#### CHAPTER I

### INTRODUCTION

### A. Background

In education language, there are four kinds of skills that must be mastered by the students, reading, writing, speaking, and listening. Reading is one of the skills that are difficult and it is a complex subject because it cannot come automatically, like other skills. It needs some experiences, talent, and a lot of habitual practices.

An increasing number of teachers has been looking for change from traditional learning process to interactive class. Teachers change learning, by focusing on interactive learning. They change pasif class to be "a student-centred one". As a result, students will be active in the learning process<sup>1</sup>.

Since the concept "student-centered learning" appears, the concept "task" emerges to be an importance element in sillabus design, classroom management, and class assestment. Although this concept does not seem to be

<sup>&</sup>lt;sup>1</sup>William Littlewood, task-based learning of grammer, language centre, Hongkong Baptist University. P.1

suitable with the teacher in traditional learning, it has influenced educational policy makers in ESL and EFL<sup>2</sup>.

Language acquisition is influenced by a complex interactin a number of variable. Material activities, evaluative feedback and TBLT (Task-Based Language Teaching) have positive impacts on these variables. This fact created task-based learning as first obligation that was hoped for from learning the language with the opportunity for the development of the student's language in the class. Task-based learning emerged as the main concept from the guide curriculum in studying system that it was considered to have replaced the active studying system, that pushed the student to look for and develop the capacity in the using of the language and "task-based learning" process <sup>3</sup>.

Nunan recorded that "task" is one of the works of the class that covered the studying system to understand, manipulate and produce knowledge of grammar, vocabulary and reading in understanding the meaning of language<sup>4</sup>. According to Ellis, the design of task-based learning involves consideration of the stages or components of a lesson language that has a task as its principal component<sup>5</sup>.

<sup>2</sup> David Nunan, Task-based Language Teaching in the Asia Context: Defining 'Task' in university of hongkong in Asian EFL Journal, Volume 8, Number 3. P. 14.

<sup>&</sup>lt;sup>3</sup> In-Jae JeonMokpo National University, Korea Exploring EFL Teachers' Perceptions of Task-Based Language Teaching: A Case Study of Korean Secondary School Classroom Practice. P. 1

David nunan, task-based language teaching in the asia context: defining 'task' university of hongkong in Asian EFL Journal, Volume 8, Number 3 P. 13.

Ellis, Rod.2006. The Methodology of Task-Based Teaching, (online) .vol 8 no.3 (<a href="http://www.asianefl-journal.com">http://www.asianefl-journal.com</a>) retrieved 2009-11-30. P. 1

However, they all have in common three principal phases, this phase reflected the chronology of a task-based lesson. Thus, the first phase is 'pre-task' and concerns the various activities that teachers and students can accept before they start the task, such as whether students are given time to plan the performance of the task. The second phase, the 'during task' phase, centers on the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase is 'post-task' and involves procedures for following-up on the task performance. Only the 'during task' phase is obligatory in task-based teaching.<sup>6</sup>

Combained Task in education and technological revolution realized in the increasing use of computers for learning, the implementation of the Internet, and the rise of network-based teaching, such as CALL (computer assisted language learning). Until now, many CALL activities were created with the sole rationale that computers are useful and motivating for students, although such activities lacked a solid research base. Computers were considered ideal for this aspect of learning as the machines did not get bored or impatient with learners and the computer could present material to the student as his/her own pace and even adapt the drills to the level of the student.

Due to the impact and influence of information technology on society and education, computer-assisted language learning is becoming the trend in

<sup>&</sup>lt;sup>6</sup> Ibid. P.2

<sup>&</sup>lt;sup>7</sup> In-Jae JeonMokpo National University, Korea Exploring EFL Teachers' Perceptions of Task-Based Language Teaching: A Case Study of Korean Secondary School Classroom Practice. P.2

foreign language teaching. Interactive computer network allows students to test the result of learning without the risk of being punished for any mistake. Learning does not have to be a pressure. Computer-assisted language learning can reduce the anxiety of students and turns out to be a positive side of learning.<sup>8</sup>

In previous study that has been done by Marta Gonzalez-Lloret in "designing task-based call to promote interaction: en Busca de Esmeraldas" it showed that there are steps necessary for designing an effective language learning tool to foster communication and negotiation. Taking into consideration the importance of; supporting integral education, using tasks, providing elaborated input and feedback, and promoting collaborative learning.

