

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents an introduction of the study which involves the background of the study, formulation of the study, objective of the study, scope of the study, and significance of the study.

#### **1.1 Background of the Study**

Sentence is the smallest unit of language, in spoken or written form, which expresses a complete thought, Kosasih (2017:44). In English grammar, one the type of sentence structures is a simple sentence. Simple sentence consists of just one independent clause. A simple sentence can be as short as two words, but it can also be much longer while still remaining a simple sentence structures. According to Attenberry (2013:1), a simple sentence consist of an independent clause, so it contains a subject and a predicate. It does not contain either a dependent clause or another simple sentence. An independent clause is a group of words that has a subject and therefore, stand alone. This key idea is made up of two parts, a simple subject, and a simple predicate. Usually, a noun identifies the person or object of the sentence. The simple predicate is adverb that tells what person or object is doing or has done.

In English grammar, grammar plays a crucial part in learning English for EFL (English as Foreign Language) students in Indonesia. According to Mammadova (2020), grammar roles as the foundation of the language.

The ability of increase English grammar is very important since grammar considered as the aspect that contributes in understanding a language. Grammar plays as the backbone of any language since without the existence of the grammar those people cannot convey the messages, meaning and ideas (Taaamneh:2020). Furthermore, Alexander (2005) states the grammar is the support system of communication and we learn it to communicate better. Grammar explains the why and how of language. It means to be able to write and speak English, the students should have structure grammar ability because they would make errors in their speaking or writing if they are lack of structure or grammar ability. Learning English grammar is very important to understand English easier. Brown state the grammar is a system of rules and governing in conventional arrangement relationship of words in a sentence. It means that grammar was very difficult to be learned by the student. Thus people learn English grammar in order to fulfill their target in communication better both orally and in writing. In fact, there are four skills that should be mastered by the students in learning English, i.e. listening, speaking, reading and writing. One of the important elements of English grammar which need to learn is sentence. However, since there are so many kind of sentence that taught to the students in Indonesia, the researcher more interested in a field of simple sentence. Simple sentence is one of basic structures in learning grammar for students in Indonesia.

All of the problems above can be solved through many ways. The teacher and the students must be responsible to solve it. The teacher can try to apply any method approach, or technique to teach writing in appropriate way. One approach that is considered to be effective to apply in language classroom is Task Based Language Teaching (TBLT). TBLT is a language teaching approach if this case used for second language learners. Richards (2006: 30) states that in the case of Task-Based Language

Teaching, the claim is that language learning will result from creating the right kinds of interactional processes in the classroom and the best way to create these is to use specially designed instructional task. TBLT is an approach which offers students material which they have to actively engage in the process of teaching learning in order to achieve a goal or complete a task. TBLT gives a natural context for using target language in the classroom. It gives the chance to the students to explore their ideas and to choose their own words, and encourages students to be active learners.

In TBLT, the teacher has a lot of opportunities to develop various activities. The teacher can use writing tasks with fun activities and familiar topics to the students, for example describing students' special person, special events, students' memorable experiences, what they interests, their daily activities, etc. TBLT is expected can help students by placing them in real- life situations, where their active participant in the classroom is essential for doing a specific task. In TBLT, the task is the core for TBLT. Ellis's (2003:16) viewpoint, a task is: a work-plan that requires the 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. Briefly, the effective steps in TBLT namely pre – task, task phase, and language focus (post task) are very effective to improve the student's ability especially in simple sentence. Conducted on giving those tasks, it hopes there will be some significant progressions made by the students. The students tend to be better in their content, organization, syntax, grammar, vocabulary, and mechanics. Pre task phase introduces the topic and task for the students, activates the students to find related words and phrases which are suitable to the topic. In the pre task, the teacher presents what will be expected of the students in the task phase. These will be presented the suggestions and motivations, so the students would be encouraged to use what they are comfortable with in order to

complete the task. The instructors may also present a model of the task by doing it by themselves or by presenting picture, audio, or video demonstrating the task. The task cycle offers the chance to learners to use whatever language they already know in order to carry out the task, and then to improve that language, under teacher's guidance, while are planning their reports of the task. The language focus allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. By this point, learners will have already worked with the language and processed it for meaning, so they are ready to focus on the specific language forms that carry that meaning.

