

## **CHAPTER I**

### **INTRODUCTION**

This chapter deals with an introduction of the beginning of the research, which includes the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, assumption, and definition of key terms.

#### **1.1. Background of the study**

Teaching is the process of delivering knowledge between teachers and students. In this process the teacher is highly required to know the character of students, create a conducive learning atmosphere and find the right method so that the learning process can be carried out effectively and well received by students. According to Daryanto (2010, p. 162) states that teaching is an activity to try to help, guide someone to gain, change, or develop skills, attitude ideal, appreciations, and knowledge. Therefore, Teaching is an act that requires a heavy moral responsibility. The success of education in students is very dependent on the responsibility of teachers in carrying out their duties.

In teaching English, four skills must be taught to students, namely reading skills, listening skills, speaking skills, and writing skills. Like learning Indonesian, learning English starts with listening first, followed by speaking, then reading, and finally writing (Neno, 2013). Apart from the four skills above, four more skills must be mastered which are called 'micro-skills'. Micro-skills consist of grammar, vocabulary, pronunciation, and spelling. Writing in English is a skill that can be

categorized as complicated because if we don't practice it will be difficult for us to write in English.

Writing is a language skill that is used to communicate indirectly, not face to face with others (Tarigan, 2013). While, According to Dalman (2015), writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. Writing activities involve several elements, namely the writer as the messenger, the content of the writing, the channel or media, and the reader. This is considered difficult because it is easier for people to express an idea in spoken language. Writing skills are very complex because they require students to master the components in it, for example using correct spelling, choosing the right vocabulary, using effective sentences, and composing good paragraphs. However, writing skills need to be improved because writing skills will be needed at any time.

Essay writing is one of the most widely used writing genres. Budiyanto (2012) defines an essay as a complete short essay. Furthermore, Tarigan (2013) state that essay writing skills can help students in explaining, telling, and convincing events. An essay is a work from the personal subjective point of view of the author. The essay contains thoughts combined with experiences, field observations, anecdotes, and the author's inner struggles about the subject he is writing about. Essays express ideas based on facts. Therefore, writing an essay is a very appropriate to describe someone's ideas. Writing English essays requires the ability to choose words and use grammar according to the rules. So that teachers can use essays to practice students' writing skills.

To solve some of the problems above, the researcher tries to find good strategies, one of which is task-based language teaching (TBLT). Task-based language teaching (TBLT) is an approach that focuses on assigning tasks. Branden (2011) explains that Task-Based Language Teaching requires learners to be active and have the main roles in learning the English language. They have to play important roles and responsibilities in terms of material content, language patterns, and expressions during the accomplishment of tasks.

This approach model refers to the view that students will learn effectively if the learning process is more focused on discussion tasks rather than using language practically. Hashemi et al (2012) to teach practical lessons on a task-based basis, involves stages or components of lessons that have tasks as their main components such as pre-tasks which pay attention to various activities that educators and students can do before they start doing tasks; during-task activities that the task cycle itself and different instructional and post-task options focus on procedures for directions to perform tasks.

Furthermore, in this research, the researcher will focus on Task-Based Language Teaching with Task-Based Materials to implement in teaching essay writing. Therefore, this research entitled “The Use of Task-Based Materials in Teaching Essay Writing”.

## **1.2.Statement of the problem**

Based on the background of the study above, the researcher question can be formulated like the following:

1. How is the implementation of task-based materials in teaching essay writing?
2. How are student's responses about teaching essay writing using task-based materials?

### **1.3.Objectives of the study**

Based on the statement of the problem above, the objectives of this research are:

1. To describe the implementation of task-based materials in teaching essay writing.
2. To describe the student's responses about using task-based materials in teaching essay writing.

### **1.4.Significance of the study**

It is expected that the result of this research can:

#### **For students**

This strategy will be very useful to help students practice their writing skills by continuing to practice the tasks given in the strategy. By using essay writing students will learn to write with new text and writing styles.

#### **For Lecture**

This research will be very useful for lecturers in seeking innovations in teaching writing. This strategy can be one way to help students learn to write using essays that have a difficulty level suitable for students to learn in college.

#### **For Further Researcher**

This research will give some contribution and information for further researcher about the use of task-based materials in teaching essay writing.



### **1.5.Scope and Limitation**

Based on the identification of the problem, the researcher give scope and limits the problem, the topic must be limited in order to investigate and solve the problems more accurately, clearly and correctly. This reasearch is focussing on Task-Based Materials because Task-Based Materials is a collection of various kinds of task strategies that are summarized into one to complement the shortcomings of each task strategy which is considered to be able to help overcome problems in teaching.

This research is also focussing on Teaching Essay Writing because the ability to write essays is considered important and has many benefits, especially for students.

This reseach will be conducted at STKIP PGRI Sidoarjo. The population of this research is english language students of STKIP PGRI Sidoarjo in the academic year of 2020/2021 because essay writing is only taught at the college level.

### **1.6.Assumption**

Based on research conducted the lecturers use Task-Based Materials in Teaching Essay Writing because task-based materials can be implemented in teaching essay writing.

### **1.7.Definition of Key term**

Here are the definition of terms that are used in the research:

#### **Teaching**

Teaching is an activity to try to help, guide someone to gain, change, or develop skills, attitude ideal, appreciations, and knowledge (Daryanto, 2010, p. 162).

## **Essay Writing**

An essay as a complete short essay. An essay is a work from the personal subjective point of view of the author (Budiyono, 2012).

## **Task-based material**

The materials or instructional materials are language input and practices in the classroom. They bring a set of concepts to be taught to accomplish learning objectives (Richards, 2001).

