classroom became more engaging for the students.

Moreover, Oxford (2006) stated "the teacher provides indirect assistance so the learner can solve his or her own communication problem and can proceed to negotiate meaning still further." (p. 111). She believed that teacher indirectly assist students inside the classroom. When students made mistakes, teachers offer some assistance to students but they did not directly involve in the communicative process. The teacher let students negotiate and communicate the mistakes so they can precede the task.

**Give Positive Attitude to Students.** The students' motivation increased because they have to be actively involved in the class. Ruso (1999) stated that "...both students and the classroom teacher were highly satisfied with TBL approach mainly in terms of adding variety to the classroom activities and increasing learning class." (p. 13). The students also felt that their willingness to learn was increased. He found out that students agreed that learning English started to be enjoyable for those who are not used to enjoy English class. He also found that TBL made the students enjoy the class, especially after using several tasks.



Additionally, Sarani and Sahebi (2012) stated that the outperformance of TBL class is proven by the fact that the class is “collaborative and interactive nature of the task-based approach where language use and language learning take place simultaneously.” (p. 125). They found out that because the class was an interactive nature class, it provided students chance to give feedback to other students. They claimed that the peer feedbacks given by students provide a relaxing and less threatening condition for EFL students.

**Improve Vocabulary Learning.** Ruso (1999) stated that "tasks have been beneficial for vocabulary learning." (p. 10). When students gave the presentation they felt that they were improving their spoken English ability. The students also explained that their knowledge about the relevant vocabulary was increased and used several times in the presentation task. The tasks that were given to the students were helped them to expand their vocabulary. Both in spoken and written, the vocabulary learning was increased after the researcher implemented TBL method in the classroom.

According to Leaver and Willis (2004) creative task “helps to improve language proficiency.” (p. 77). Students increase their awareness in their language such as connotative and denotative language, and choosing words and expression. They believed that TBL method helps students’ writing and speaking skills. Especially at pre-task phase, students were given context and several vocabularies related to the topic of the task.

## **Review of Related Studies**

Ruso (1999) did research entitled “The Influence of Task Based Learning on EFL Classroom”. In the research Ruso (1999) wanted to find out students opinions about TBL using action research as the research method. The participants were 54 students in EFL classroom at Eastern Mediterranean University. He used questionnaire, diaries, and semi-structured interviews to generate the data that he got. Using several data collection methods helped the researcher got deep-rich data. The researcher found out that there were several positive effects that students’ felt after getting the treatment, which was Task-based Learning method inside the classroom. Some of the effect that researcher found were; increasing students’ satisfactory level, decreasing barrier between teacher and students, giving positive attitude towards students, and improving students’ vocabulary learning.

The other researchers that did the similar research were Jeon and Hahn (2006). Jeon and Hahn (2006) wanted to investigate the teachers’ perception of TBL and their views in TBL implementation. The researchers used survey as data collecting instrument. The participants in this research were 228 Korean EFL teachers. The researchers analyzed the data using two data analysis which are Likert-type and open-ended item analysis.

The result found out that the Task-based Learning gave positive attitudes to their students. The researcher also found three implications for teacher and students. The first is that teacher’s point of view has a great impact inside the classroom so that teachers should have a positive attitude in order to implement

TBL successfully. Second, it is very important for the teachers to have time to obtain knowledge about TBL method related to planning implementing and assessing. This could be helpful if the teachers have been given the in-depth training about TBL method. Lastly, the teacher should consider the classroom management so that the teachers can overcome the potential obstacle that may come across in TBL class.

