



STUDENTS' RESPONSES ON TASK BASED LANGUAGE TEACHING

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When the students want to write, they need patience, grammar understanding, and reading a lot from many resources to create academic articles. These activities are still rarely done by the students from *Universitas Terbuka Semarang*. They tend to focus on their teaching preparation, teaching performance, lesson plan, and assessment. They think that writing research articles are difficult to do whereas their chances to gather the data are very broaden. To overcome these problems, the researchers apply Task Based Language Teaching to motivate the teachers in writing research articles and to describe their responses on Task Based Language Teaching application. The participants of this study were 28 elementary teachers who continue their study to bachelor degree at UPBJJ UT Semarang. They were in the eight semester of Pokjar Kaliwungu Kendal. They should write academic article to fulfill the tutorial task of Teknik Penulisan Karya Tulis Ilmiah subject. This research used descriptive quantitative method using students' responses questionnaire. This research result covered that all the activities in the implementing Task Based Language Teaching were good category for the students' responses in every phase of TBLT (pre task, main task, and post task). Moreover, the questionnaire items also got positive responses from the students' understanding about TBLT.

Keywords: Task Based Language Teaching (TBLT), students' responses

1. Introduction

Implementing Task Based Language Learning in writing activities is the part of Communicative Language Teaching model. Communicative Language Teaching Model can be used in writing. When students want to write, they need patience, grammar understanding, and reading a lot from many resources to create academic articles. These activities are still rarely done by the students from *Universitas Terbuka Semarang*. They consist of 28 elementary school teachers which continue their study to be bachelor degree of education. They tend to focus on their teaching preparation, teaching performance, lesson plan, and assessment. They do not aware to write a research article which can be submitted on the seminar or journal. They think that writing research articles are difficult to do whereas their chances to gather the data are very broaden. Why is it happened? As we know that every day they always teach in the classroom, they prepare the lesson, create the materials, plan the assessment, and give feedback to their students.

Based on the pre observation data, it showed that 90% teachers from 28 teachers are still lack knowledge how to find a topic on their research articles, 75% teachers do not understand how to find the literature review,

65% of them write in hurry without making a mind map, and they also do not discuss their drafting to others. In fact, they have many data from their classroom teaching learning process and they do not have enough knowledge to manage their class activities to be the data of research. Besides, they only think practically for their teaching learning process.

To overcome these problems, the researchers apply Task Based Language Teaching to motivate the teachers in writing research articles and to describe their responses on Task Based Language Teaching application.

Task Based Language Teaching is a method of teaching which the resources and the contents of learning comes from the students and uses integrated skills and tasks to do every activity which consists of pre task, implementation task, and post task. Based on David Nunan, a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form [2]. It should also have a sense of completeness, being able to stand alone as a communicative act in its own right. It meant that students can create and apply their own learning sources which can be



accessed through language (as they listen, view, read, discuss, interview) to do things that are meaningful (i.e., to complete tasks: solve a problem, design a poster, write a report, complete a form, teach a client, convince a classmate, prioritize a list, make a decision, etc.). This TBLT method gives learners the opportunity to exchange knowledge in pairs or in groups; this is called conversation on task and off task. On task talk is the talk that is used in terms of learning-related matters. Instead, off task talk is a conversation not related to learning, like chatting, joking, etc. Task-Based Language Teaching (TBLT) is one of the methods of teaching a student-centered language [1]. Task-Based Language Teaching (TBLT) is a language teaching system focused on the tasks assigned to students.

The characteristics of Task Based Language Teaching can be described below;

1. Tasks are clearly defined.
2. Instructions and criteria for success are clearly specified.
3. Communication is genuine; language is used to fill in real information or meaning gaps.
4. Students use own resources and the content they access through language (as they listen, view, read, discuss, interview) to do things that are meaningful (i.e., to complete tasks: solve a problem, design a poster, write a report, complete a form, teach a client, convince a classmate, prioritize a list, make a decision, etc.).
5. Focus on form, and strategies and skills, are contextualized within a task: prior to a task to enable students to accomplish the task, during the task to facilitate the task, or after the task based on issues that arose.
6. Skills are integrated as they are in real life (i.e., learners will likely need. [3])

Regarding to the Task Based Language Teaching (TBLT) characteristics above, TBLT needs integrated skills with real life based on students 'centered learning which has three phases; pre task, task implementation, and post task.

