## **CHAPTER I**

#### INTRODUCTION

This first chapter explains the background umderlying this study, the research questions appear because of the background, the objectives of the study, the significance of this study for some groups of people, the scope and limitation to keep this research out of the topic, and the operational definition of key terms used within this research.

## A. Background of the Study

Task or activity that many students do in typically English language classroom is listening to a lecture discussing about particular grammar structure, how to change sentences into negative form in that particular tense, translate sentences in target language into their native language, or write a short narrative text or descriptive one applying the tense has just been learned. Precisely, Chang states that what learners learn is mostly about grammar and language structures which can improve their accuracy but not flexible in using the language for commnication.<sup>1</sup> Sahiruddin reviewed that the changing of curriculum from 1945 to 1994 had brought no changes in teaching and learning language since the

<sup>&</sup>lt;sup>1</sup> Shih-Chuan Chang, "A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar", *Canadian Center of Science of Education*, vol. 4, no. 2 (2011), p. 13, www.ccsenet.org/elt, accessed 29 Feb 2016.

focus was still on grammar, form, and reading comprehension.<sup>2</sup> It was proved by the course book used and the large number of students in a class.<sup>3</sup>

Sahiruddin also added that the problem of student number in a class which tend to make teachers choose Grammar Translation Method because it is easy and effective for large classes.<sup>4</sup> Another activity is completing all exercises on workbook (LKS) without any sufficient explanation from the teacher because he or she has to attend school committee meeting or welcoming personal guest in the office. The students are just commanded to read their coursebook and complete the exercise and it has to be submitted on the teacher's desk in the end of the class.

Since the learners have student books and workbooks, which are usually far different in content, another phenomenon happened. The teacher only used the workbook for learners' learning process because it contains more exercises so that learners will get used to do exercises in order to pass the test. Teacher tends to only teaches what the workbook contains to make learners become capable of completing the exercises since the workbook presents more about grammatical rules and language structures which perhaps appear mostly in test items. This kind of teaching is believed to have more effects on learners'

<sup>2</sup> Sahiruddin, "The Implementation of the 2013 Curriculum and the Issues of English Langugae Teaching and Learning in Indonesia", *The Asian Conference on Language Learning 203*, vol. 362 (2013), pp. 568–70.
 <sup>3</sup> *Ibid.*, p. 568.

<sup>&</sup>lt;sup>4</sup> *Ibid*.

ability and readiness to pass exams, as what Chang illustrated in his thesis about English language learning in Taiwan.<sup>5</sup>

However, teaching only what the book contains or teaching grammar potentially put the learners into boredom and lack of attention because there is nothing to make them interested in learning. The confession of the researcher's students about what they had done in their English classes is supported by the researcher own experience proved that those kinds of mentioned activities lose learner's engagement in learning because it had been done for years in almost all English classes. By this point, engagement seems to be the key of learning. Rao quotes the wise words of Horace in 1840 which is "*a teacher who is attempting to teach without inspiring the pupil with the desire to learn, is hammering on a cold iron*".<sup>6</sup> The quote warns the importance of the desire of learning that should be encouraged not only internally from the learners but also from the teacher outside since they are receiving the knowledge teachers transfer.

Tamura explains that learners cannot gain the knowledge if the teacher does not adequately encourage their attention and imagination, which result in the learning, which cannot be considered successful because the learners are no

<sup>&</sup>lt;sup>5</sup> Chang, "A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar", pp. 13–4.

<sup>&</sup>lt;sup>6</sup> Bolla Rao, "Use of Media as an Instructional Tool in English Language Teaching (ELT) at Undergraduate Level", *International Journal of English and Literature*, vol. 5, no. P.V.K.N Government College (2014), p. 141.

longer engaged and do the work diligently.<sup>7</sup> Chang confirms that learners should also be able to use the language appropriately instead of only understanding the language knowledge to improve communicative competence.<sup>8</sup>

Teachers actually can do many things to attract learners' interest to the learning. For example they can apply various teaching approaches and strategies and provide many kinds of media. Learners may not be very aware of the different applied teaching strategy, but they will notice the various media used to learn a particular topic. The use of media will support learners in understanding the lesson more easily. A research by Azis shows that there is a significant improvement of experiment group students in mastering vocabulary after being taught using video media to describe people. It was based on their score of pretest and posttest. The average score of experiment group's pre-test was 59,28 and the post test was 85,24.<sup>9</sup> Despite providing media, the exact decision in what a particular media should be used and how to present is also important to make more meaningful learning. Hymes, as cited by Chang, states that learners should not only learn the language knowledge but also be able to use it in various situations.<sup>10</sup> The various situations can be created by using particular related

<sup>&</sup>lt;sup>7</sup> Elena Tamura, "Concepts on The Methodology of Teaching English", *The Economic Journal of Takasaki City Unversity of Economics*, vol. 48 (2006), p. 181.

