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THE EFFECT OF TASK-BASED INSTRUCTION (TBI) TECHNIQUE IN TEACHING TEFL I AT ENGLISH DEPARTMENT OF FKIP UNIVERSITAS HKBP NOMMENSEN PEMATANGSIANTAR

Dumaris E. Silalahi

English Department

FKIP Universitas HKBP Nommensen Pematangsiantar

Abstract: Penelitian ini bertujuan untuk melihat pengaruh Task Based-Instruction (TBI) sebagai teknik mengajar dipengajaran TEFL I. Teknik tersebut berfokus pada tugas. Penelitian ini dilakukan pada mahasiswa semester tujuh tahun akademik 2015-2016 pada prodi pendidikan bahasa Inggris di FKIP Universitas HKBP Nommensen Pematangsiantar. Untuk menemukan pengaruh TBI penelitian ini menggunakan metode quantitative. Setelah dilakukan penghitungan dikelas eksperimen ditemukan mean pre-test 57.8 dan 72.4 pada post-test. Kemudian standard deviation (SD) pada pre-test adalah 4.19 dan untuk post-test 6.60. Pada kelas kontrol grup ditemukan mean pre-test 62.4 dan 70.8 pada post-test. Kemudian SD pada pre-test 5.86 dan 6.50 pada post-test. Nilai t-observe lebih tinggi dibanding t-table yaitu $3.39 > 2.02$. Ini menunjukkan bahwa H_0 ditolak H_a diterima. Ini menunjukkan bahwa ada pengaruh yang signifikan TBI pada pengajaran TEFL I.

Kata Kunci: Pengaruh, Task Based-Instruction, teknik, Pengajaran, TEFL I

Abstract: The present of this research is aim to see the effect of Task Based-Instruction (TBI) in teaching TEFL I. TBI is one of language teaching technique in which task is the central unit of teaching. This research is done to the students at fifth semester at 2015-2016 at English department of FKIP Universitas HKBP Nommensen Pematangsiantar. To find out the effect of TBI this research uses quantitative research method. It is done to analyze the data as the result of pre-test and post-test from control and experiment group. Data analysis of experiment group shows that mean of pre-test is 57.8 and 72.4 post-test. Then standard deviation (SD) for pre-test is 4.19 and SD for post-test is 6.60. In control group, mean of pre-test is 62.4 and 70.8 for post-test. Then standard deviation (SD) for pre-test is 5.86 and SD for post-test is 6.50. The value of t-observed is higher than t-table $3.39 > 2.02$ it shows that H_0 is rejected and H_a is accepted. It means that there is significance increase after Task Based-Instruction teaching technique is applied in teaching TEFL I.

Key Words: Effect, Task Based-Instruction, Technique, Teaching, TEFL I

A. INTRODUCTION

Teaching is a holy activity done by person in daily life. It is done to give information, so the persons who are taught will know what they have not known before. This activity will enlighten somebody not only brain to do things but also to overcome kinds of cases faced. It is done by most of people. Parents teach their children, friends

and coworkers show one another how to do things, and many kinds of professionals provide information, demonstrations, and advice. Institutionally it is done by teachers and lecturers to their students. Teaching is defined as helping others learn to do particular thing in everyday activities in which many people engage regularly. Professional classroom teaching on the other hand is specialized that is distinct from

informal, commonplace showing, telling or helping (Ball and Forzani, 2009).

There many strategies are applied by the teacher in order to make their students feel attractive to do the classroom activity (teaching and learning process). Teacher always thinks and chooses a good and interesting way to teach the students. She always applies the best way with the purpose of how the students are able to grasp the information she delivered. This way some time does not show good affect. It can be seen from the students' achievement in the form of value in the end of course; after getting final test.

B. THEORIES

Task Based-Instruction

Task in instruction is an activity which has meaning primary focus in teaching. Instruction in this case is meant as teaching which done in classroom. Task is come from teacher which is given to the students in improving certain knowledge based on the course objective. Task -Based Instruction (TBI) is one of Language teaching technique in which Task is the central unit of teaching. Task is an activity done by the students by using target language which focuses on the understanding of the knowledge. In another words, TBI is defined as an alternative approach to communicate language teaching because a task involves a primary focus on meaning, real-world processes of language use and any of the four language skills. There are several meaning of task from several experts as below :

- a. A task is an activity where the target language is used by the learners for a communicative purpose (goal) in order to achieve an outcome (Willis, 1996)
- b. A piece of classroom work that involve learners in comprehending, manipulating, producing, or interacting in the target language while attention is focus on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (Nunan 2004)

- c. Tasks are activities that call for primarily meaning-focused language use. In contrast, exercises are activities that call for primarily form-focused language use. (Ellis, 2003).

