CHAPTER II

REVIEW OF RELATED LITERATURE

Before going further to the analysis, it would be better if some related literatures are reviewed to give an understanding about some terms used and explanations of what is meant by this research.

A. Task in Language Teaching

1. Definition of Task

Nunan differentiates task into two types, they are target task or real-world task and pedagogical task. Real-world task is the task involving the use of language in the real world outside the classroom. Otherwise, pedagogical task is the task occurred in a classroom.[1]

Any kind of task, either in form of translation, analyzing error sentence, changing word form, or another more communicative task provides a gap to fulfill independently. But there, Ellis creates a differentiation between 'task' and 'situational grammar exercise'. A task in language teaching should be focused on meaning semantically and pragmatically, and the outcome is also clear in the use of language instead of manipulating

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[1] David Nunan, *Task Based Language Teaching* (Cambridge, UK: Cambridge University Press, 2004), p. 1.

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form.[2] So the task meant here is a piece of work contains not only a gap between learner's current level and the learning goals but also contains a meaning to be acquired as the outcome and it should be observable and evaluative. Teachers of Alberta Community emphasize that task should not be about just busy work doing exercise although it is purposed to follow the pedagogy. Real-world focus as the provision to achieve communicative outcomes is more important.[3]

To make it clearer, Brown cites the essential points of task based on Skehan, which (1) put meaning on primary, (2) hold some communication problems to solve, (3) present some relations to real life activity, (4) hold the priority completion, and (5) use the outcome as the assessment.[4] These points adequately explain that the expected task in language learning is different from grammar exercise. Ellis confirms the idea that task ideally has to be *input-providing* or *output-prompting* to have learners really achieve the learning objectives and acquire the language for communication skill not immersing or just manipulating form.[5]

As explained, task in this research is the activity done by the learners in the class, so what is meant by input-providing here is the activity

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[2] Rod Ellis, "Task-based Language Teaching: Sorting Out the Misunderstanding", *Blackwell Publishing Ltd*, vol. 19, no. Studentational Journal of Applied Linguistics (2009), p. 223.

[3] Alberta Teachers, "Sequencing Task", *Alberta Teachers of English as a Second Language (ATESL)*, p. 6, accessed 23 Dec 2014.

[4] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition edition (Pearson Education), p. 50.

[5] Ellis, "Task-based Language Teaching: Sorting Out the Misunderstanding", p. 224.

which gives learners a new information or understanding toward the learning. It usually involves receptive skills, which are reading and listening. About the output-prompting, the activity should induce learners to produce language orally or written.[6] The output-prompting activity, for example, may involve picture as the tool for telling a story

Since task has to be either input-providing or output-prompting, it indicates that task cannot just be instructed to be done and submitted. Yet it has to be organized well to maximize the receive-and-retrieve process to gain learning objectives. Krashen explains that input in language learning, the task or the activity has to be *i+1*, where *i* is the learners existing knowledge and *1* is the new understanding they get from learning.[7] This means each learning activity should continuously give new knowledge to construct a whole understanding of particular topic.

The formula of i+1 is reached when the learners understand the input.[8] So for instance, to compose a recount text applying simple past tense sentence, first step that teacher takes should be classifying verb form for present and past time by drawing sun and moon on the board as the time signal. Once learners understand the function of verb changing, i+1 is automatically reached.

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6 *Ibid.*
7 Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, Internet Edition edition (2009), pp. 20–21.
8 *Ibid.*, p. 21.

Giulio calls task as an instruction that should be broken down into smaller learning by introducing the very basic concept then moving to the first easy step which is called patterning.[9] Patterning helps learners understand points to construct the whole new knowledge.[10] After that, teacher should conduct association activities to facilitate learners in integrating the patterned knowledge and finally understand what is meant by the learning topic on that day.

Mainly, teachers cannot demand learners to do any tasks as they have to do so for learning. Task is only a tool to facilitate learners understanding knowledge and a tool normally facilitates the process and be able to solve the faced problem and not burdening.

2. **Purpose of Task**

A task must be goal-oriented, content-focused, outcome-based, and opportunity-provided by involving learners communicate what is meant by the task and even discuss it instead of busy work doing grammar structure exercises. [11] By those requirements, the purposes of giving a task are:

a. To help learners acquire language by understanding meaning rather than sentence patterns.

b. To guide learners develop their communication skills.

