

CHAPTER I

INTRODUCTION

A. Background of Study

All people in the world cannot build communication with each other without using a tool for making a good relationship. The tools can make people are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings – only imagination sets limits. The people can laugh to express amusement, happiness, or disrespect, people can smile to express amusement, pleasure, approval, or bitter feelings, people can shriek to express anger, excitement, or fear, people can clench our fists to express determination, anger or a threat and for doing that people need a tool that can make all of that to be real and easy to do. This tool must be useable and understandable by the people because the most important thing to build good communication is to understand each other.

To understand each other, people must have something that can cover all and one of them is language. According to Sweet (1912, p.31), an English phonetician and language scholar, stated: “Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.”

According to Finocchiaro (1974, p.3), said: "A language is a system of arbitrary, vocal symbols that permit all people in a given culture or other people

who have learned the system of that culture, to communicate or to interact". He also stated that "Language is one of the important devices of communication in any type of human activities; language support processing civilization and its progress day to day. Language is used to show their thought and feeling, wish and activities and to influence others. One's education background, association, tradition, and sign of family and nation can be explained by a language."

In this world, there are many languages used by people. The most common language is English because it is a global language. As a global language, English has many functions such as it can be a scientific key because a lot of science is written in English and also important books both for studying exact and social science. English is a medium language among nations so that no wonder if a lot of nation learning English (Wiranto, 2006, p. 1).

English is one of the widest language spoken around the world as well as the most taught. In Indonesia, English is a foreign language that usually taught in early-stage also known as English for young learners with many techniques, methods, and approaches. According to Purwaningsih, (2008, p.30) "Young Learners are learners in Elementary School aging 9-10 years old who are learning English as a foreign language". Based on that statement, we can know that Young Learners are students of primary school. According to Maryati (2008, p.5), "Young Learners are the students of Elementary School who are at grade four up to grade six. Their ages range from ten to twelve years of age. They have learned English for about one up to four years". The number of years of primary schooling

varies considerably from country to country, but so do many other conditions of English teaching to young learners, so that approximations cannot, unfortunately, always be avoided. The expression young learner is, for this publication, applied to children from the age of three to twelve. This is in order to reflect the steadily lowering age of English learning to include pre-primary in many contexts. Additionally, there is no sudden cut-off at age ten or eleven with regard to a need for a child-centered pedagogy, rich in oral input and meaning-centered learning. From those statements above, we may conclude that Young Learners are students who are studying in Elementary or Senior High School aging 7-15 and they are studying English as a second language for about one up to four years. In other words, we may say that Young Learners are English foreign language learners, ages 7-17.

Today, English has become a basic need in society in Indonesia. Even the parents began to teach English at an early age to their child so that they can adapt to the modern society. This is in accordance with the words of the Prophet about the obligation to study for all Muslims in the hadiths that advocate seeking knowledge from the cradle to the grave.

أَطْلُبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ

The hadith above explains that every Muslim sought knowledge from the cradle or at a very early age until the end of his life. Even Allah SWT also said

that children are required to get education both religious and scientific or social.

This is clearly written in Surah Al-Baqarah verse 33:

قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَاءِ هَؤُلَاءِ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ
غَيْبَ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ

From the Al-Baqarah verse 33, Allah gave orders Adam to tell the people about the names of nature. It is related to the teacher who teach English in the first and second grade as a first step for the students to learn English. In addition to knowledge gained from parents, children are educated in formal schools in order to obtain a variety of knowledge that will be very useful for their lives, one of which is English.

In ELT (English Language Teaching) for young learners, the use of techniques, methods, or approaches is the most important thing that the teacher has to understand and use in teaching the English Language in the classroom. The teacher has to know what the best technique, method or approach used in the classroom to improve students' understanding of the material taught by the teacher.

In improving students' understanding, the teacher has to various strategies such as giving the assignment, homework, or task to the students. It is more helpable to the teacher for making the students more understand in English. The teacher can give students the assignment to the students for measuring how far students understand the material. An Assignment can be homework or a task given

by someone accomplish. According to Stokes and Baer (1977 p.349-360) Homework is defined as academic work assigned in school that is designed to extend the practice of academic skills into other environments during non-school hours. This definition stresses the importance of homework as a means of programming for academic skill generalization. Homework is seen as any assignment from the regular classroom teacher that is intended to occur outside of regular school hours, regardless of where that assignment is completed.

Another definition Homework is defined as academic work assigned in school that is designed to extend the practice of academic skills into other environments during non-school hours (Cosden, Morrison, Albanese, and Macias, 1998).

In conclusion, Homework can be defined as school-related assignments by a teacher, or through mutual agreement of the student and teacher, which will require time and effort outside of the regular classroom for successful completion. It also serves to reinforce what is taught in the classroom and, as such, is practiced independently as an extension of the previous day's lesson or as a preparation for the next lesson. It should never take the form of busywork.