What is a Task? There exist so many definitions of a task in the literature. We refer to some in the following: Richards and Renandya (2002), give the following definition:

"A task is an activity which learners carry out using their available language resources and leading to a real outcome. Examples of tasks are playing a game, solving a problem or sharing and comparing experiences. In carrying out tasks, learners are said to take part in such processes as negotiation of meaning, paraphrase and experimentation, which are thought to lead to successful language development."

Those definitions explain that task is the classroom activity done by teacher and students to achieve the goal of the teaching act. In this research task is understood as the students' activities done in Teaching English as Foreign Language (TEFL) classroom. The students perform the way to prepare teaching act based on English skill.

Task-based is a kind of instruction in which language learners, performing activities, are engaged in meaningful, goal-oriented communication to solve problems, complete projects, and reach decisions. Tasks have been used for a broad range of instructional purposes, serving, for example, as units of syllabuses, activities for structure or function practice, and language focusing enhancements to content-based curricula. In this literature, some issues related to task-based instruction will be discussed.

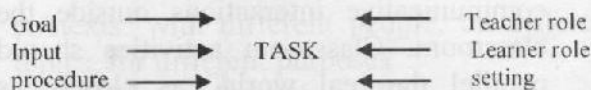
According to Ramirez (1995), solving these tasks means that learning the target language will be the means to an end rather than the goal itself. Moreover, Krahnke (1987) added, connecting tasks to real life situations contextualizes language in a meaningful way and provides large amounts of input and feedback. Then further Long and Crookes argued that Task-based instruction is

a new approach within this framework, which calls for language teaching to be organized around different tasks.

Based on the arguments or definitions from all the experts' the writer can conclude that task based learning is talking about students will learn the language structures through induction as they focus on task completion and meaning. Students' interaction during the tasks facilitates transfer of information they have previously learned and incorporates it with new information they receive as they perform the task, TBI develops "communicative competence, including linguistic, sociolinguistic, discourse and strategic competence", processing the information used during specific tasks through understandable input provides students with linguistic and sociolinguistic competence. Discourse competence is gained by the different types of language students use to accomplish the tasks. Finally, "strategic competence, or the ability to use communicative strategies, is acquired through the need for understanding during the interaction required to accomplish the tasks". When planning a task-based unit, teachers can do it alone, work with other teachers, or involve the students in the process. Students can help determine the content by sharing their needs. For example, in an adult education situation, teachers can ask students what kinds of transactions they most want to learn to do in the target language. These transactions may be anything from learning how to make a doctor's appointment to filling out a job application.

Task-based Instruction Components

Wright (1987a, in Nunan 2004) argues that minimally tasks need two elements, they are; input data and an initiating question. Input data can provided by materials, teachers or learners while an initiating question instructs learners on what to do with the data. Drawing on the conceptualizations of Shavelson and Stem, Candlin, and Wright, Nunan proposes that a minimum specification on a task include goals, input and procedures, and those will be supported by roles and settings.



The components will be briefly described as follows:

a. Goal

Goals refer to the vague, general intentions behind any learning task (Nunan, 2004). Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior. They may also refer to the knowledge and skill that the task intends to develop. Goals may not always be explicitly stated, although they can usually be inferred from the task itself. As with other communicative approaches, the goals in Task Based Language Teaching are ideally to be determined by the specific needs of particular learners (Richard & Rodgers, 2002). Selection of tasks thus according to Long & Crookes (1993, in Richard & Rodgers, 2002), should be based on a careful analysis of the real-world needs of learners.

b. Input

Input refers to the data that form the point of departure for the task (Nunan, 1989). The data that serve the input of a task can be verbal language either spoken (e.g. lectures) or written (e.g. newspaper extracts), or non-verbal such as objects, pictures and real objects, or the combinations of all of those with which the learners work in the course of completing a task (Nunan, 2004). In task-based language teaching, the input and output processing necessary for language acquisition are provided by the tasks (Richard & Rodgers, 2002).

c. Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. In considering the task framework, the researcher analyzes the task in terms of the extent to which they require learners to rehearse, in class, the sorts of communicative behaviors they might be expected to use in genuine

communicative interactions outside the classroom. Classroom activities should parallel the real world" as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message, not the medium (Clark & Silberstein 1977, in Nunan 2004). Richards (1985, in Richards & Rodgers 2001) gives the example of the way in which task activities are designed into an instructional bloc. The example comes from a language program that contained a core component build around tasks. Need analysis identify target tasks that the students needed to be able to carry out in English. A set of role-play activities is then developed focusing on situations that students will encounter in the community and transactions they will have to carry out in English. The following format is developed for each role-play task:

➤ Pre-task activities

1. Learners first take part in a preliminary activity that introduces the topic, the situation, and the script that will subsequently appear in the role-play task.
2. Learners then read a dialogue on a related topic.

