

CHAPTER I

INTRODUCTION

In this chapter, the writer presents some topics related to the research. It includes background of the research, research problem, objective of the research, hypothesis, significance of the research, scope and limitation, definition of key terms and previous studies. Each item is discussed as follows.

A. Background of study

Language is the way for human to communicate, people who speak the same language can understand one other. There are many languages in the world, and no one knows how many people utilized them, because people have been communicating with each other through language since the earliest days on earth. One of the languages that is used by many people in the world is English.

English is increasingly being used as a tool for interaction among non-native speakers.¹ English has been used as the international language that is learnt and used around the world. Most of the country around the world have been implementing regulation regarding English that must be included in the school curriculum. English is needed for English learners. Therefore, the students are prepared to be ready in facing the next level of education for their life. They need have good qualities of academic. It depends on the teaching and learning process conducted by the teacher in the class. The appropriateness of the method and materials employed by the teacher will determine the students' learning result.

English is taught in order to develop students' competence in spoken and written communication to reach the information literacy level. All four skills of English should be mastered by the students, such as listening, speaking, writing and reading. Besides, to master all four skills of English students have to know the component of language one of them

¹ Brown, Douglas. 2001. *Teaching by principles*. New York: Addison Wesley Longman, Inc.

is grammar. Grammar is a set of rules or principles that govern the way a language works, its system or structure, and how linguistic components like words and phrases are put together to produce sentences.² The preceding reasoning leads to the conclusion that grammar has always been an aspect of a language, as well as the rules for arranging these elements into a coherent unit. Consider how words are combined to form phrases, and how phrases are combined to form sentences.

Besides, grammar allows them to know and apply how sentence patterns should be put together. In other words, teaching grammar must include sentence structure or pattern. Teaching grammar is considered effective for developing students' critical communication skills analysis. According to Byrd, teaching grammar refers to a language teacher's decision and actions to assist students in becoming fluent and accurate in their usage of their new language.³ After learning grammar, the students are expected to be able to have better ability in correct grammar in all details as they followed English grammatical structure in their communicative tasks.

According to Hammer, there are two main techniques to learning grammar that should be contrasted. The two approaches are deductive and inductive. Students will be provided an explanation or a grammar formula in the deductive approach to learning grammar.⁴ Students produce a phrase or statement in the language he has learnt based on this explanation. The inductive method is the polar opposite of the deductive method. Students that learn grammar through an inductive approach do not acquire the

² Brinton, J.L. 2000. *The structure of Modern English: a linguistic introduction*. The Netherland: Jhon Benjamin Publishing Co.

Richards, J.C. and Schmidt, R. 2010. *Longman dictionary of language teaching and applied linguistic. Fourth edition*. Great Britain: Pearson Education Limited.

³ Byrd, P. 1998. *Grammar in the foreign language classroom: Making principled choices*. Washington, D.C.

⁴ Hamer, Jeremy. 2007. *How to Teach English*. Boston: Pearson Education Ltd.(81-82).

formula. but students are given the examples of the sentence or text. From these examples students will try to find the formulas of the sentence. Teaching grammar in course is one of application on deductive approach.

In this current situation, there are many methods in teaching English to facilitate the students in teaching and learning process. The use of particular method depends on the material and the goals of the learning process. One of the methods which task as the center of learning is Task-Based Language Teaching. Based on Hammer, Task-Based Language Teaching is a natural extension of communicative language teaching which emphasizes on the task rather than the language.⁵ The use of task as the central of teaching and learning process in the classroom is considered as the appropriate method to facilitate the students in understanding grammar. A task is a piece of classroom work that requires students to comprehend, manipulate, produce, or engage in the target language while focusing their attention on mobilizing their grammatical knowledge to convey meaning rather than altering form. By using the Task-Based Language Teaching in teaching grammar is expected can get better ability in understanding grammar using and motivate them in learning English.

