

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The finding shows the data for answering the research question and the discussion gives the explanation to relate the findings with theory.

A. Findings

In this section, the findings that are displayed based on the two research questions raised as follows:

1. The implementation of task based language teaching method for young learners

After conducting the research, the researcher obtained the data about how does the teacher implement of task based language teaching for young learners:

Table 4.1

The implementation of task based language teaching

No.	Task Based Language Teaching Features	Activities
1.	Focuses on completing the task	The students took the material in 2 weeks. The first week to study and the second week to do the assignment.
2.	Use of textbooks in learning	The assignments given by the teacher were textbook and already have the answer in the material sheet
3.	Time span is relatively long and flexible	Students worked on assignments that are fully

	supervised by their parents at home
4. Students are required to be independent	Students were given the experience to do assignments independently at home. They are taught to be responsible for completing school's assignments
5. No material deepening	Assignments that have been collected, checked and assessed by the teacher in the form of scores are then returned to the students concerned

The finding showed that the implementation of task-based language learning in school:

a. Focuses on completing tasks

Teacher:

"When students take materials and assignments, the teacher will explain about 5-10 minutes. If students do not understand the assignment, they can contact the teacher via social media, namely *WhatsApp*. Then teacher explains it using voice notes or via chat. If students don't have complaints, that's all there is."

"Students will only ask questions when taking materials and assignments. English subject received less response because it is not a compulsory subject"

Based on the result of interview, it was known that the school directed students to come to school according to the schedule for taking sheet materials and assignments. All material sheets and assignments for all subjects are combined and distributed by the homeroom teacher to the students concerned.

The duration of each task is 2 weeks. The first week students understand, study and write the material on their book and the second week students do the assignments that have been given. This learning process is carried out at home.

The interaction between teacher and students only lasted about 5-10 minutes when explaining the material at school. Beyond that, if students do not contact the teacher via social media, then there will be no interaction afterward.

b. Use of textbooks in learning

Teacher:

“The task is not far from the material that has been distributed. Most of them already have the answer there. The questions are not many, at most 5 multiple choice questions”

When determining assignments for students, the teacher chooses questions that were closely related to the material. In fact, most of them already have the answer in the material. This is a solution offered by teacher to make it easier for students to understand learning during a pandemic. Based on the result of the interview it was known that the assignments given by the teacher were textbooks, not authentic.

c. Time span is relatively long and flexible

Teacher:

“Students must be able to manage the time to do assignments according to the previous face-to-face learning schedule. For example, the English schedule on Monday, then students should do the task at home on that day”

“It’s up to the students when they want to contact the teacher. Usually they will ask the day before the deadline. At least 3 people who do not understand at all what is meant by the question”

Based on the result of interview, it was known that the teacher gave a long time for students to do the assignments. She also does not give time limit on when students can and cannot contact her.

d. Students are required to be independent

Teacher:

"By giving assignments, they can train the moral and character aspects of students where they are expected to be honest and independent while working on assignments at home. But most of their parents do the task. Some of them will also do assignments if accompanied by their parents. However, at this stage, the child is not yet independent and still needs help".

Based on the result of interview, it was known that the movement of teacher and students is very limited during the pandemic. The teacher provides explanations as necessary and students are forced to independently understand the material and do assignments according to the time allotted. In the end they are more focused on completing the task without being able to fully understand what they have learned. Parents play an important role in directing children's learning while at home. Not all children will ask the teacher if they have difficulty, they will tend to ask their family for help at home. While the teacher can only assess student activity from the tasks that have been collected.

e. No material deepening

Teacher:

"Assignments that have been collected by students will be checked and assessed by the teacher and then distributed back to the students concerned. 1 assignment is only for 1 material, so when the assignments have been collected the teacher gives new material to students"

Based on the result of interview, it was known that the teacher only gave material and assignments. She will explain more deeply if there

are complaints about the subject matter from students. After collecting the assignment, students are given new material again. So there is no further deepening of the material. Even though the collected assignments are given an assessment and returned to the student concerned.

2. The difficulties of using task based language teaching method during pandemic for teacher, students and parents

Based on the result of research, the researcher found that there are several difficulties of using task based language teaching method during pandemic for teacher, students and parents.