In the classroom, the teacher can give students an assignment that usually called task. According to Prabhu (1987, p.24) as an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task'. In the simple perception, a task is an assignment or work given

by a teacher to the students in the classroom. It can be formed such as interaction, discussion, giving information, personal expression, etc. It must be finished within a specific time. There are various tasks that can be used to help the teacher in evaluating students' understanding of learning English.

Commonly in teaching and learning English for young learners at some elementary schools demonstrate the activity students will do, or teacher as the student to answer exercise in the textbook. Meanwhile, in SD Alam Muhammadiyah Banjarbaru the teacher tries various tasks to teach students in order to make them understand about English effectively. Types of activities or tasks that can be used in the classroom can be project work, drawing, coloring, cutting out, making things, solving problems, recording information, etc.

Teaching English for the young learner is very much different from teaching adults in a way that they are often more enthusiastic, active, and easily adaptive than adults. Generally, primary school is the first step for children as a young learner to know and understand English. Therefore, the teacher should be active and creative to choose teaching method. Elementary school students are children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching technique to make the English lesson more exciting (Hafield, 1985 in Fauziati 2010, p.92). The teacher should also consider the learner's characteristic in choosing the teaching method. As we know that children, especially students in Elementary school, they are active and creative. They can easily get bored if the condition of teaching English process is

monotonous and not creative. So the activity of teaching-learning should be appropriate with principles for teaching English to the young learners. The reason behind such activities or tasks is that the students learn by doing, by being actively involved in their learning; and it creates opportunities for them to use their imagination and creativity.

English learning began to be instilled in young learners as one of the efforts to instill and increase understanding of foreign languages early. To introduce English to young learner students, there are several fun activities that are following the needs and abilities of students that teachers must know and do. So the researcher interested in knowing and exploring more about what activities are used in learning English in SD Alam Muhammadiyah Banjarbaru because this school has some interesting activities and super active students. The school also has different things to others schools such as it can be seen by the environment of school, the buildings, the roles, and the classroom.

SD Alam Muhammadiyah Banjarbaru is one of the outdoor class-based elementary schools where it makes students more emphasized close to nature. The school environment is made like living in nature by building classrooms and student's playgrounds that blend with nature. The buildings of the class made of wood and designed like cottage houses and students' playgrounds are made like children playing in the forest because there are many large trees and artificial lakes that can be used for students' play activities or as learning media. In the classroom of this school, there are a teacher and some companion teachers for students with

special needs. The companion teacher just take focus on the students with special needs to understand them about the lesson and take care of them from the start class until the end of class.

In SD alam Muhammadiyah Banjarbaru English language taught by teacher start from the first grade until the sixth grade and every grade have two classes called A and B but there is only an English teacher. In this school, the classrooms are quite interesting because the appearance fills with students' creative works and in one classroom has at least 15 students.

From the description above, the writer uses the opportunity to know The Types of Task in the short term. To know more closely about it, the writer conducts research under the title "The Types of Task in Teaching English at SD Alam Muhammadiyah Banjarbaru."

B. Research Questions

Concerning the topic, the problem of this research can be formulated as follow;

1. What are the types of task used in teaching and learning English at SD Alam Muhammadiyah Banjarbaru?
2. How does the teacher implement the types of task in teaching and learning English at SD Alam Muhammadiyah Banjarbaru?

C. Objectives of the study

Based on the statement of the problem above, the objectives of the research aim is to:

1. To find out the types of task used in teaching and learning English
2. To investigate the implementation of the types of task in the teaching and learning process of English in the classroom.

D. Significances of Study

The result of the study is expected to have the following significances:

1. Motivating the Teacher to use diverse instructional tasks in teaching and learning English.
2. To provide some information on students' learning's problem and to give valuable input to develop various teaching methods that include the use of media (task) as a strategy in teaching and learning process.
3. Increasing students' motivation in understanding the English Language.

E. Definition of Key Terms

To avoid misinterpretation when the readers explore through this research, the following are definitions of some key terms:

1. Task: A task is a classroom activity or exercise that has an objective attainable only by the interaction among participants, a mechanism for structuring and sequencing interaction, and a focus on a meaning exchange. It is based on classifications of Prabhu and Willis.
2. Types of task: refer to some activities used by a teacher in the teaching and learning process in the classroom based on Phrabhu's Classification, it is Information-gap Activity.
3. SD Alam Muhammadiyah Banjarbaru: SD Alam Muhammadiyah Banjarbaru is one of the outdoor class-based elementary schools where it makes students more emphasized close to nature. The students of this school are asked to study and play with the nature. The teacher can improve their creativities of teaching by exploiting the school's environment'. In this school, there is an English teacher who teach English lesson for first grade until sixth grade and every grade has 2 classes called A and B.