Another study by Smith in "Task-based learning in the computer-mediated communicative ESL/EFL classroom" show that a classroom-based study that explores some of these potential benefits for younger learners of English in a North American (US) public school ESL classroom setting. Data from learner-learner chat interaction are used to illustrate several of these potential benefits as well as some drawbacks to using such a pedagogical approach with younger language learners<sup>10</sup>.

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<sup>8</sup> Bygate, Martin etc. 2003 Task-Based Language Teaching, University of Lancaster, john Benjamin publishing company, P.2

Gonzalez-Lloret, M. (2003). Designing Task-Based CALL To Promote Interaction: En busca de Esmeraldas. Language Learning & Technology 7.1.86-104

Smith, Bryan. 2009. Task-based learning in the computer-mediated communicative ESL/EFL classroom, (online), Retrieved on 2009-11-18 (http://www.tell.is.ritsumei.ac.jp/callejonline/journal/11-1/smith.html)

In this research, the writer chooses the students at the second year students of SMA Muhammadiyah 2 Surabaya as subject of this research because the students of the second year students of SMA Muhammadiyah 2 Surabaya has several problems in reading comprehension, one of the factors is their motivation in learning English was also still now.

The researcher chooses SMA Muhammadiyah 2 Surabaya as location of research because of some reasons. First, this school is one of famous school in Surabaya. Second, this school is International based school and have relation with one of University in USA. Third, after the researcher had done preliminary research observation, the researcher found that the students' reading achievement was still lack. It might be caused the teaching learning process the strategy and method was not interesting and effective.

Additionally, by utilizing CALL in task-based learning, teachers are capable to create and storing supplemental materials for the students, posting class notes for the students review, and giving general feedback to the class as a whole and individually. The students are also able to submit homework online. By this reason, the researcher believes that using CALL in task-based learning in teaching reading will improve students' capability in reading.

#### **B.** Research Problems

Based on the background of the study above, this study will try to answer the following questions:

- 1. Is CALL technique in task-based learning effectively to teach reading skill?
- 2. What are the students' responses to the implementation of CALL in task-based learning?

## C. Research purpose

The study is aimed to find alternative techniques to be implemented in teaching reading skill. Specifically, it is aimed at:

- This research is aimed to describe CALL implemented in task-based learning of reading lesson.
- This research is aimed to describe the students' responses to CALL in implemented task-based learning of reading lesson.
- This research is aimed to describe the class atmosphere when CALL is implemented in task-based learning.
- This research is aimed to describe the progress of the students reading ability after CALL is implemented in task-based learning.

## D. Significance of the study

The ssignificance of study is expected to give contribution for field of study or an area of practice. The significances of this study are:

- This research will help us to formulate new perception implementation CALL
  in task-based learning in teaching reading.
- 2. Readers know the advantages and disadvantages of using CALL in task-based learning in reading classroom.
- Readers know that CALL in task-based learning can be useful in teaching reading.
- Readers also know the application of CALL in task-based learning in teaching English skill especially reading.
- 5. For the teacher, the findings of the research can be used as an alternative technique to help students to improve their reading ability.

### E. Scope and limitation

The research focused on the students at the second grade of SMA Muhammadiyah 2 Surabaya. The researcher chooses this the second grade because he has assumption that the reading ability of the students at the second grade are quite good, therefore it is suitable to make the students speak or active

in class. Actually, there are ten classes at the second grade, from XI-1 until XI-7.

One class in the second grade consists of 33 students from XI-1 until XI-7.

The researcher chooses XI-IPS 3 because according to the English teacher there, the reading skills of the students in XI-IPS 3 class are quite good than the other class but still having problem in reading skill. With a lot of reading skill, they can be easy to learn task-based learning. It is different with the students, which is in lack of vocabularies in understaning reading skill. If the students are in lack of reading skills, they feel difficult to learn task-based learning finally; the researcher concludes students of the second grade in XI-IPS 3 class can improve their reading skill using task-based learning technique.

### F. Definition of Key Term

Some words with specific technical meanings, which are used in this study requires further verification to avoid bias. Therefore, it is important for the researcher to present the definition of key terms as follows:

### 1. Task-Based Learning

Task-Based Language Teaching (TBLT) is an educational framework for the theory and practice of teaching second or foreign languages.

# 2. Reading

Reading is an action of person who looks at and understands the meaning of written or printed words.

# 3. CALL (COMPUTER ASSISTED IN LANGUAGE LEARNING)

Computer-Assisted Language Learning (CALL) is a form of computer-based learning which carries two important features: bidirectional learning and individualized learning. It is not a method. CALL materials are tools for learning.