Table 4.2

The difficulties of using task based during pandemic for teacher

Categories	The Difficulties of using task based during pandemic	Issues
Teacher	Understanding of the pedagogical values of the various tools	Teacher may combine technology with learning but students could not participate in learning because of economic factors and inadequate school media.
	Teachers communicative and intercultural competency	The teacher did not associate learning with culture or contemplation of language.

Table 4.3

The difficulties of using task based during pandemic for students

Students	Understanding the meaning of task	Students only know how to complete assignments on time already.
	Practicality of instruction in doing tasks	The teacher provided explanations and instructions with a duration of about 5-10 minutes.
	Applying next tasks further	The teacher just used the technology to <i>whatsapp</i> application as a distance learning medium.
	Lack of direct lecturer feedback on student task	The teacher gave feedback by assessing the task in the form of giving a score
	Performance assessment	Some parents did their children's assignments and teacher understand this.
	Addressing learner's need	Teacher provided materials & assignments that cannot fulfill all the skills needed by students in language learning.

Table 4.4

The difficulties of using task based during pandemic for parents

Parents	Lack of devices	Parents could not afford to buy a cell phone or cell phone
	Lack of time	Parents found its difficult to find the right time to accompany their children to study at home.
	Lack of expertise	The role of the teacher could not be replaced by parents. They explained the material according to their own version.

- a. The difficulties of using task based language teaching method during pandemic for teacher

- 1) Understanding of the pedagogical values of the various tools

Teacher:

“This school did not have enough media to implement online learning. There are only picture media, magnetic board, CDs and tapes, but we don't have a projector. For distance learning in addition to providing materials & assignments, only through *Whatsapp* because it adapted to circumstances”.

Based on the result of interviews, it was known that basically teachers could combine technology with learning during a pandemic, but most parents were constrained by providing

electronic media in the form of cell phones/cell phones for their children.

2) Teachers communicative and intercultural competency

Teacher:

"1 assignment is only for 1 material, so when the assignments have been collected the teacher gives new material and task to students"

Based on the result of the interview, it was show that there was no indication that the teacher was trying to relate the learning material to the culture or reflecting on the language that had been learned.

b. The difficulties of using task based language teaching method during pandemic for students

1) Understanding the meaning of task

Teacher:

"When the midterm test many students can't answer."

"When PTM (face-to-face learning) was applied, I had to repeat the lesson because they still did not understand the previous material"

Student 1:

"Although I like studying at home, I still find it difficult. I can't remember anything I've learned."

Student 2:

“There is nothing interesting about studying at home. I feel normal. I can't remember anything I've learned.”

Student 3:

“I find it difficult to study at home. There is no material that I remember”

Student 4:

“I can't remember any of the material the teacher has given me.”

Student 5:

"I find it difficult when I study only at home and there is nothing I can remember from what I have learned."

Student 6:

“There is no material that I can remember after studying it.”

Student 7:

“Study from home felt boring and quite difficult. The material that I remember is only a little"

Student 8:

"During my study at home, I had difficulty understanding the learning material"

One parent added (parent 7):

“The emphasis on assigning tasks is not optimal because before students understand the material well, they learn new material again."

Based on the result of interviews, it was known that students even had difficulty understanding the subject matter so that they would not be able to grasp the meaning of the assignments given by the teacher.

2) Practicality of instruction in doing tasks

Teacher:

“When students take materials and assignments, the teacher will explain about 5-10 minutes. If students do not understand the assignment, they can contact the teacher via social media, namely *WhatsApp*.”

Based on the interview, it was known that it was practical to provide an explanation of the material and assignments to be done by students at school with a duration of 5-10 minutes. Then the task is brought home. During the process of understanding the material and completing assignments, students are allowed to ask the teacher via *whatsapp*.

3) Applying next technology to explore profound tasks further

Teacher:

"In addition to providing materials & assignments at school, I only use the *WhatsApp* application to communicate with students because their parents' economy class is classified as lower middle class. I usually use voice notes or via chat if there

are students who find it difficult with the material or assignments given"

Based on the result of interview, it was known that the teacher only relied on *whatsapp* as a distance learning medium. Even then, if students ask for more explanation about the subject.