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[9] Robert C. Di Giulio, *Positive Classroom Management: A Step-by-Step Guide to Helping Students Succeed*, Third edition (California: Corwin Press, 2007), pp. 54–55.
[10] *Ibid.*
[11] Alberta Teachers, "Sequencing Task", pp. 5–6.

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c. To offer opportunity for learners to deal with the language themselves (not immersing).

d. To provide new information through introducing real-life contexts.

e. To supply additional and extensive vocabulary words that will potentially support learners' communication skill.

f. To prompt the ability of problem-solving.

The purpose above shows that task or learning activity is to facilitate learners in learning language. Therefore, teacher should organize it well to have learners use their potential capability to achieve prevailed learning objective with maximum learning outcomes.

3. **Criteria of A Good Task**

Considering that task should not be about busy work but goal-oriented and outcome-based, there are some criterion of a good task according to Ellis. These following points should be fulfilled for the sake of learners acquiring language. They are:[12]

a. The main focus must be on meaning semantically and pragmatically.

b. A task should have some "gap" as the opportunity for learners to chain the information and figure out or at least assume the meaning.

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[12] Ellis, "Task-based Language Teaching: Sorting Out the Misunderstanding", p. 223.

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c. Learners have to rely on their personal resource, which means teachers do not immerse them to complete the activity.

d. The outcome is clearly defined besides the use of language. So it will not only about the use of 'modal verbs', for instance, in saying request and asking for permits, but also an understanding how, when, and where to use it.

Teacher has to realize that learners' need in learning language is mastering communication skill that requires understanding meaning. So the task as learning facilitator should help learners to be able to create and understand meaning instead of only manipulating particular grammar pattern and translate its sentence to be submitted and graded.

The reason why that kind of manipulating pattern task is not suggested is the learning outcomes will not be defined clearly. In her theory, Cameron explains further that all learners in a class may appear completing the task well, but it is hard to differentiate which learner has the true ability and which one is only cheating.[13] Yet some teachers who choose to use that kind of task may be puzzling about what to do with a large number of learners in a class with reasonably limited time. The worse, learners may be immersed during doing the task to have them finish it on that day. This sort

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[13] Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge, UK: Cambridge University Press, 2001), pp. 26–27.

of learning will give no significant impact for learners because they do not think or process the language themselves. Immersion does not provide a space for learners to develop their mental function. As narrated by Vygotsky that child needs a space, which is called as Zone of Proximal Development, to develop their mental function.[14] The space comes between child's current ability to solve problem independently and the potential problem-solving ability under adult guidance or collaboration with more capable peers.[15]

In conclusion, task or activities that learners do in a class should be organized well to construct the whole understanding of today's lesson and direct them to achieve the learning objectives. The move of each activity should get more difficult or more challenging as the learners build their understanding and acquire language.

B. Task Demand and Task Support

The sub chapter above has explained about how a task in language teaching should be. Every organized activity from the easy to do to the more challenging one which are directed to achieve learning objectives absolutely have a demand to complete. The completion of each activity demand is the

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[14] Joan Littlefield Cook and Greg Cook, "Cognitive Development: Piagetian and Sociocultural Views", in *Child Development: Principles and Perspectives*, Sample Chapter edition (Boston, MA: Allyn & Bacon, 2005), p. 27.
[15] *Ibid.*

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preparation to complete the next activity.[16] Teachers usually provide some supports in form of media for the learners to help them complete the demand of the task and surely the supports have to be relevant for the activity to make them really supporting for learners.

Before going to the detail explanation about task demand and task support, an important thing to be emphasized is teachers have to very firstly set their learning objective achievable.[17] This becomes important because the statement of objectives describe the outcomes that learners should acquire and demonstrate as the sign of learning completion.[18] Therefore, it has to be stated clearly using action verbs followed by intended knowledge, skill, or competency so the decision of outcomes performances will be easy to observe, assess, and evaluate.[19]

1. **Task Demand**

   This term can be simply defined as what teacher wants learners to do or to perform through a task. The demand is classified into two major categories: cognitive demands and language demands. *Cognitive demands* are the anything that connects to understanding and conteeextualizing concept which convey various level of difficulty in

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[16] Cameron, *Teaching Languages to Young Learners*, p. 32.

[17] *Ibid.*, p. 26.

[18] *Bloom's Taxonomy of Educational Objectives and Writing Intended Learning Outcomes Statements* (Kansas: International Assembly for College Business Education, 2015), p. 5.

