

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Grammar is an essential language component. If learners fail to understand grammar rules, they will fail to communicate effectively in that language. (Kumayas, 2023). According to Rao (2019) Grammar plays a significant role in English language teaching, and modern and trained teachers should apply various techniques in their teaching. An English teacher must be able to teach grammar well. Teaching grammar is one of the main focuses in improving students' English proficiency because it influences other language skills.

While teaching grammar, some common problems are usually found in the classroom. Based on pre-observation results, grammar teaching is appears challenges due to limited student engagement, emphasizes on mastery, leading to less enjoyable and effective student learning. Apart from that, another challenge is stated by Izzah et al., (2021) The media teachers use is usually too monotonous because teachers lack creativity in teaching English grammar. Without adequate tools, the learning and teaching process becomes more limited in providing contextual, meaningful, and varied learning experiences, especially in the context of teaching English grammar, which requires an emphasis on practice and direct interaction. In addition, teaching methods that still tend to be teacher-centered often cause students to become more passive and have little opportunity to participate actively in the learning process. This method often leaves young learners struggling to apply grammar knowledge in real-life communication. An appropriate learning method can optimize students' understanding, increase their involvement in learning, and speed up the overall learning process. Therefore, a teacher must find a practical method to improve the quality of teaching English grammar, which will affect student learning outcomes later.

Task-Based Instruction (TBI) has been recognized as an effective method to address these issues by integrating language skills into purposeful tasks. According to Richards (2006), in Task-Based Instruction, grammar and other dimensions of communicative competence can be developed as a product of learner engagement

in interactive tasks. TBI focuses on engaging students in activities that resemble real-life scenarios, where grammar is learned as a tool to accomplish task. According to Willis (1996), there are three stages in Task-Based Instruction. The first, Pre-task where the teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instruction. The second stage where the students do the task, and the last stage is language focus where the student's analysis and practice of features in task. Task-Based Instruction encourages young learners because it reassures them of their progress and generally boosts their confidence.

According to Richards (2006) Task-Based Instruction is part of Communicative Language Teaching which extends the goals of communicative language teaching that focuses on forming active communication in the classroom, is student-centered, and uses language in real contexts. The communicative language teaching approach has emerged as an effective alternative teaching approach in recent years. Richards (2006) stated there are two processes in Communicative Language Teaching: the process-based approach and the product-based approach. There are two approaches to the process-based approach: Task-Based Instruction and Content-Based. In the process approach, the focus is on the process in the classroom. This research focuses on Task-Based Instruction as a process approach in Communicative Language Teaching.

Several implementations of TBI have been made at various educational levels, but none have specifically used TBI in elementary schools. Previous research mainly focused on junior high schools, higher educational levels, and different methods. Muliati (2021) Using quantitative and experimental design, they conducted research in the Kampung Inggris language center, consisting of seven classes with 20-22 students. The result showed a significant effect of using TBI on students' grammar competence, which can be seen in that students do the tasks related to their real life in groups and individually. They also focus not only on the form but also on the meaning. Next, there is research by Ji & Pham (2020) The study examined 122 students at a Chinese university using a mixed-method design. The result showed mismatches between teaching and learning traditions in China

and the principles of TBI. To address mismatches, the researcher adds grammatical input, encourages the students to focus on form, discuss grammar matters, and provide mutual corrective feedback, and emphasizes the teacher's participation in the task as a facilitator. In addition, the research developed new tools that could assist teachers and students in adopting TBI in a non-western context. Lastly, Yildiz & Senel (2017), their used an experimental research design to investigate the effect of TBI on the grammar of 32 eighth-grade students. The results showed that TBI significantly increased the students' grammar knowledge and that TBI yields meaningful results compared to traditional language teaching methods.

However, the previous study mostly used quantitative and mixed-method designs to assess the different educational levels of the participants, which mainly consisted of middle, and higher levels. They also focused on comparing traditional and TBI methods in teaching grammar. To fill the gap, this research focuses on how TBI is implemented in teaching grammar to elementary students using qualitative classroom research design.

1.2. Research Question

Based on the background above, this study's research question is, "How does the English teacher implement TBI in teaching grammar to elementary school students?"

1.3. Operational Definitions

1.3.1 Teaching Grammar : Teaching language structures systematically in the context of past tense, such as past activities like mentioning past verbs of the students' activities.

1.3.2 Task-Based Instruction : Researchers implement a teaching model that teaches grammar about past activities to elementary students. Pre-tasking introduces students to the topic and helps them understand the task that

will be done later. Students perform the central task using a task cycle. Language focus highlights specific language features from the text.

1.3.3 Elementary School Students : Elementary school students grade 6 aged 12-13 years old.

1.4. Aim of the Research

This research explores how English teachers implement the TBI to teach English grammar to elementary schools.

1.5. Significance of the Study

1.5.1. Theoretical Significance

This research can add references to teaching grammar using Task-Based Instruction.

1.5.2. Practical Significance

This research will provide new strategies regarding teaching grammar using TBI in elementary schools.

1.5.3. Empirical Significance

This research can broaden insight and increase experience in investigating the use of TBI for teaching grammar to elementary school students.