Besides grammar itself, critical thinking is also becoming one of students difficulty and barrier in understanding grammar easily. It is because it is human nature to think critically before doing. Even before answering grammar questions. Students who have not learnt to think critically typically struggle to answer their correct answer. Therefore, increasing critical thinking skills has always been a priority in all academic disciplines. Critical thinking, according to Fisher and Scriven in Kolour, is a process that entails the skilled and active analysis and assessment of observations, communications, information, and argumentation.⁶

⁵ Hamer, Jeremy. 2007. *How to Teach English*. Boston: Pearson Education Ltd.

⁶ Kolour, D.M (2015). The Impact of teaching critical thinking task on coherence in argumentative essay writing among EFL learners.

To get more understanding toward the students, I conducted an observation. Based on my observation, the students still have lack of motivation to learn English. Moreover, the teacher does not apply certain interesting method to motivate the students. The students' mastery of grammar is still needed to be improved also. This condition makes me interesting to conduct a research in their class, so they can have good ability in English and also have good critical thinking.

Seeing those phenomena, the writer would like to undertake an experiment to see how successful Task-Based Language Teaching and Critical Thinking are at improving students' grammar mastery. Through the use of Task-Based Language Teaching as method in teaching grammar, it is expected that it will increase the learning result and also learning motivation of the students.

B. The problem of the study

Based on the background in choosing the topic, the research problem is:

1. Do the students who are taught by using Task-Based Language Teaching have better ability in grammar than those who are not?
2. Is there any significant differences between students who have high critical thinking and low critical thinking on students' grammar mastery?
3. Is there any interactional effect between Task-Based Language Teaching on students' grammar mastery with different levels of critical thinking?

C. Objective of the study :

Based on the above-mentioned problems, the goal of this research is to gather empirical information about:

- a. To find out whether the students who are taught by using Task-Based Language Teaching have better ability in grammar.

- b. To find out whether any effect of critical thinking level on students' grammar mastery.
- c. To find out whether any interactional effect between Task-Based Language Teaching on students' grammar mastery with different levels of critical thinking?

D. The Significance of the study :

- a. For the students :

This research is expected to create the teaching learning process is going to be more enjoyable, have contribution for the students to develop their competence in understanding grammar mastery. they will have higher self confidence in applying grammar in their speaking and writing. They will automatically expand their vocabulary.

- b. For the teachers :

This study can be used to motivate students in the learning process and to encourage English teachers to seek out the most effective methods and approaches for teaching a foreign language. It will benefit English teachers, particularly in terms of improving their ability to use Task-Based Language Teaching to teach grammar classes.

E. Scope and Limitation of the Study:

- a. Scope : In this research, writer investigates the effectiveness of task-based language teaching in teaching grammar with different levels of critical thinking.
- b. Limitation : In this research, writer will limit the research only on students' ability in grammar mastery using Task based Language Teaching and their critical thinking. The grammar that is used are simple present, simple past, simple future. This research will take place at Happy English Course 1 on Candidate Training Class (CTC Program).

c. Hypothesis

In order to investigate whether the students who are taught by using Task-Based Language Teaching and critical thinking have good ability in grammar and vocabulary mastery than those who are not, the writer proposes the hypothesis as follow:

1. Hypothesis 1

Ha: Students who are taught by using Task-Based Language have better ability in grammar mastery.

Ho: Students who are taught by using Task-Based Language Teaching have the same ability as those who are not.

2. Hypothesis 2

Ha: There is significant difference between students who have high critical thinking and low critical thinking on students' grammar mastery.

Ho: There is no significant difference between students who have high critical thinking and low critical thinking on students' grammar mastery

3. Hypothesis 3

Ha: There is interactional effect between TBLT on students' grammar mastery on students' grammar mastery with different levels of critical thinking.

Ho: There is no interactional effect between on students' grammar mastery with different levels of critical thinking.

F. The definition of key term

There are some terms are explained below:

1. Grammar

Grammar is a necessary part of any language. The mastery of a language's grammar will have an impact on linguistic skill mastery. As a result, grammar is a subject that should be thoroughly studied when learning a language properly. While the focus of this research will be on grammar skills in particular (simple present, simple past, and simple future).