<sup>&</sup>lt;sup>8</sup> Chang, "A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar", p. 14.

<sup>&</sup>lt;sup>9</sup> Sony Azis, "The Influence of Using Video Media to Students' Vocabulary Mastery of Tenth Grade Vocational High School 6 Surabaya" (Surabaya: University of PGRI Adi Buana, 2013), pp. 23–7.

<sup>&</sup>lt;sup>10</sup> Chang, "A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar", p. 14.

media and the flowing sequence of the activities in every stage of learning helps learners accept and process the knowledge they gain.

Therefore, there is a need to balance between task demand and task support during learning.<sup>11</sup> As teacher instructs learners to complete a task or to do a particular activity, he or she is also responsible to provide some helps once the learners in a class get difficulty in completing the task because they have different background knowledge and learning ability. However, the teacher needs to make sure all of them achieve the designed learning objectives. Learners' engagement will ease teacher to direct them to achieve the goal of learning maximally. It can make learners get ready to do any activities sequenced by the teacher. The engagement makes learners do activity not only because they are instructed but it includes in a series of learning.<sup>12</sup>

Harmer confirms that teacher has a role of being an organizer in a class and has a necessity to make learners keep engaged to the learning activity to maximize the potential benefit they can get. This can be done by stating a clear instruction about how to do an activity or even giving a demonstration of what to do in an activity as a good example.<sup>13</sup>

<sup>&</sup>lt;sup>11</sup> Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge, UK: Cambridge University Press, 2001), p. 26.

<sup>&</sup>lt;sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition edition (Cambridge, UK: Longman), pp. 58–9.

<sup>&</sup>lt;sup>13</sup> *Ibid.*, p. 58.

A research conducted by Dickinson which looks at evaluating and adapting material for young learners shows that learners had no idea to do a particular task due to the teacher only instructed them to do it. Therefore, he adapts the task to make it more promote learning by balancing task demand and task support in each activity. Once the balance is reached and move to another activity, teacher will gauge learners' engagement to learning improved in achieving the objectives.<sup>14</sup>

One of the ways to balance task demand and task support is scaffolding. Scaffolding is defined as the sequence of organized activities designed by the teacher to have learners' engagement in achieving learning objectives. It is what being sought in this research because of the conducted simple and accidentally research shows that the teacher did not try to organize his or her teaching activity and it also happened in monotonous pace. The teacher seems only demand the learners to understand by just explaining what is meant by the lesson. This is considered unacceptable due to learners have different learning ability.

Scaffolding consists of a series of activities started from warming up stage or lead in to the follow up stage. The activity in each stage has to flow smoothly in right pace, so learners will stay focus, enjoy and experience learning. A research by Rivera about scaffolding support for second language learners

<sup>&</sup>lt;sup>14</sup> Paul Dickinson, "Evaluating and Adapting Materials for Young Learners" (Birmingham, UK: The University of Birmingham, 2010), accessed 23 Dec 2014.

proves that learners shows better learning when the environment and instruction were organized carefully.<sup>15</sup> On the contrary, when the instructions were organized insufficiently, learners were unable to activate their background knowledge to grab the meaning of the lesson.<sup>16</sup>

That explanation shows that scaffolding is important in learning to help learners activate their prior knowledge and promote learning so they enjoy and experience the learning process and do not feel like being demanded by the teacher or school. In this study, scaffolding is considered as a support in completing demand of the task that learners have to achieve in each meeting. The demand can be derived directly from the specific learning objectives or using another demand which is broken down from them.

This research was conducted towards student-teachers who did internship programs (PPL 2) at SMKN 1 Surabaya which is the only one partnership vocational high school. There were a couple of student-teachers from English Education Program and they taught 10<sup>th</sup> grade learners of Accounting department in turn. Internship program is the time to practice teaching in the real class after having adequate teaching training at microteaching class (PPL1). These student-teachers created their own pedagogic items particularly the lesson plan and were advised by the responsible teacher about what and how to teach.