4) Lack of direct lecturer feedback on student task

Teacher:

"Assignments that have been collected by students will be checked and assessed by the teacher and then distributed back to the students concerned".

Based on the result of the interview, it was known that the feedback given by the teacher was only in the form of numbers. Not all students will be interested in the scores they get.

5) Performance assessment

"Most of their parents do the task. Some of them will also do assignments if accompanied by their parents. However, at this stage, the child is not yet independent and still needs help. For example, if their parents do the work, the score will be 100, 90, 80."

Based on the result of interview, it was known that the assignment and assessment seemed impure. Teachers can only understand if most parents do their children's assignments.

6) Addressing learner's need

Teacher:

"We didn't meet face-to-face so it's difficult to deliver the material. The teacher explained to the students more difficult. English must be face to face. Gotta listen right away"

Based on the result of interview, it was known that the teacher admitted that learning English must be face-to-face. By giving assignments continuously, they cannot improve their language skills. This is exacerbated by parents who take over to do their children's chores while at home.

c. difficulties of using task based language teaching method during pandemic for parents

1) Lack of devices

"There were parents who complained to the school that they couldn't afford to buy hand phones, so what's the solution? Did we have to use cell phones during a pandemic? Principal said "we didn't have to use it". School deal with this problem by distributing photocopies of materials and assignments for all subjects distributed by their respective homeroom teachers according to a predetermined schedule."

Based on the result of interviews, it was known that economic conditions were the main factor in implementing the learning system for providing materials and assignments. Parents cannot

afford to buy their children mobile phones if online learning is really implemented in schools.

2) Lack of time

Of the 8 parents who were interviewed, 2 parents expressed their complaints in the form of:

Parents 3:

"I work as a babysitter and I try to always supervise my child's learning while at home. To accompany my child to study, I have to wait for the little one to fall asleep and I feel burdened by this"

Parents 6:

"It is difficult to find the right time for the child to study, because she has to wait for his little brother to sleep or not be fussy, because the child cannot study alone, always ask his mother to accompany him, if not accompanied by the child, he cannot study alone"

Based on the result of interviews, it was known that working parents and students who still have younger siblings affect the time distribution and parental attention to children while studying at home.

3) Lack of expertise

Teacher:

"There were complaints from parents " I don't understand the material, I can't translate it"

Parents 5:

“I explained the material with my version, as I could. Moreover, the subjects are more difficult”

Parents 6:

“When doing the task from the teacher, the child does not understand the task, and the parent teach according to the parent's version, but the child does not want to because it is not the same as the example given by the teacher.”

Based on the result of interviews, it was known that parents have limitations in explaining learning materials to children. They tend to provide explanations with their version.

B. Discussion

After the data are processed in the form of description, this section presents a discussion of the findings from interview with the theories collected in chapter two about task based language teaching method for young learners. The researcher discussed the findings into two objectives of this study: (1) the implementation of task based language teaching method for young learners, and (2) the difficulties of using task based language teaching method during pandemic.

1. The implementation of task based language teaching method for young learners

a. Focuses on completing tasks

According to Nunan (1991) as cited in (Tan, 2016) stated that the features of task based language teaching should focus on learning to communicate through interaction in the target language.

Farahani and Nejad (2009, p.1) as cited in (Yildiz & Senel, 2017) added tasks that are applied in the classroom environment prepare real situations for learners and let them use the target language when completing tasks.

Meanwhile, Willis (1996, pp. 35-36) mentioned that the basis of the task includes give learners confidence to try any language they know, learners experience spontaneous interaction, learners have the opportunity to try communication strategies and grow learners confidence so they can achieve communicative goals.

However, in reality the interaction between teacher and students is minimal, ranging from 5-10 minutes. This will not be enough for students to explore what they have learned through the target language.

b. Use of textbooks in learning

According to Nunan (1991) as cited in (Tan, 2016) stated that the features of task based language teaching must introduce authentic texts into learning situations.

Nunan (1991) as cited in (Xiaofang, 2013) stated Task Based Language Teaching (TBLT) is learning that emphasizes communication through interaction in the target language, introduce authentic text into learning situations in the classroom, provides opportunities for students to focus on language and the learning process, and improves the experience of students so they can contribute to learning in the classroom. Class as well as a liaison between language activation inside and outside the classroom.