Besides, TBLT is also expected to give enough opportunity for the students to be a good writer. The teacher will give the students some tasks and then guide them in every task activities in the classroom. Through guided writing, the students are supported during the different task of writing process. Furthermore, it can be stated that task-based language teaching (TBLT) would be suitable to increase students ability.

According to Soenardi (cites oktariansyah:2019), a person's ability would determine attitude and result. What is the meant by ability is the talent inherent in a person to carry out an activity physically or mentally that someone gets from birth, learning, and experience. Furthermore, the ability can be called competence. Competence can be defined as knowledge, skills, and ability controlled by a person who has become a part of himself to perform cognitive and affective attitude as well as possible. Based on the above definitions, it can be conclude that ability can be mastered and innate from birth. The result of the training are used to do something that is realized through tests and also competence. The ability to be used to describe knowledge and skills, and to be able to carry out tasks effectively, also always requires professionals to deepen and update their knowledge and skills by the demands of their profession.

## 1.2 Statement of The Problem

Based on the background of the problem above the research identified the problem as follows :

1. How task based learning implemented in teaching simple sentence *in Mts Asmah Zaijuli Hamid?*
2. How task based learning impacts on student's ability to use simple sentence?

## 1.3 Objective of the Study

The main research objective is actually to find the ability of the second year students of Junior High School *MTS Asmah Zaijuli Hamid* related to simple sentence. Anyway, the objectives of the research can be formulized as follows:

1. To describe how the way task based learning is implemented student's ability in simple sentence.
2. To describe how task based learning increase student's ability in simple sentence.

## 1.4 Scope of the Study

Based on the problems which were identified above, and due to the time constraint, this study focuses on the implementation of Task Based Language Teaching (TBLT) to increase student's ability to produce simple sentence in English by the second year student's in *MTS Asmah Zaijuli Hamid*, and how it is impacted to the learners.

## 1.5 Significance of the Study

Generally, the result of this research is expected to give benefits for:

### 1. The Students

This study is expected to make the teaching learning process will be more enjoyable since the students can work in the group work. They can discuss the task with their partners. They will be more attracted to do any exercises on learning formating simple sentence in English. They have more opportunities to develop their ability to speak or write sentence in English sentence in the right away. They will have higher self confidence in producing English sentences. Automatically, they will increase their vocabularies as well as sentence structure and English grammar.

### 2. The English Teacher

This study is expected to give benefits for the English Teacher especially to improve the ability as well as the skill of learning language.

It is also to encourage teacher to give the follow of activities for student's work, and to stimulate the teachers to motivate their students in learning language.

### 3. The Schools

This study is expected to give benefit to the school regarding to improve the education quality.

### 4. Other Researchers

This study is expected to be source as the starting point to improvethe teaching and learning activity in the classroom.

## **CHAPTER II**

### **LITERATUR REVIEW**

This chapter describes many relevant theories from the expert and then the elaborate as the guidance in this research. The discussion focused on literature review including the principles of TBLT, the application of TBLT, the procedure of TBLT, advantages and disadvantages of TBLT.

#### **2.1 The Nature of Task Based Language Teaching**

Task Based Language Teaching is one of teaching method used by teachers to increase English skill is Task based Language Teaching. From the various existing English models, then the Task Based Learning can develop and the learning that uses a communicative approach with the main principle in completing task learning. Rad & Jafari (2013:88) state that Task Based Language Teaching suggest that is important for teachers to be able to manage a variety of different task demands and provide stairs to facilitate language learning. At the same time, foreign language learners should also be familiar with those strategies that can be able them to achieve better language.