[19] *Ibid.*

each. In other words, cognitive demands are about understanding what is meant by the task and know how to deal with. *Language demands* are absolutely those related to the use of both target language and native language in terms of how to perform the task, orally or written.[20]

In determining task demands, student-teachers should imply the principle of *i+1* in each conducted activity to have the successful learning process.[21] This is because classroom activities are the pieces to gain the whole meaning of the lesson which means as the input. Having the input containing i+1 means student teachers offer additional knowledge learners may not know before (the *1*) for their existing knowledge (the *i*). So every single activity conducted by the studentship teacher from the warming up session, lead-in, to the follow up must include i+1 for language acquisition. The parts of i+1 can be found in the theory of input hypothesis:[22]

a. It links to acquisition and not learning.

b. Input must contain i+1.

c. When the input is understood = i+1 is automatically provided.

d. The ability of language production is appeared by the comprehensible input over time. It is not directly taught.

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[20] Cameron, *Teaching Languages to Young Learners*, pp. 22–23.
[21] Krashen, *Principles and Practice in Second Language Acquisition*, p. 21.
[22] *Ibid.*, pp. 21–22.

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It seems the parts are similar with the principle of Task-Based Language Teaching in terms of focusing on the acquisition and understanding instead of manipulating thing. Yet it cannot be intentionally designed *i+1* because the criteria of *i+1* is met when learners understand the input. So to answer the question of how teacher include i+1 is just by providing a staging and simultaneous activities that will always add new knowledge from the existing one.

Talking more detail about the "i+1", teacher can assure the "i" by asking question relating to what the learners know about particular topic. Or, as Hong stated, the first step of teaching is teachers can provide any receptive skills activity and let the learners deliberately grasp what the lesson meant. (Hong, p.61). The first demand of the first activity has to be the basic input for learners to construct the whole understanding of the lesson. Then the next activity goes increasingly challenging.

Task demand of series of learning activity is established by reflecting on the learning goals and especially learning objectives or indicator. That is why setting clear and specific learning objective is important to help decide what task to give. The task demand can be derived directly from or lead to the objectives. This demand can be identified through student teacher's clear instruction in each activity.

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2. **Task Support**

If the demand is about what teacher wants learners to do or perform, task support is the attempts to help learners be able to accomplish the task. The help or the support can be in form explanation, instruction, use of media, or any receptive skill activities

Task support is similarly as the guide teacher tells to deal with tasks, and it relates to scaffolding. Task demand is taken as a building, while the ladder used to come to the higher part of the building helps the laborers construct the building. That is the illustration to draw how task support presents. Theoretically, scaffolding is providing supportive help when a child or learners developing mental function or learning to do a particular task.[23]

Both task demand and task support appear in some varieties. For details, the following table breaks down the types of both.[24]

[23] Cook and Greg Cook, "Cognitive Development: Piagetian and Sociocultural Views", p. 28.
[24] Cameron, *Teaching Languages to Young Learners*, pp. 25, 27.

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Table 2.1

Types of Task Demand and Task Support

Task Demand	Task Support
Cognitive Demands vary with the degree of contextualization of language difficulty of concepts that are needed to do the task (e.g. use of graphic, colors, telling the time).	**Cognitive** Supports can come from the contextualization of language; from the use of concepts already developed; from familiar formats or graphics or activity; from familiar topics and content.
Language Demands vary whether the language is spoken or written, understanding or production, extended talk or conversation with vocabulary and grammar needed; with the genre; with the amount of L1 and L2.	**Language** Support can come from re-use of language already mastered; from moving from easier domain to more difficult, e.g. spoken to written; from using known vocabulary and grammar to help with the new; from use of L1 to support L2 development.
Interactional Demands vary with the type of interaction, e.g. pair work; with the participants in talk – adult / peers; with the nature of the interaction, e.g. question + answer.	**Interactional** Support can come from the type of interaction, e.g. pair work; from helpful co-participants; from the use of familiar routines.
Metalinguistic Demands may include the use of technical terms about language in production or comprehension e.g. in instruction, in feedback.	**Metalinguistic** Support can come from familiar technical terms to talk about new language; clear explanation.
Involvement Demand vary with the ease or difficulty the learners has in engaging	**Involvement** Support can come from content and activity that is easy for the learner to

with the task, e.g. length of task stages; links to child's interest and concern; novelty, humor, suspense.	engage with, e.g. links to child's interest and concerns; from mixing physical movement and calm, seated activity.
Physical Demands vary with how long the child must sit still for; with action needed; with fine motor skills needed e.g. to write or draw.	**Physical** Variations in sitting and moving; use of familiar actions; match to level of fine motor skills development, e.g. to write or to draw.