Willis (1996, pp. 35-36) added one of the basics of the assignment is to provide opportunities for learners to benefit from paying attention to how others mean similar. Nunan (1989) added “Tasks should approximate real-world behaviors”. That means the tasks given by the teacher must be close to their lives, their surroundings so that students can more easily understand the material being taught and apply it in their daily lives.

In addition to determine whether the material in task-based learning in school is authentic or not, researcher has used the theory of Mishan (2005 p.75-83) as cited in (Skiada-Sciaranetti & Georgiadou, 2019). Mishan said that there are 6 criteria that must be met by a task to be called an authentic text, namely retention of the original communicative purpose, appropriacy, response and

engagement, activation of learners' existing knowledge, approximate real-life tasks and purposeful communication.

The first criteria is retention of the original communicative purpose. In the example of the task given above, it is known that the communicative purpose of the invitation is to ask or invite someone to attend a certain event in an official or formal situation. In practice, students focus on the structure of language and words so that opportunities for practice are almost non-existent. The second is appropriacy. Teaching English to young learners requires a little extra tactics & strategy. The teacher must be able to consider the suitability between the essence of the task and the ultimate goal of learning. Studying word for word a text is considered inappropriate. In this case, the focus of students is only on how to understand the context of the sentence according to the questions. The third is response and engagement. Students work on assignments but, do not fully involve their attention in learning. Because in reality, they are not able to grasp the meaning of each task. The fourth criteria is activation of learners' existing knowledge. Each task for only one material. Students are not given attention to the relationship between one material and another. The fifth is approximate real-life tasks. Assignments are expected to be close to students' daily lives where they can recognize and apply them in real terms. However, this task is quite common and can be

found easily on the internet. The last criteria is purposeful communication. Students must engage in authentic communication interactions. However, the interaction between teachers and students is minimal. Interaction occurs when the teacher gives instructions or briefly explains the material and assignments. This task can also be said to be individual. After reviewing the 6 criteria, the researcher assumed that the assigned task was not an authentic task.

c. Time span is relatively long and flexible

According to Nunan (1991) as cited in (Tan, 2016) stated that one of the features of task based language teaching is to provide opportunities for students to focus on language and the learning process.

Based on Nunan (1991) Task Based Language Teaching (TBLT) is learning that emphasizes communication through interaction in the target language, introduce authentic text into learning situations in the classroom, provides opportunities for students to focus on language and the learning process, and improves the experience of students so that they can contribute to learning in the classroom. Providing opportunities for learners to focus on language and the learning process (Xiaofang, 2013).

The implementation of task-based in this school seems more relaxed than face-to-face in class because the time span is

relatively long and flexible. Students can do assignments during the day or night and the teacher does not limit the time when they can and cannot ask the teacher through social media.

d. Students are required to be independent

Nunan (1991) as cited in (Tan, 2016) stated that one of the features of task based language teaching is to increase the personal experience of students who contribute to classroom learning.

Based on Piaget and Vygotsky's theory of cognitive development: (1) active learning has an important role for students where they can take full advantage of information processing abilities by actively participating in learning material rather than passively accepting it (2) students are their own learning agents (Meiramova, 2012).

Willis (1996) stated that the basis of task are: provide opportunities for learners to negotiate and talk, involve learners in participating in the use of language deliberately and cooperatively and learners can participate in a complete interaction.

Students are trained to work independently on assignments during a pandemic. Teacher only can assess their activeness/ participation through the tasks that have been submitted. In other word, there is no classroom activity. In implementing task-based in school, teacher assumed that English lesson does not receive a response from students as well.

e. No material deepening

According to Nunan (1991) as cited in (Tan, 2016) stated that features of task based language teaching include efforts to link language learning in the classroom with language activation outside the classroom.

TBLT is a bridge between the classroom and the environment of everyday life outside the classroom with the help of communicative activities where students are required to interact between students when carrying out a task in class. Students are expected to benefit from what they know about language (Yildiz & Senel, 2017).

The teacher cannot relate the assignments given to the environment around the students because the assignments are textbooks. In addition, the feedback given is also lacking due to unforeseen circumstances.