Meanwhile Dailey (2009) states that Task Based and Learning Teaching place students in real world situation without too much intervention from the teacher, this can arouse students to use the students language taught to complete a task. Furthermore, Dailey stated that TBLT focuses on increasing learners competency which includes speaking the students language while in the classroom. Task Based Language Teaching is generally characterized as a development within the communicative approach. It takes task defined in a variety of ways as central elements in design and

teaching, in other words, task based language teaching advocates the view that might be specified in terms of learning tasks. Thus, the focus is on the process rather than product. “However processes belong to the domain of methodology” (Nunan : 1989).

### **2.1.1 The Principles for Task Based Language Teaching**

According to Nunan (2009), task based language teaching has the following principles :

1. A needs-based approach to context selection.
2. An emphasis on learning to communicate through interaction in the student’s language.
3. The introduction of authentic texts into the learning situation.
4. The provision of opportunities for learners to focus, not only on language but also on the learning process.
5. An enhancement of the learners own personal experiences as important contributing elements to classroom learning.
6. The linking of classroom language learning with language use outside the classroom.

### **2.1.2 The Application of Task Based Language Teaching**

TBLT can be used in junior high school because the students are a vocal or advanced level. This strategy places the students at the center of teaching- learning process. They are assigned a variety of tasks, which they must complete in pairs or groups. As a result, individuals can improve their interactions with their friends while completing the activity, allowing them to be more conversational and active.

When using TBLT, the teacher primarily serves as a facilitator rather than a demonstrator or explainer. The teacher just assigns the tasks using the proper teaching



processes in TBLT. The student's then work independently to complete the tasks. Although TBLT is learner-centered, this does not imply that students or learners are given tasks without prior guidance or explanation on how to complete them. There is a phase or stage in TBLT that describes what is expected of the student's when completing the task. As a result, it is appropriate for use in teaching English to junior high school.

### **2.1.3 The Teaching Procedures of Task Based Language Teaching**

Each method in teaching language has some procedures. These procedures purpose to make teaching- learning process run well. TBLT has some procedures as well to make teaching- learning process run in a good order. Although the basic activity in TBLT is doing the task, it cannot be given directly from the beginning of teaching- learning process. There should be a scaffolding activity to elicit the students' background knowledge. Then, there should be language practice also which focuses on the use of some language items. Willis(2007) states that in TBLT the core of the class activity is the task He suggests that each lesson is divided into several stages; there are three stage processes: pre-task, task-cycle, and language focus.

#### **1. Pre-task**

This phase functions as the scaffolding for the students. In the pre-task phase, the learners are introduced to the topic and they are explained about the task. teacher asks the students about the words or phrases that are relevant to the topic which is given by the teacher. There are some procedural options for the Pre-task phase. They are: giving the learners encouragement to perform the task; providing learners with the example to do the task; involving learners to do non-task activities; non-task activities

mean the activities exclude the task given by the teacher; and giving learners the time to arrange the performance of the task.

## 2. Task-cycle

In task-cycle, learners are provided the opportunity to use their given information about target language. The language form is not a priority in this stage. The learners are allowed to use whatever language they already know in solving the problems in the task. However, it should be followed by the teachers' guidance to improve that language. This stage consists of three basic conditions for language learning exposure; they are task, planning, and report.

## 3. Language focus

This stage functions as the focus on the use of some language items. There are two types of activities in this stage namely analysis and practice. While doing the task-cycle, learners naturally learn some specific features as well. For example: when the teacher gives a task to complete a text about argumentative, learners also focus on the tense used in an argumentative text. Therefore, learners will have already worked with the language during the task-cycle. The three stages in TBLT above should be fulfilled by the students. The students cannot ignore one of them. They should be run thoroughly while the teacher is applying TBLT. The teacher should design appropriate activities in every stage. Therefore, the students can accomplish the task in an appropriate way as well.

### **2.1.4 The Advantages of Task Based Language Teaching**

There are some advantages of Task Based Language Teaching stated by Ellis

(2009):

1. Task Based Language Teaching helps students to interact spontaneously to language learners are free to use whatever vocabulary and grammar they understand.
2. The student will be able to understand the material easier because the teacher explain the task related to the topic discussed.
3. It can increase student's thinking to understand better because they are give an opportunity to discuss.
4. Teaching and learning process will be more attractive since the students are able to understand the task.

