

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In this world, there are many kinds of languages used to communicate. According to Ethnologue, the premier data source, there are 7.139 spoken languages in the world today. For example, Japan, Chinese, French, English, Indonesian, and others. Mappiasse and Ahmad (2014) stated that English is the most widely used language in the world today. English is used to track technical and scientific improvements and for better job opportunities (Lauder, 2008). According to Mandasari (2017), English is the most widely spread language in the world, and this shows that English plays an important role in many areas of our lives (Yuliansyah & Ayu, 2020). In the fields of education, business, politics, and so on. In the world of education, English is one of the subjects at the junior and senior high school levels (Mandasari & Lulud, 2018). English has become an international language that can facilitate its users to be the ability to communicate with each other without being limited by countries' differences (Mandasari, et al., 2022).

Teaching English is an essential issue in countries where English is not the first language. However, English is a second language and is difficult for second-language learners. They cannot speak English in real situations and need to learn phrases in textbooks rather than in real life. Therefore, Nunn (2011) stated that teachers should always look for useful strategies to reduce the difficulty of teaching English and they have to face many challenges while teaching and often have questions about the best way to teach. Teaching language learning can use many types of methods that aim to make students understand the material clearly. Good and correct learning methods can also achieve learning goals achieved. Teaching is the ability to assist students in directing and maximizing the developmental flow of life experiences. Integration

strategies are needed to make students interact and make successful interactions in promoting the process in the classroom (Sari, 2018). Ginting (2014) states that learning methods can be interpreted as a unique way or pattern of utilizing various basic principles of education and various techniques and other related resources so that the learning process occurs in students. Meanwhile, Sutikno(2014) argues that the notion of a method is a method or procedure used to achieve certain goals.

Task-based language teaching (TBLT) is one of the teaching methods that can be used as an approach by using assignments as the main component in language classes because students can provide the context in promoting them to learn a second language or learn a foreign language. The tasks given in this method are the role assignments of each student who is different in one group, and they have to be responsible for the answer to each of these (Zhou, 2013). Task-based language teaching considers the main focal point in language teaching about task outcomes. Ellis (2003) stated that task-based learning is learning that is more emphasizes meaning over structure. In practice, students will get more opportunities to use English to communicate actively as in real life.

Task-based language teaching refers to the use of task-based learning tasks as the core unit of planning and teaching in language teaching (Skehan, 2003). They just believed that teaching English for SMK consists of more practice than theories (Muliyah & Aminatun, 2020). In task-based learning, students are given complex, quite tricky, complete, but realistic tasks and then given sufficient assistance to them to complete the task (Kusyowo & Wahyudin, 2017). The task-based language teaching method is effectively used for vocational high schools. As Rauner

(2009) said that vocational education differs from all types of education instituted in schools and universities in that learning about the process is an integral part of developing professional competence. Vocational high schools use the process in every lesson. Task-based language teaching methods also have processes, which are 1) Pre-task. Teacher and student activities are carried out before starting teaching and learning in the classroom. 2) Temporary task. The teaching and learning process is centered on the main class activities, carried out with various learning strategies. 3) Post-task. This is an assessment of learning performance (Jinxia, 2010). Through these three stages, students in vocational high schools can improve their understanding of learning English through task-based methods. The researcher chose SMKN 8 Bandar Lampung as the object of research.

Given (2008) states, "Individual perceptions influence opinions, judgments, understandings of situations or people, the meaning of an experience, and how a person responds to a situation". Therefore, understanding perception is an important part of achieving learning objectives. According to Rost (2011: 335), "Perception is a neurological beginning" a response to any source of sensory stimulation, such as sound waves; Hearing sensations are considered to reach perception only if they are received and processed by cortical areas of the brain. Hinkel (2005) states, "Perception is made possible by the coordination of functional neural circuits that are integrated into all areas of the brain". Perception is the process of recognizing and understanding events, objects, and stimuli using the senses (Richards & Schmidt, 2010). It is about behavioral theory, knowledge, language skills, and people's activities about situations. The meaning of perception can be understood by researchers only by asking individuals. Asking people what they believe is open to them and what is closed is a practical application of research reasoning

(Given, 2008). In short, the use of the task-based language teaching method in class for students of SMKN 8 Bandarlampung enables the researcher to find more information for task-based language teaching.

The researcher chose the title because after applying the task-based method to the students of SMKN 8 Bandarlampung, the researcher wanted to find out how the students' views of task-based language teaching. Therefore, this study was made to analyze the views and how to apply the task-based language teaching method if applied to students of SMKN 8 Bandarlampung.

1.2 Research Questions

1. What are the students of SMKN 8 Bandarlampung perceptions about task-based language teaching?
2. How is the implementation of the task-based language teaching method to the students of SMKN 8 Bandarlampung?

1.3 Research Objectives

1. To find out the perception of students of SMKN 8 Bandarlampung on task-based language teaching methods.
2. To find out how the implementation of task-based language teaching method to students of SMKN 8 Bandarlampung.

1.4 The Uses of Study

1. Theoretically

The result of this study is expected to provide information for teachers or readers if the student's perspective on the method of English teaching and learning process is needed to get success in learning. In addition, the researcher hopes that it can be a reference for other researchers who have the same interests as the author.

2. Practically

Practically, this research is useful for teachers, students, and future researchers. Teachers are expected to be able to teach task-based methods in teaching English using interesting strategies for interaction between teachers and students. This research will provide information about task-based methods in teaching English. So that for future researchers, this research can be a reference so that this research can be perfected.

1.5 Scope of Study

This study focuses on students' perceptions of the task-based language-teaching method, with a sample of eleventh-grade students in office administration at SMKN 8 Bandarlampung. Data collection techniques carried out by the researcher are questionnaires and interviews with class XI students of SMKN 8 Bandarlampung. The researcher uses procedure text, description text, and recount text to be used as teaching materials during the research.