2. The difficulties of using task based language teaching method during pandemic for teacher, students and parents

a. The difficulties of using task based language teaching method during pandemic for teacher

1) Understanding of the pedagogical values of the various tools

Teachers are expected to facilitate good learning outcomes from student task performance, they must increase student awareness, get used to L1 and L2 culture, design assignments according to

student needs, monitor collaboration, support students in improving their ability to participate in effective interactions, and follow up on both online and in-class exchanges (Chun & Wade, 2004; Hampel, 2006; Hampel & Hauck, 2005; O'Rourke & Schwienhorst, 2003; Kern, 2006; Son, 2007) as cited in (Lai & Li, 2011)

But in reality, the teacher's space for movement is limited by circumstances. Parents and students do not allow to cooperate in the implementation of online learning more than now.

2) Teachers communicative and intercultural competency

Teachers are expected to be able to link learning with culture. As explained by (Lai & Li, 2011).

Before assignments, teachers need to provide appropriate training and awareness-raising in intercultural activities (for example, how to derive cultural meaning from partners. After assignments, teachers should help students review transcripts of interactions and guide them to reflect on language and intercultural issues that arise). Thus, the teacher's role in technology-enhanced TBLT is expected to be multifaceted and requires a pedagogical shift: “the teacher shifts from the role of 'omniscient informant' and focuses on structuring, juxtaposing, interpreting, and reflecting on experiences between culture”

(Kern, Ware, & Warschauer, 2004, p. 249) as cited in (Lai & Li, 2011).

Learning patterns are only about materials and tasks that are done repeatedly. Without deepening the material, the teacher also does not link the material and assignments with cultural issues or reflect on the language that has been taught during learning.

b. The difficulties of using task based language teaching method during pandemic for students

1) Understanding the meaning of task

Understanding of the material is still not optimal because most students cannot understand the learning material given, especially with the message in it.

Butarbutar (2021) stated that learners find it difficult when trying to understand the meaning and instructions of the task either by studying independently or with colleagues.

2) Practicality of instruction in doing tasks

Butarbutar (2021) mentioned one of the difficulties with technology-mediated in TBLT. What students face is the practicality of instruction.

The duration of giving the material & task instructions is not long, only around 5-10 minutes. This is will not be enough for students to immediately understand what is conveyed by the

teacher. Therefore they are asked to contact the teacher if they find difficulties. However, not all students want to ask the teacher, they prefer to ask their parents or closest family for an explanation.

3) Applying next technology to explore profound tasks further

According to Butarbutar (2021) one of the students' difficulties is applying next technology to explore profound tasks further .

Due to the economic level of parents who are middle to upper class, the teacher also adjusts to the media that will not burden them. Not all students actively contact the teacher if they have difficulty learning from home. So that media technology does not have an important role in learning.

4) Lack of direct lecturer feedback on student task

Based on Butarbutar (2021), another difficulty faced by students is lack of direct lecturer feedback on student task.

The feedback given by the teacher seemed modest due to the limitations of space and time. Feedback is only in the form of numbers so students cannot interpret the tasks they have done.

5) Performance assessment

According to Butarbutar (2021), students also face difficulties with performance assessment. The difficult situation for all parties makes the school, especially the teachers, understand that some parents do their children's assignment at home.

6) Addressing learner's need

Based on Butarbutar (2021), the one of difficulties that student face is addressing learners need. It is undeniable that the application of learning with an emphasis on materials & assignments is not enough to hone their abilities in all fields. Especially listening skills that require audio to listen. Teacher also realizes that English subject must be taught in class directly.

c. The difficulties of using task based language teaching method during pandemic for parents

1) Lack of devices

Parents are unable to provide online learning media, namely cell phones, for their children due to economic limitations. So that teachers can not develop lessons while students study at home. As mentioned by Brom C et.al (2020) that the problem faced is the lack of devices.

2) Lack of time

According to Brom C et.al (2020) mention another difficulty that parents face is the lack of time. Parents have other activities at home, especially if the child's parents are both working. They will not have much to watch over the child studying at home.

3) Lack of expertise

Based on Brom C et.al (2020) stated that the difficulty of parents when supervising and directing children to study at home is lack

of expertise in terms of knowledge. Parents who accompany their children to study at home will explain in their own version.