➤ Task activity

Learners perform a role play. Students work in pairs with a task and cues needed to negotiate the task.

➤ Post-task activities

Learners then listen to recordings of native speakers performing the same role-play task they have just practiced and compare differences between the way they expressed particular functions and meanings and the way native speakers performed.

d. Teacher role

Freeman-Larsen (2003) classifies some of teachers' roles. He states that the roles of the teacher in a classroom are as a controller, organizer, prompter, resource, tutor and observer.

- Controller: Controllers take the roll, tell students things, organize drill activities, read aloud, and in various

other ways exemplify the qualities of a teacher-fronted classroom.

- Organizer : Organizing the students to do various activities; involves giving the students information, telling them how they are going to do the activity, putting them in pairs or in groups, and closing things down when it is time to stop.
- Prompter : Adopting some kind of a "prompting" role, for example when students are involved in a role-play activity, they lose the thread of what is going on, or they lost of words, the teacher offers words or phrases, suggest that the students say something or suggest what could come next in a paragraph the students is writing.
- Resource : for example the students ask the teacher how to write something or what a word or phrase means, and they want to know information when they are doing an activity; this is where the teacher can be one of the most important resources they have.
- Tutor : when the students are working on longer projects, for example writing or preparation for debate, the teacher working with individual or small group then act as tutor (combining the role of a prompter and resource)
- Observer : for example, the teacher can give the students useful group and individual feedback when she or he wants to observe what the students do (especially in oral communicative activities)

e. Student role

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004). Richards and Rodgers (1986, in Nunan 2004) devote considerable attention to learner and teacher roles. They point out that a task will reflect assumptions about the contributions that learners can make to the learning process.

Richard and Rodgers (2002) identify some primary roles of learners that are implied by task work.

➤ **Group participant**

Many tasks will be done in pairs or small groups. For students more accustomed to whole-class and/or individual work, this may require some adaptation.

➤ **Monitor**

In task-based language teaching, tasks are not employed for their own sake but as a means of facilitating learning. Class activities have to be designed so that students have the opportunity to notice how language is used in communication. Learners themselves need to follow not only to the message in task work, but also to the form in which such message typically come packed.

➤ **Risk-taker and innovator**

Many tasks will require learners to create and interpret message for which they lack full linguistic resources and prior experience. Practice in restating, paraphrasing, using paralinguistic signal will often be needed. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may also need to be developed.

f. **Settings**

Setting refers to the classroom arrangements specified or implied in the tasks, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004). It includes the students' configuration when they do the tasks and where the lesson is conducted. The setting of a task is not always explicitly specified by the task. It is sometimes implicit or may require the teacher to decide.

Task-Based Instruction Syllabus Design

In the last two decades second and foreign language has become more and more characterized by the communicative approach to language teaching and learning, whose main objective is "to develop the learner's ability to take part in spontaneous and meaningful communication in different

contexts, with different people, on different topics, for different purposes".

The syllabus specifies content and learning outcomes and is a document that can be used as a basis for classroom teaching and the design of teaching materials (Richards & Rodgers, 2001). A task based language teaching syllabus specifies the tasks that should be carried out by learners within a program. Nunan (1989, in Richards & Rodgers, 2002) suggests that a syllabus might specify two types of tasks: (1) real-world tasks, which are designed to practice or rehearse those tasks that are found to be important in a needs analysis and turn out to be important and useful in the real world, (2) pedagogical tasks, which have a psycholinguistic basis in second language acquisition theory and research but do not necessarily reflect real-world tasks.

Nunan (2004) ties tasks together in two ways. In terms of units of work or lessons, he ties tasks together through the principle of "task chaining". At a broader syllabus level, Nunan ties tasks together topically/thematically, through the macro functions, micro functions, and grammatical elements they express. Nunan (2004) also explains that a task-based syllabus allows for a great deal of naturalistic recycling. In a task-based syllabus, grammatical and functional items will reappear numerous times in a diverse range of contexts. This would appear to be healthy for second language acquisition because it allows learners to "restructure" and develop an elaborated understanding of the item in question. It is therefore consistent with an "organic" view of acquisition in which numerous items are acquired simultaneously.