<sup>&</sup>lt;sup>15</sup> Ayllin Rivera, "Scaffolding Support for Second Language Learners" (St. John Fisher College), p. 31.
<sup>16</sup> *Ibid*.

As observed, the school applies K13 and does not use the English book with ESP (English for Specific Purposes) although it has various departments. And according to one of the student-teacher's confession, English teachers in that school 'teach the book'.

This research attempts to evaluate the appropriateness of task support provided by the student-teachers, which in this case is scaffolding, to help the learners complete the demand of the task. The completion of the task automatically means that learners achieve the learning objectives. The use of media is also included in because it becomes interrelated part of teaching. In this research, the scaffolding and media is classified as task support, so the appropriateness of both uses and application in class is going to be analyzed in detail.

The supports being discussed are provided as a purpose to help learners complete the demand of learning. It is known that in every meeting, learners do some activities or tasks where the task demand lies beyond them. Therefore, this research is trying to study about balancing task demand and task support to achieve learning objectives. The balance is determined when the provided support help learners complete the demand, or simply said when the supports meet the demand. Once it is happened, the learning objectives are automatically achieved. Again, the supports meant here are the flow of teaching stage and the existence of relevant media to have successful learning.

## **B.** Research Question

The background above causes these following research questions:

- 1. How do the student-teachers provide relevant task support to help the learners of 10th grade of Accounting department at SMKN 1 Surabaya complete the demand of the task?
- 2. Are the provided task supports appropriate for the task demand?

# C. Objective of the Study

This conducted research has some following objectives, they are:

- 1. To assess and criticize how relevant the supports provided by the studentteachers to help learners in different department at SMKN 1 Surabaya meet the demand of the task and achieve the learning objectives.
- 2. To justify whether the provided task supports, both the teaching stage and media, are appropriate for the demand of the task.

## **D.** Scope and Limit

1. Scope

The scope of this research is actually about designing teaching. It is how the student-teachers organize their teaching to make the learners enjoy and experience learning so they can achieve the learning objectives. The use of media is also considered in this research because it includes in teaching unity.

## 2. Limit

Since the learners' achievement of the task demand is determined by the provided supports, this research limits the intended support to be discussed which is scaffolding. That is because what is intended by supports here are the learning activities done by the learners in each stage of learning. Those activities determine the successful completion of the main task in learning.

## E. Significance of the Study

The result of this research is expected to give some significance to some people, they are:

## **1.** Lecturers of English Education Department

Since this research is conducted towards student-teachers of English Education Department UIN Sunan Ampel Surabaya, it is expected to be one of the evaluation sources in facilitating learners during practice teaching class (PPL 1). Besides the use of appropriate teaching strategy for particular language skill, the attention in the teaching stage organization and the sequence of activity or task should have bigger portion to make successful and goal-oriented learning. This research is also expected to train and emphasize intern teachers to write achievable learning objectives by using clear and observable words instead of the abstract and unclear one.

#### 2. Student-Teachers

This research gives significance to the student-teachers in terms of the way they design their teaching. Any kinds of activity that will be done by the learners during learning should be organized well and carefully because it will determine the success of learning, which can be seen by the achieved learning objectives.

#### 3. English Teachers at SMKN 1 Surabaya

This research is hopefully able to help English teachers at SMKN 1 Surabaya about the strategy in teaching English. They may have been able to handle the different characteristics of learners in various departments there with, but along with the differences teachers should also apply more than one teaching strategy adjusting with learners' characters.

Since the discussion in this study is about balancing task demand and task support to achieve the learning objectives, it is expected to help figure out the idea how to make the learners more experience learning instead of fulfilling the next page material on the textbook.

## 4. English Teachers in General

The result of this research can hopefully be an evaluation for teachers who still directly teach what the book contains without any preparation or follow up activity. Not only can it put learners to boredom, teaching the book will also limit the discussion about particular topic and the learners will be more difficult in understanding the language.

#### 5. Further Researcher

Regarding to the use of some new terms which requires detail analysis, the finding of this research, which appears to be various in applied teaching stage, is expected to encourage further researcher to develop this research. They can conduct a research about the various analysis result from a different point of view. Although this conveyed topic was inspired from a reference to teach young learners but it can be developed for adult learners since it discusses about the task, not about teaching approach.