2. Task-Based Language Teaching

Task-Based Language is a style of language instruction that is based on communicative activities and comprises of tasks that students attempt to complete in the classroom. The Pre-task, Task Cycle, and Language Focus stages are the framework.

3. Critical Thinking

Critical thinking is reasoned, reflective reasoning aimed at determining what to believe or do. When people are trying to solve an issue, evaluate an argument, decide on a viewpoint, or make a decision in general, they think critically. Critical thinking evaluates not only the products and result of thought, such as beliefs, choices, conclusion, and so on, but also the processes that produced them.

G. The Previous Studies

To begin with this article is taken from Rai Zahoor Ahmed and Siti Jamilah Bt Bidin'. Their research is conducted in 2016. The influence of task-based language teaching on EFL Learner's writing skill in Malaysia was investigated in this study. (A quasi e-experimental study of EFL

learners in undergraduate program at public sector Malaysian University). The goal of Ahmed and Jamilah's research was to confirm the efficacy of task-based language teaching in improving writing abilities. The study concentrated on issue of students' writing abilities. With the use of task-based language teaching (TBLT). Ahmed and Jamilah both used quasi-experimental research in the same way.⁷ While, there are certain differences between Ahmed Jamilah's research and future research, the first is their research only has two factors: one x (TBLT) and one y (writing). Whereas, future studies will have three variables (X1,Y1,and Modertor variable). TBLT is X1, grammar is Y1 and critical thinking is moderator variable. Second, their research focuses on undergraduate students, whereas future studies will be conducted with students course.

The second article is taken from Journal of Adult Education was conducted by Jiuhan Huang by the title "*Grammar Instruction for Adult English Language Learners: A Task-Based Learning Framework*" this article has purpose to give a historical perspective of grammar instruction. The 10 principles of instructed language learning formulated by Ellis was shown in this article and also it was shown Willis' Task-Based Language Learning Framework in grammar instruction for adult responses. The result of this article however the best approach to teach grammar goes to conventional. Because TBLT is not the only approach to teach grammar to adults, the tasks created with it provide chances and practices that meet many of the 10 principles of directed learning.⁸ The difference of the writer's research and this article's is on the research design. The writer uses an Quantitative research design and this article used qualitative research design.

⁷ Ahmed, RZ & Jamilah, S. (2016). *The Effect of Task-Based Language Teaching on Writing Skill of EFL Learners in Malaysia*.

⁸ Huang,J.(2010). *Grammar Instruction for Adult English Language Learners: A Task-Based Learning Framework*. Journal of Adult Education.

In addition, The last article "The Effect of Task-Based Language Teaching and English Grammar Mastery Toward Reading Comprehension of The Second Semester Students," was conducted by Gana Kumara, Padmadewi, and Suarnajaya in the e-Journal Program Postgraduate Ganesa University. The goal of this research was to find out how Task-Based Language Teaching and grammatical mastery affected students' reading comprehension. The experimental research design was adopted in this study. 75 second-semester English Education Study Program FKIP UNMAS Denpasar students took part in the study. The findings revealed that (1) there was a significant difference in student reading comprehension between those who were taught using TBLT and those who were taught using the traditional method, (2) TBLT and students' grammar mastery had an interactional effect on students' reading comprehension, and (3) there was a significant difference in reading comprehension between students who were taught using TBLT and those who were taught using TBLT using the conventional method, and (4) There was a substantial difference in reading comprehension between students who were taught using TBLT and those who were taught using the traditional method.⁹ The researcher and the writer have similarity study which have 3 variables but the difference of the writer's research and this study is on the variable of the research. The independent variable of the writer is TBLT, the dependent variable is grammar mastery and critical thinking is moderator variables. Whereas, The independent variable of this study is TBLT and Grammar English and The dependent variable is Reading comprehension.

⁹ Gana.K.,G.,A.,Padmadewi.N.,N., and Suarnajaya,I.,W.(2013). *The Effect of Task-Based Language Teaching and English Grammar Mastery Toward Reading Comprehension of The Second Semester Students*. e-Journal Program Postgraduate Ganesa University.