### **2.1.5 The Disadvantages of Task Based Language Teaching**

There are two disadvantages of task based language teaching stated by Ellis (2009):

1. Insynchronization between students and teacher perception.
2. The students finds it difficult to do the task.

### **2.2 Brief Description of Sentence Structure and English Grammar**

Each language has a special structure in forming a sentence or paragraph. According to Utari (2019), sentence structure is a series of words that form a sentence and is built by elements that are relatively fixed in nature in the form of subjects, predicates, objects, complements. Harmer (as cited in Widya & Wahyuni, 2018) states that sentence structure is very important in arranging the words into English structure sentences. It means without sentence structure knowledge, the students cannot arrange the word into good sentences. Sentence structure helps the students to know the way language work.

Furthermore, Redjeki & Muhajir (2020) also mention that sentence structure grammar is very important in forming words and sentences concerning communicative competence writing and speaking skills. It means that sentence structure knowledge is considered as an ability of students. Based on the explanation above, it is important to know grammar because it is difficult to develop language skills without sentence structure knowledge. The teachers should help students acquire grammar knowledge through meaningful contexts.

### **2.2.1 Grammar**

Grammar is fundamentally about how words are combined to form a sentence. It can be said that a sentence comes from a combination of some words, but those combinations can't always be called a sentence. Since a sentence which does not follow the rules is considered ungrammatical and vice versa. To construct a correct sentence, the words should be placed properly by following the rules of English grammar and syntax, so the sentence will be grammatically accepted.

According to Thornbury (1999), grammar is partly the study of what forms or structures are possible in a language. Grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed. It means that grammar is a system of production rules used to parse and generate the meaning, pronunciation, morphology, and syntax of a sentence.

### **2.2.2 Simple Sentence**

A simple sentence is a sentence that consists of just one independent clause. This clause is the main clause (can stand alone). To form a clause only needs a subject and a predicate. It's called simple because this sentence is only composed of one subject and

one predicate. It is supported by Alexander (2005) that a simple sentence is a complete unit of meaning which contains a subject and a verb, followed necessary, by other words which make the meaning.

Furthermore, Demireen (2012) explains about a simple sentence that the simple sentence has one independent clause that can stand on its own with a complete meaning. In many cases, the simple sentence structure starts with subject. The subject is commonly the noun and modifiers, but this is not always the case a simple sentence is an independent clause which must have adverb. There are four basic simple sentence in English such as:

### 1. **Subject + Verb (S + V)**

The subject tells who or what about the verb. A verb instead shows action or state of being. For example:

- I study.
- James cooked.
- We sit.
- Joe speaks.
- The plane crashed.

### 2. **Subject + Verb + Object (S + V + O)**

Some verbs have an object which is generally always a noun or pronoun. The object is the person or thing affected by the action described in the verb. An object as a single complement follows a verb immediately. When compared with the first case. It is seen that having an object in a sentence is optional. For example:

- I study English.

- Sam can drive a car.
- They read a book.
- Rey became a doctor

### 3. **Subject + Verb + Complement (S + V + C)**

The complement complete the meaning of the subject. That why it is described as the subject complement. This type of clause uses a special type of verb, linking verbs, such as to be (is, am, are) become, remain, seem, feel, look, grow, turn, appear, taste, sound and smell. Subject complements are generally made from the linking verb. For example:

- I am busy.
- The bag looks good.
- I feel bored today.
- Speaking skills is important.
- The host's voice sounds terrible because of cold.

### 4. **Subject + Verb + Indirect Object + Direct Object**

The indirect object is found by asking to whom or to what, after the verb and the direct object. For example:

- She teaches us English.
- The teacher gave the children homework.
- Justin bought Marry a ring.
- I read her the letter.
- My grandfather told me a story.