## 6. Readers in General

When readers read this study, hopefully they can be informed that being a teacher is not that easy. Teachers do not only instruct learners to do the task but need to carefully think and design appropriate activities to make learners capable of the knowledge. It would be much better if parents and family take a role do not only rely on teachers to make children smart, but also take a role in the efforts of making the learners have the true ability.

#### F. Definition of Key Terms

This following key terms are defined operationally for this research, they are:

## 1. Student-Teachers

Student-teachers are 7th semester students of English Education department UIN Sunan Ampel Surabaya batch 2012 who practiced teaching for internship program at SMKN 1 Surabaya. There are two student-teachers there, and they actually taught more than one classes. But for this research, the class being observed is 10th grade of Accounting department. This internship program started from August – September 2015.

2. Task

According to Nunan's statement about task in language teaching, the task meant here is the pedagogical task. It is a task that learners do in a classroom.<sup>17</sup> English Teachers of Alberta Community define task as the course materials that is used by instructor to help learners achieve their language and communication goal.<sup>18</sup> From those two references, task in this research is defined as the main activity that learners do in classroom which becomes the main point of learning objectives. It is neither a homework, outdoor task, nor a tests.

<sup>&</sup>lt;sup>17</sup> David Nunan, *Task Based Language Teaching* (Cambridge, UK: Cambridge University Press, 2004), p. 1.

<sup>&</sup>lt;sup>18</sup> Alberta Teachers, "Sequencing Task", *Alberta Teachers of English as a Second Language (ATESL)*, p. 5, accessed 23 Dec 2014.

#### 3. Task Demand

According to Cambridge Dictionary, the word 'demand' is defined as a strong request of something. What Cameron illustrates in her theory about task demand, it is defined as something that learners have to achieve through doing a series of relevant activity. It can, for example, say sentence of a picture, complete the missing parts of a story with suitable words, arrange pictures to form a good story, and some other activities. From those definition and illustration, it can be concluded simply that task actually holds something to be completed which becomes the demand of the task.

Considering that explanation, the intended task demand in this research is the level of difficulty that task have. The level can be determined by the support's relevancy and appropriateness to the task. The more relevant and appropriate the supports are, the more suitable the demand is.

## 4. Task Support

As defined in Oxford Advanced Learner's Dictionary, the word support means giving or being ready to give help to somebody if they need it. The intended help in terms of completing the demand of the task comes from the teacher's facilitation. Harden and Crosby emphasize that teacher need to encourage learners in constructing knowledge instead of simply provide all the information needed.<sup>19</sup>

As a purpose to construct the knowledge, the support for the task meant in this research is scaffolding. Reiser refers scaffolding as the assistance for the learners given by the teacher to accomplish the task. This research defines scaffolding as the series of learning activities designed by the student-teachers in each learning stage as the assistance for the learners.

5. Relevant

Oxford Advanced Learner's Dictionary defines relevant as closely connected with the subject being discussed. Roberson, as cited by Briggs, uses the term relevance and considers it as the crucial aspects in teaching and learning since knowing that the content is relevant, learners will be motivated and engaged to work with it inside or outside the classroom.<sup>20</sup>

Considering the importance of relevance in teaching and learning and regarding to the need for providing relevant support for the learners to complete the demand of the task, in this research relevant task support is when the learning activities are the continuation of previous one and staying

<sup>&</sup>lt;sup>19</sup> R.M. Harden and J.R. Crosby, "The Good Teacher is More Than A Lecturer - The Twelve Roles of Teacher", *AMEE Medical Education Guide*, no. 20 (2000), p. 10.

<sup>&</sup>lt;sup>20</sup> Saga Briggs, *How To Make Learning Relevant to Your Students (And Why It's Crucial To Their Success)* (2014), http://www.opencolleges.edu.au/informed/features/how-to-make-learning-relevant/, accessed 17 Aug 2016.

connected each other in a good sequence. Each activity contructs the whole understanding about the content.

## 6. Appropriate

Dictionaries explicitly defines appropriate as suitable, acceptable, or correct for particular circumstances. Appropriate task support in this research is when the learning activities are objective oriented, started with the easy one and move to more difficult. Simply, the appropriate task supports are the activities applying Bloom's Revised Taxonomy which concists of remembering, understanding, applying, analyzing, evaluating, and creating. Absolutely, the activities in each level of taxonomy must refer to the learning objectives.