

Chapter One

Introduction

Chapter one briefly describes the background of the research, the identification, and limitation of the problem. The researcher also defines the research questions in this chapter. The researcher also defines the objective of the research as well as the significance of the research for publics. Lastly, this section explains about the outline of the research.

Background

In English classroom, one of the elements that need to be considered is the teaching method. According to Harmer (2011) has stated that, “a method is the practical realization of an approach” (p. 78). The method is the way teachers deliver the material to their students. There are several types of learning method such as PPP (Presentation, Practice, and Production), Audio-lingualism, Communicative Approach, and Task-based Learning. The teachers choose one of the methods that are suitable with the curriculum, the condition of the class, the students’ ability and also the material itself.

The researcher only focuses on a certain method called Task-based Learning method, because Task-based Learning method is one of the most current methods. This method was introduced and gets popularized by Prof. N. S. Prabhu in 1987. According to Prabhu (as cited in Ellis, 2003), Task-based Learning emphasizes on giving students task as in term of cognitive learning. He also believed that Task-based Learning method begins with pre-task, task cycle and

post task. Along the way, Task-based Learning method is developed by several researchers such as Jane Willis, Rod Ellis and Peter Skehan. As cited in Harmer (2001), Willis has stated that Task-based Learning method is an upside down PPP method. Willis created the stages of Task-based Learning method. She believed that Task-based Learning starts with pre-task, followed by task cycle and the outcome will be language focus. Task-based Learning method can be used on different level proficiency. Task-based Learning (TBL) is used for primary school up to college or university.

English Language Education Department is one of the study programs in a private university in Yogyakarta. English Language Education Department (ELED) students learn different kind of methods. It is important to acquire this information because it eventually will help them differentiate the method that their teachers use inside the classroom. The other reason why learning different method is important for ELED students is that they will be future teachers and they will use several methods they learnt inside ELED classroom. Learning different kind of methods also help the students in their teaching performances in the future. The ELED students will be intellectual teachers who know how to differentiate and choose one among several types of methods.

Task-based learning method is one of the most current methods. In English Language Education Department, many teachers use TBL method inside their English classes. Based on the researcher's personal experience after attending one of TBL method classes in ELED, the students were excited to attend TBL method class. Therefore, the researcher finds it very ideal to seek out the students'

perception on the implementation of TBL method. Moreover, the researcher found that there has been no research in this particular field.

The researcher finds it very ideal to discover the implementation of a learning method, which, later on, could be developed the students' perception on the effect of using the Task-based Learning (or TBL) method. The researcher would like to investigate the Task-based Learning method procedure by ELED teachers. The researcher is interested in Task-based Learning because TBL is one of the most current methods that could be very useful for teacher. The researcher wants to find out the implementation of TBL method in ELED classrooms. After implementing TBL inside ELED classroom, the researcher also investigates the effect and changes that students perceive after the teaching learning process.

Identification and Limitation of the Problem

In this part of the research, the researcher explains about identification of the problem. The identification of the problem consists of several problems that can be found in the field of the study. The limitation of the problem consists of the problems that suitable to the researcher's desire.

Identification of the problem. There are several issues that can be found in Task-based Learning method. One of the issues that might come up in Task-based Learning method is the environment. TBL focuses on the students' performance; if the environment is not suitable for this method it will be hard to implement this method. One of the other issues that might come up is the steps in conducting Task-based Learning method. There are several ideas in performing

TBL method inside the classroom. There are several procedures of conducting TBL method because the fact is that there are several experts who described the procedures differently.

Based on the issues that might come up in Task-based learning method, the researcher investigates the implementation of the TBL method's procedure inside ELED classroom. The researcher only focuses on the procedure of the TBL method. The researcher also identifies the effect of implementing TBL method in ELED classroom. Those subjects are relatable and very ideal to the researcher's desire. The researcher believes that there has been no research on this particular field of study in the ELED of the private university in Yogyakarta where this study was conducted.

Limitation of the problem. There are several teachers who use Task-based Learning Method as their method in teaching English. English Language Education Department in a private university in Yogyakarta is the setting in this research. The researcher believes that English Language Education Department (ELED) is the ideal place to conduct this research. Several teachers have been using Task-based Learning method in their English classes. Moreover, the researcher finds out that the implementation of TBL has not been researched in the private university in Yogyakarta before. The researcher would like to investigate implementation done by teachers at ELED. Having said that, the researcher is very interested to find out how Task-based Learning method implemented in the teaching learning process.

The researcher mainly focuses on the implementation of the Task-based Learning method in English class. The researcher finds out the TBL teaching procedure using TBL method implemented by the ELED teachers. After finding out the implementation, the researcher also finds out the effect of using Task-based Learning method that students' perceived at English Language Education Department. The researcher asks students who attend TBL class implemented by the teachers. The researcher asks students' perceptions toward teaching learning process using TBL method in the interview session.

Research Question

After finding out the problem, the researcher comes up with the research questions as follows:

1. What are the steps of Task-based Learning method implemented by teacher as perceived by students at English Language Education Department of a private university in Yogyakarta?
2. What are the students' perceptions on the effects of using Task-based Learning Method in teaching learning process at English Language Education Department of a private university in Yogyakarta?

Objective of Research

Based on the research questions, the researcher decides that the objectives of the research are:

1. To describe the steps of Task-based Learning method implemented by teacher as perceived by students at English Language Education Department of a private university in Yogyakarta.
2. To identify the students' perceptions on the effects of using Task-based Learning Method in teaching learning process at English Language Education Department of a private university in Yogyakarta.

Significance of Research

The researcher defines the significances of the research are for:

Researcher. Increase the knowledge especially regarding the TBL method of teaching and learning process by interviewing students who have been taught TBL method at English Language Education Department of a private university in Yogyakarta.

Students. Broaden students' knowledge about Task-based Learning method, as this will be useful for English Language Education Department students when they become teachers in the future.

Teachers. Use the information gained in the findings and discussion to be considered in teaching using Task-based Learning method at their English classes.

Other researchers. Use the information gained in the findings and discussion as a further research in line with the theme of the research.

Outline of the Research

The researcher represents this part of the chapter as the outline of the research entitled “Students’ perceptions on teachers’ implementation of Task-based Learning method at an English Language Education Department in a Private University in Yogyakarta”. The researcher starts with chapter one which explains about background, identification and limitation of the problem, research question, objective and significance of the research. Chapter two explains about the literature review used in this research, review of related research and conceptual framework of the research. Chapter three describes the methodology of the research. Chapter three is divided into several parts which are; research method, research setting, data collecting method, data analysis and data collecting procedure. The researcher explains the findings and discussions the research on chapter four. Lastly, on chapter five the researcher gives conclusion and suggestion.