CHAPTER 1: INTRODUCTION

Background of the Research

The portraits of English language teaching in Indonesia has already been reported by many experts and scholars, e.g. Yulia (2013), Musthafa (2001). From her survey among twelve English teachers in Yogyakarta, how to engage students to exposure English usage is still the main challenge found in English class. Students, as Musthafa (2001) said, had little space to practice and expose their language fluency. As a result, students are hard to communicate contextually (Larson, 2014).

> ...many teachers cannot afford to provide well-designed, meaningful exercise for student to use on a one-to-one learning basis. Another reason could be the type and focus on the exam, based on which students' relative success in learning English is judged. As it is presently practiced, the nationally administered test..doesn't allow divergent thinking..Other hindrances are also listed here: the absence of good, authentic learning material, the teacher's tendency to rely on non-communicatively engaging learning task (Musthafa, 2001: 305).

According to Musthafa (2001), there are constraints faced in EFL context in Indonesia: less meaningful tasks, final examination orientation, and lack of communicative language learning which is much relied on authentic learning materials. These learning barriers imply that students are less empowered. Though, studies on these matters are still limited.

Having meaningful exercise, according to Musthafa (2001), is the important factors to make students learning. His critical perspectives, Musthafa (2001) not only critically underpin the problems of the Indonesian English learning and teaching (ELT) context, but also imply suggesting ideas to overcome these problems. Relying meaningful exercises, allowing diverse thinking, using authentic learning material, using communicative engaging learning tasks are in line with the 2013 curriculum (Larson, 2014; Vice Minister of Education and Culture, 2014).

Meaningful task is mentioned in the Indonesian latest curriculum. However, the task-based learning itself is rarely considered in the implementation. As mentioned by Larson (2014) earlier, the use of task in EFL instructions, e.g. task-based language teaching (TBLT) is potential to provide meaningful language learning. Larson, himself, often argued that this approach matches with the latest 2013 EFL curriculum in Indonesia.

Comment [A1]: An introduction: Researcher show the condition of ELT in Indonesian schooling contexts.

See here, he not only says, but shows by quoted some (several) research findings taken from published articles.

Comment [A2]: He made some review on the issue

Further, he shows and elaborates what are the problems and challenges faced in the ELT in Indonesian contexts.

Factors are also tried to be highlighted

The use of TBLT had already introduced and manifested by scholars and pedagogue in the last two decades using different names, e.g. task-based instruction (TBI) (P Skehan, 1996;Seyyedi and Ismail, 2012; J. Richards, 2006), Task-based teaching, Task-based Language Learning (J. Willis, 1996; D. Willis and Willis, 2007), task-based language teaching method (TBLT) (J.C. Richards and Renandya, 2002); Rod Ellis, 2005; 2007; 2009; 2013; 2014); Nunan, 2004; Butler, 2011; Mustafa, 2012; Rahimpour and Safarie, 2011), form-focused instruction (Rashtchi and Keyvanfar, 2012; Huang, 2016). Despite their terminologies, they suggest both authentic process and evaluation in order to provide language fluency by engaging students in meaningful learning.

Many studies of TBLT in EFL contexts have already been conducted in the areas of language proficiency, e.g. in UK (Ferreira, Salinas, and Morales, 2014), in Iran (Aliakbari and Jamalvandi, 2010; Nasirian, 2012), and in Japan (Sasayama and Izumi, 2012). And even Mcdonough and Chaikitmongkol (as cited in Ellis, 2009, p.241) mentioned that TBLT improved students' independence in their findings, no further explanation was provided. Thus, this research will give new explanation on that phenomenon.

Even TBLT was reported successfully implemented in the Asian EFL contexts, e.g. in Taiwan (Kuo, 2014), in Iran (Peter Skehan, 2014), and in China (Butler, 2011), however, these successful implementations of TBLT exclude Indonesian EFL schoolings. Rather, they suggest the alternatives of English instructional approach in Indonesia. Unfortunately, in spite of the limited implementation of the TBLT in this country, there is still a few reports of TBLT implementation in Indonesia. Even some theoretical assumptions are made, e.g. (Griffiths, 2001; Malihah, 2010), research related to the TBLT are still scarce.

Relating to this paucity above, the limited implementation of TBLT in Indonesia mainly deals with computers as media in fostering student language proficiency, e.g. Computer Assisted Language Learning (Anwar and Arifani, 2016), online assignment (Purwanto, 2016). Anwar and Arifani (2016) had developed computer task-based lesson to provide multiple learning experiences through computer-assisted learning for junior high school students. Similar to Anwar and Arifani, Purwanto (2016) implemented online writing using free software to improve undergraduate's writing skill through classroom action research (CAR). As these study conducted in Research and Development (Anwar and Arifani, 2016), the focus of the analysis was more on the effectiveness of the tasks rather than on the

effectiveness of students' activities. This is different from what Purwanto's (2016) classroom action research which was aimed to improve the undergraduate students' writing skill.

The overall paragraphs above finally suggest the importance to see the TBLT in dealing with student empowerment. The importance of TBLT and student empowerment calls out for several unexplored reasons, e.g. in terms of class-size, multi-background and multi-proficiency level students in which learning participation and involvement, listening to students' voice, making English important remain unresolved (Yulia, 2013).   It is interesting to investigate multitask completion, group activities difficulties, e.g. accessing information, task selection, decision making which all are still rare in the studies.

...continued

Comment [A5]: Writer's proposal. He is going to fill the gab (do what other people have not done in this areas of ELT in Indonesia, for instance)

Source:

Misdi (2016). *Empowering madrasah students through Task-based Language Teaching.* Unpublished research proposal