It is shown that each type of demands comes altogether with the support. It is also known that the varieties appear for the sake of facilitating learners to achieve learning objectives and acquire language.

As observed from the table above, when the teacher decides the cognitive demand about describing professions, for example, he or she can start the learning activity by reviewing students' vocabulary about profession and make sure they know where each of them takes place. Then in the next stage, teachers may provide a number of vocabulary words about profession and ask the students to classify which professions works in hospital, restaurants, schools, and so on. For the next, teacher can develop another related activity which leads students get closer to the main learning objectives of that day.

The existence of relevant and appropriate task support is a must and has proved to be helpful for learning. It has been emphasized that task support is actually not only about the use of media but also the whole series

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of the learning activity. Hence, teacher need to organize and sequence their designed activity for students for learning to make learning happens more naturally.

The organized and sequenced activity is called scaffolding, but other researchers were found to call it instructional strategy. Both of those terms have similar definition, that is about providing continuous support for learners to do the task or activities as a purpose to achieve learning objectives. Reiser declared that scaffolding is used for either assisting the task completion and then let the students learn from their experience.[25] That is why the teachers need to organize the teaching stage well so the students experience the learning in nature.

C. Balancing Task Demand and Task Support

Task demand and task support need to come along together dynamically which every demand should be followed by sufficient support. Before deciding what demand learners will achieve, teachers need to firstly break down lesson goal into some specific objectives using operational verbs to make them clear, measurable and achievable.[26] Then, after setting that kind of objectives, the student-teachers in this research need to organize their teaching stages.

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[25] Brian Reiser, "Scaffolding Complex Learning: The Mechanism of Structuring and Problematizing Sudent Work", *The Journal of The Leraning Sciences*, vol. 13 (2004), p. 274.
[26] *Ibid.*, pp. 28–29.

This research agrees with the theory that the higher challenge of the learning activity, the lesser the support provided.[27] The hint for the balance is seen from the relevancy and appropriateness of the task supports. If the a task or an activity is the continuation of the previous one and leads the learners get closer to and finally achieve the learning objectives, with the use of related and appropriate choice of activity, it can be said that the task demand and task support are balance. The support meant here is the scaffolding where teacher carefully design his or her lesson to become manageable and directed activity.

The theory of Bloom's Taxonomy helps to understand this explanation since it is proposed and published to plan and deliver appropriate instruction for the sake of having learners achieve the great learning outcomes.[28] The figure below presents how teachers and educators should design their learning activity for the learners. The use of action verb is expected to help organizing the activities easier.

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[27] *Ibid.*, p. 27.
[28] *Bloom's Taxonomy of Educational Objectives and Writing Intended Learning Outcomes Statements*, p. 5.

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Revised Bloom's Taxonomy of the Cognitive Domain					
Cognitive Level	**Sample Verbs to Use in Writing Intended Student Learning Outcomes**				
Remembering	Define Duplicate	Identify List	Name Recall	Recognize Reproduce	Retrieve Tell
Understanding	Calculate Categorize Clarify Classify Compare	Conclude Contrast Describe Discuss Exemplify	Expand Explain Identify Illustrate Infer	Interpret Locate Match Outline Paraphrase	Predict Report Restate Summarize Translate
Applying	Carry out Classify	Demonstrate Execute	Illustrate Implement	Practice Solve	Use Utilize
Analyzing	Appraise Attribute Compare Contrast	Deconstruct Detect Differentiate Discriminate	Distinguish Examine Formulate Infer	Integrate Organize Parse Relate	Select Sequence Structure Test
Evaluating	Appraise Check Coordinate	Critique Defend Detect	Dispute Judge Monitor	Prioritize Rate Reconstruct	Select Support Verify
Creating	Change Combine Compile	Compose Construct Create	Design Formulate Generate	Hypothesize Improve Invent	Plan Predict Produce

Figure 1: Revised Bloom's Taxonomy with Action Verbs

That taxonomy provides the beginning steps to be very easy and fundamental due to the various background knowledge of learners and there educators need to grip the low level learners and ensure the ability of the high level one. Therefore, the support must be adequately coherent and supportive for the development, which means student-teachers should understand in what the level the learners are and what they are already able to do. The task of student teachers is to develop their knowledge about what is being learned. not for the test score, time allocation, reducing difficulties.

