

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the theories used in this study. It presents the theoretical description about task-based approach and developing English camp module to support this research. It is also available the theoretical frame works of the research.

A. Theoretical Description

In the following paragraph, the researcher would like to present the theories that support the study theoretically. There are two subtitles in this section namely task-based approach and English camp module.

1. Task Based Approach

The approach which is suitable to apply in developing this camp module is task-based approach because the participants of this English camp were led to use the language freely to enhance their level of confidence rather than focus on the language form. Willis stated that task based approach encourage learners to deliver what they mean to reach the task goal.¹ The model of task-based activity is

¹ J.A Willis, *Framework for Task-Based Learning*. (Harlow: Longman, 1996), 21.

an appropriate model to be applied in this camp module because it involves the participants to comprehend, manipulate, produce or interact in target language.²

Task based approach has been used in different topic of the research. Rhimpour implemented task based approach on designing a syllabus to the language teaching. His preliminary results of statistical analyses revealed that task-based language teaching led to greater fluency and complexity than structural-based language teaching.³ It shows that tasked base approach move the pattern from traditional approach which is focused on the teacher to the students centre.

He also claimed that to create the task-based activity is needed to make an identification of learners' need to make a measurement of the students' achievements. Each task should have a goal that can be measured. So, briefly it is important that before creating the task, the researcher should make a need analysis to know the learners' wants, lacks and necessities.

Since the purpose of this research is developing task based English language camp module so after knowing the result of need analysis, it is needed to make a syllabus of the activities. There are seven contents to design task based syllabus namely language structures, functions, topics and themes, micro skills

² Pramesthi Candra Mukti, *The Implementation of Task-Based Approach As Perceived By Bahasa Inggris I Students of the Indonesian Letter* (Yogyakarta: Universitas Sanata Dharma, 2017), 4.

³ M. Rahimpour, "Implementation of Task-Based Approach to Language Teaching", *Pazhuhesh-e Zabanha-ye Khareji*, No. 41 (2008), 45.

such as speaking, reading, listening and writing, competencies, text types, and vocabulary target.⁴

Those components have the similarities with the theory of Cunningsworth which consist of several items that the researcher used to develop the task-based English language camp module. There are five items chosen as a reference in designing the component of task-based English language camp module, they are aim and approaches, types of activities, language content, language skill, design and organization.⁵

2. Developing English Camp Module

Arimuliani conducted a study on “Developing the English Grammar Module Based Cooperative learning to Teach Basic English Grammar”. The background of her study is although students have studied English for nine years, she pictured that grammar is still a problem for them so she thinks that developing an epic instructional English grammar module is beneficial for the students. She developed the module based on the students need and interest. She assumes that the solution for the students’ grammar problem is by using module because she stated that the instructional package is not only expected to become a learning source for English instruction but also expected to enhance students’ motivation and creativity and develop their quality on studying.⁶

⁴ Richard, Jack C & Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (New York : Cambridge University Press, 2001), 204.

⁵ Alan Cunningsworth, *Choosing Your Course Book* (Cambridge University, 1995), 6.

⁶ Arimuliani Ahmad, “ Developing the English Grammar Module Based-Cooperative Learning to Teach Basic English Grammar : Focus on Students Needs”, *ELT*, Vol. 5 No. 4 (2018), 138.

Not only in Indonesia different study related to develop module for ESL (English as Second Language) also conducted in different country. Charanjit et.al conducted a research about HOTS (Higher Order Thinking Skill) module for a weak ESL learners focusing on writing skill.⁷ The aimed of this research is developing and validating a high order thinking skill modules. The findings revealed that the HOTS module served as a guideline for the teachers in applying and integrating thinking skills in the process of teaching writing. These findings were used to guide decisions on implementing the appropriate teaching pedagogy to apply HOTS for teaching writing.

The latest study related to the development of English language camp module was conducted for *Asnaf* pupils in Malaysia. This English language camp is conducted for poor society children. The condition of uneducated parents and the limited knowledge to teach their children make those parents sent their children to a charity home. They expected that their children will be more capable adults and be taught in the learning English as second language. A language camp module was developed to facilitate the children of a charity home in Selangor to enhance their confidence and motivation to learn English.⁸

In this case, the differences of the current study among the previous one research is this study uses task-based activity which make the students more excited to follow some instructions or activities rather than just focuses on the

⁷ Charanjit et al, "Developing a Higher Order Thinking Skills Module for Weak ESL Learners", *Canadian Center of Science and Education*, Vol.11 No.7 (2018). 86.

⁸ Mohammad & N.Y.K,Zakaria, *Asnaf Pupil*, 31.

module. The previous research mostly used topical model in developing the module but in this case the researcher used the task-based activity as an appropriate model because the students could more include in the group activities and they can be more confident to interact among the participants to practice their English. Beside that the unique thing of this research is the activities were already available for the program but it doesn't well documented yet so that it is expected to be useful for the teachers or other institutions which have the same characteristics of students or the condition of educational setting. Besides that, this English language camp module is developed with the low budgeted standard because the condition of the educational setting which this condition is contradictive with the previous study where they invite a module developer or a camp designer to conduct an English language camp activities. Because of the gaps above, the researcher believes that developing task-based English language camp module at MA Ar Rosyaad Balong is important and needed to reach the goal of the program and the research.

B. Theoretical Framework

Based on the theories mentioned in theoretical description above the researcher used them as guidance and a foundation in conducting the present study. Task-based approach is appropriate to be implemented in developing the English language camp module at MA Ar Royaad Balong because the approach can increase the English camp participations in learning English in fun ways. The

activities are not set only based on certain topic to build their cognitive but this approach can build curiosity in doing camp activities and encourage students in learning English.

This present study uses ADDIE model which stands for Analysis, Design, Development, Implementation and Evaluation. This model is one of the most common models used in the instructional design field as a guide to produce an effective design.⁹ These phases provide a dynamic and flexible guideline which is used for effective and efficient instruction.

⁹ N.Aldoobie, ADDIE Model. *American International Journal of Contemporary Research*, Vol.5 No.6 (2015), 68.