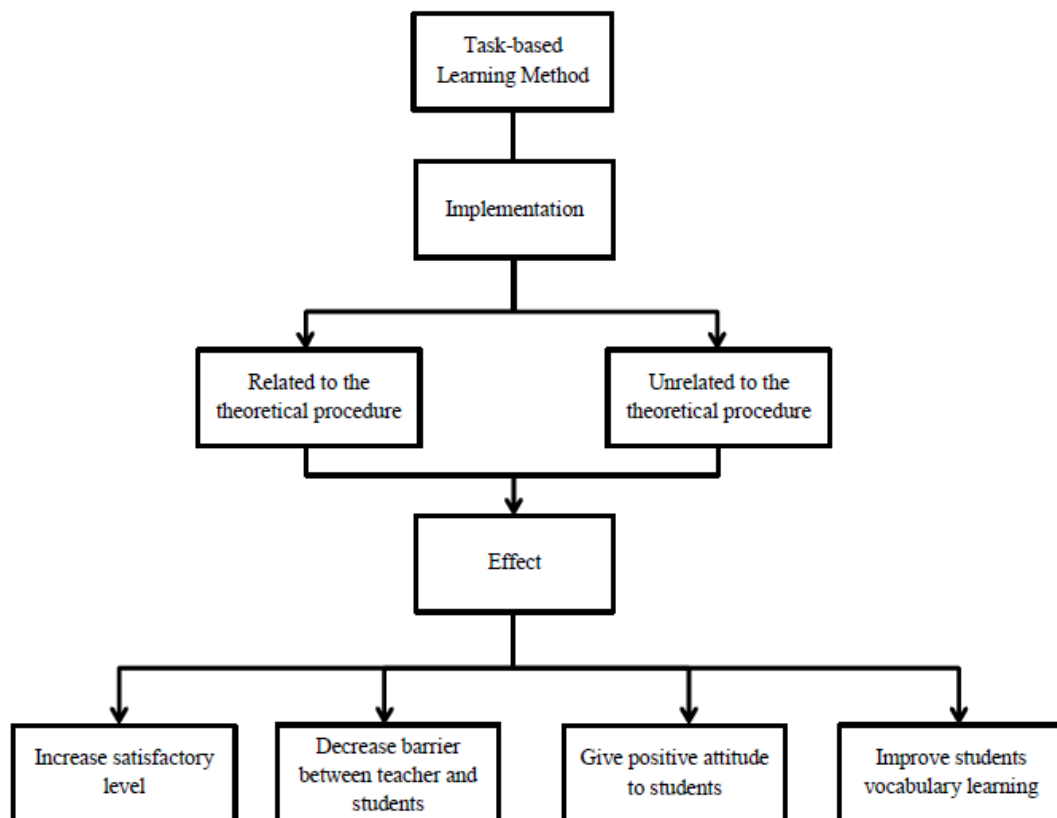
Both studies above show some similarities with this research. The similarities show up on the Ruso's (1999) and Jeon and Hahn (2006) research. Ruso (1999) wanted to find out about the students' opinion toward TBL method that had been implemented in the classroom. Meanwhile in this research the researcher not only focused on the teachers' implementation, but also focused on the students' perception on the effect of TBL method in teaching learning process inside the classroom. Ruso (1999) also stated that he used questionnaire, diaries and semi-structured interview to get the data. On the other hand, this research uses semi-structured interview only. Jeon and Hahn (2006) focused on the teacher perception after implementing TBL method inside the class. This focus is similar with this research, yet this research focused on students' perception on teachers' implementation of the TBL method's procedure.

### **Conceptual Framework**

There are a lot of language-learning methods such as Communicative Language Teaching, Content-Based Instruction and Content Language Integrated Learning (CLIL), Whole Language, Text-based Instruction, The Lexical

Approach Audio-lingual, Presentation, Practice and Production (PPP), The Communicative Approach, Task-based Learning, Four Method.

Task-based Learning method has been implemented in several countries. The implementation has been varied in many countries. The TBL method can improve both students and teachers. It can increase students and teachers' satisfactory level; it can also decrease the barrier between teachers and students. TBL also gives positive attitudes inside the class for the students. Moreover, TBL improve students' vocabulary learning.



**Figure 1** Conceptual Framework