For that reason, to provide the balance between task demand and task support, student-teachers need to really understand very firstly the condition of

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the learners to determine their present knowledge or ability in language. From there, they can just set the clear, appropriate, achievable, and measurable objectives. After that, the student-teachers design the task and provide the supportive and sufficient support so that the learners can complete the task and achieve the objectives at once.

How to create appropriate instruction is through identifying the learners need to decide the concept and breaking it down into smaller learning.[29] Those learning have to be structured and associated well as the unity of task. The time allocated for learning should also be considered to help design appropriate task.[30]

D. Previous Studies

This part is identified as the source of evaluation and the proof that this research is not considered as copying someone else's work. For the topic conveyed by this research, there are two people who had studied about tasks demand and scaffolding.

Paul Dickinson studied about evaluating and adapting for young learners in Japan. He tried to overcome the issue about EFL teachers who tend to use published book and teach what the book contains. This method does not promote learning because of its monotonous pace although the book layout is

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[29] Giulio, *Positive Classroom Management: A Step-byStep Guide to Helping Students Succeed*, p. 34.
[30] *Ibid.*, p. 54.

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nice. Dickinson evaluated the content of the book then adapted to make it more meaningful learning by setting a sequence of activities towards acquisition as a purpose to balance the task demand and task support.

The strength of this study is from the material adaptation. Dickinson presented the detail sequence of suitable activities for the young learners on a framework by Cameron. As the result, he successfully proves that young learners' English teacher can adapt the materials on the book into more valuable learning by providing some simple media and thinking about scaffolding the learning thus the demand of the task is balanced by the provided supports.[31] Otherwise, the weakness of this study is the learners' profile was not explained clearly. This is important to know the condition of the learners to determine what activity they will do in the class so that the principle of i+1 can be fulfilled.

The second is Aylin Rivera who focused on the use of scaffolding supports on second language learners. She emphasizes the importance of scaffolding instructions since realizing that learners in a class have different literacy and learning ability, and immersion does not help much for language acquisition and practice. Her learners performed better by learning with related, consistent, revisited, and incorporated materials.

Rivera shows the strength of her study by doing an intense observations and collecting the students' artifacts, worksheet, formative and summative test

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[31] Paul Dickinson, "Evaluating and Adapting Materials for Young Learners" (Birmingham, UK: The University of Birmingham, 2010), accessed 23 Dec 2014.

assessment to see how the students' progress towards the lesson as the result of applying various teaching strategies, such as activating prior knowledge, using venn diagram, graphic organizers that include sentences starters, chunking, teacher model, think-aloud, visualization, small group work, whole class instructions and jigsaw. All strategies were used in scaffolded instruction to make the learners gain the literacy acquisition.

She narrates the various activities done by the students from brainstorming to the closure in very detail way. Since there are many activities, however, it would be much better if the illustrations are attached with figures of each learning steps. Regarding to the lesson dealt with is more about implementing imagination on utopia and dystopia as a purpose to acquire literacy acquisition instead of language acquisition. In addition, Rivera does not explicitly explain the sequence of the activities. She just tells the activity learners did in each steps. the way how she observed the class is also not presented.

From those two studies, the similarity appears on the way educators present a set of activities in each learning stage to help learners acquire knowledge through careful process to make learning more meaningful. This research is also focused on how the student-teachers provide the supports which include a sequence of incorporative activities. It emphasizes on the support appropriateness since it considers as the hint to meet the balance towards the

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demand. Furthermore, the purpose of this research is just to evaluate the support provided by the student-teachers whether or not it is balance towards the demand. It is not to adapt the supports for overcoming the obstacles faced upon the student-teachers during teaching.

In addition, the researcher of two studies above intentionally deigned the scaffolding strategies well for the sake of achieving particular goals. On the contrary, this research observes the strategies applied in the classroom which probably out of plan caused by some immediate conditions. The student-teachers had absolutely designed their teaching stages carefully but it could be far different in practice. Therefore, the researcher intentionally observed the natural setting of the class to catch the real illustration.