C. RESEARCH METHOD

The researcher will use quantitative research design. Arikunto (2010) states that quantitative research deals with research design which analyzes the data and focuses on the result on the form of number. **Research Population and Sample**

The population of this research is the number of the students who studies TEFL I at the fifth semester at academic year 2015-2016. The population consists of 364

students. This number indicates that they are so many students to be researched in this time. Arikunto (2006) state that sample of research can be determined and limited based on the limitation of time, energy, and fun. The researcher will do this research in her class; TEFL I class. It means that she has limited time because she has to teach several kinds of material, so she takes two classes sample randomly. They are the students of TEFL I class group F and G.

Research Object

The object will be analyzed in this research is the students' work in making a planning for teaching. The students' achievement is measured by rating the elements of teaching preparation which commonly called as lesson plan. It elements consists of; standard competence, basic competence, teaching objective, the application of teaching technique in teaching and learning activities.

Research Instrument

Instrument is the vital thing in research in order to get the data from sample. The instrument in this research is arranged in form of test. It is essay test by asking the students to make a planning for teaching.

The Validity and Reliability of the Test

Validity refers to the extent to which the result of an evaluation procedure serves the particular uses for which they are intended. According to Ratumanan and Laurens (2006) validity of test can measured based the content of the test which is called as content validity. It is be measured by using product moment correlation.

The Reliability of a test concern with measuring instruments or it can be said that reliability refers to consistency of measurement. To find out that reliability of the test, the writer will use Spearman-Brown Formula (Arikunto 2006).

Technique of Collecting Data

To collect the data in order to answer research problem, the researcher will design a lesson plan by applying Task-Based Instruction strategy. Then she will give test and treatment as follows:

Table 3.1
Research Design

Groups	Pretest	Treatment	Posttest
Experiment	√	Using Task-Based Instruction Strategy	√
Control	√	Using Conventional Strategy	√

Technique of Analyzing Data

To find the effectiveness of Task-Based Instruction strategy, the researcher will do several steps as following:

1. Scoring the pre-test and post-test of experimental and control group
2. Listing the students' test scores in two scores tables, one for experimental group and other for control group.
3. Finding the effectiveness of Task-Based Instruction strategy by using t-test formula (Arikunto 2006). It is as following:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum X^2 + \sum Y^2}{|Nx + Ny| - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Note:

- t = total score
- Mx = the mean of group A
- My = the mean of group B
- $\sum x$ = the standard deviation of score A
- $\sum y$ = the standard deviation of score B
- Nx = the total sample of A
- Ny = the total sample of B

1. Proofing the result into hypothesis whether Ha or Ho is rejected.
2. Giving explanation based on the hypothesis result.

D. DATA ANALYSIS AND DISCUSSION

Data analysis of experiment group shows total score of pre-test (X) is 1156 and total score of post-test (Y) is 1448. After calculating the cores, mean of pre-test is founded as 57.8 for X and 72.4 for Y. It is continued in to standard deviation (SD) of each test. SD for pre-test is 4.19 and SD for post-test is 6.60. Pre-test is done with-out

doing any treatment based on Task Based-Instruction. Then teaching is done based on Task Based-Instruction technique. The scores show that there is a significant effect for students' achievement. It is seen clearly from the score of pre-test and post-test above.

Then data analysis of control group describes the sample's scores of pre-test and post-test. The total score of pre-test (X) is 1248 and total score of post-test (Y) is 1416. After calculating the cores, mean of pre-test is founded as 62.4 for X and 70.8 for Y. It is continued in to standard deviation (SD) of each test. SD for pre-test is 5.86 and SD for post-test is 6.50. In this group the researcher did not teaching the material by using Task Based-Instruction. In another way is known as the teaching is done by using conventional teaching technique.

The effect of using Task Based-Instruction is found that t-observed 3.39. In certain (d.f) of the research was obtained from $(N_x + N_y) - 2 = 20 + 20 - 2 = 38$. This t-observed was later compared to t-table in $5\% = 2.02$, and $d.f = 38$. Since the value of t-observed has higher than t-table $3.39 > 2.02$ it means that there is significance increase after Task Based-Instruction teaching technique is applied in teaching TEFL I.

The Hypothesis Testing

Based on the calculation of the t-test (3.39) is higher than t-table at the level of significance (2.02). It means the use of Task Based-Instruction teaching technique has more significant effect in teaching TEFL I. This technique helps the improvement of students' achievement at fifth semester of academic year 2015-2016 at English Department of FKIP UHN Pematangsiantar

The result of t-observation is higher than t-table $3.39 > 2.02$, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means there is significance difference between variable X and variable Y.

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