To sum up, this research focus on the describing the students' responses on Task based language Teaching in writing academic article.

2. Method

The participants of this study were 28 elementary teachers who continue their study to bachelor degree at UPBJJ UT Semarang. They were in the eight semester of Pokjar Kaliwungu Kendal. They should write academic article to fulfill the tutorial task of Teknik Penulisan Karya Tulis Ilmiah subject. This research used descriptive quantitative method using students' responses questionnaire which consist of ten questions and likert scale (strongly agree, agree, neutral, disagree, and strongly disagree). The questionnaire items discussed about the communicative task, involving primary focus on meaning, a clear defined outcome task, a task is done by students, students' center learning task, the task uses three stages of TBLT, a task uses real world context, a task used by high level students, and a task uses everything near students' environment. Each item is rated on a six point likert scale from 1 (strongly disagree) to 6 (strongly agree).

Before, the researchers applied the questionnaire items; we did the try out first on the different class from Pokjar Boja which consisted of 22 students and 15 questions for the questionnaire. The result of validity is ten questionnaire items could be used on the research from number 1 to ten. The questionnaires had 15 questions but only ten questions which are valid to be used. This research also had 0.78 for the reliability, it meant that the questionnaires are reliable to use in the research.

3. Results

This research drew the results based on the response questionnaire items which can be seen in Table 1.

Table 1. The Response Questionnaire Items

No	Items	Frekuensi (%)				
		SD	D	N	A	SA
1	A communicative task	10.7	7.1	0.0	64.3	17.9
2	A task involves primary focus on meaning	3.6	10.7	3.6	53.6	28.6
3	A task has a	7.1	3.6	7.1	67.9	14.3

clear defined of outcome A task has a clear defined of outcome							level students only						
4 A task is an activity which is done by students	0.0	3.6	0.0	89.3	7.1		1 TBLT uses everything near students 'environment	0.0	3.6	3.6	78.6	14.3	
5 TBLT has the same principle with communicative language teaching	7.1	7.1	7.1	71.4	7.1								
6 TBLT is based on student-centered instructional approach	0.0	0.0	3.6	60.7	35.7								
7 TBLT includes three stages: pre-task, task implementation, and post-task	0.0	0.0	0.0	53.6	46.4								
8 The material used with TBLT approach should be based on the real-world contexts	7.1	3.6	7.1	71.4	10.7								
9 TBLT should be used for high-	17.9	71.4	3.6	3.6	3.6								

As can be seen in the table 1, the first item discusses about TBLT is a communicative task. The participants were strongly agreed that TBLT is a communicative goal task (17.9%) while the others were agreed about TBLT is a communicative goal task (64.3%). This result is related to the second characteristics of TBLT that the task is communicative which joining the integrated communication and skill. It combined between online learning and face to face learning too. The participants should find some references from the journals which can support their topics in writing research articles. They can clearly and easily find their way in writing their research. The second item talks about the task discusses primary focus on meaning. The participants were strongly agreed (28.6%) and agreed (53.6%) that the activities of teaching learning process and the task using TBLT focus on meaning. It clearly defined that they can understand how to do the task and discussion. The third item describes that the task of learning using TBLT has clear learning outcome. The students were strongly agreed (14.3%) and agreed (67.9%). The learning outcome is the students should be active and communicative to do writing their article. They do the writing collaboratively, so they are more active in the TBLT teaching learning processes. The fourth discusses about the task is an activity done by the students. 7.1% students were strongly agreed and 89.3% were agreed that all the activities in the teaching learning processes were done by them. Next, the item discusses about TBLT has the same principle with communicative language teaching. 71.4% participants were agreed that TBLT is same with communicative language teaching and 7.1% said strongly agreed. It meant that they had communicative activities and active experiences in writing research articles. Sixth, the item talk about TBLT is based on student-centered instructional approach. 60.7 % participants were agreed and



35.7% were strongly agreed. The students become the center of activities in the teaching learning processes. They do in groups first using collaborative writing then they check their draft in peer activity using self & peer editing checklist of writing. The final draft can be submitted if they have checked and discussed it with their partner & lecturer. Seventh, the items is about the phases of TBLT which has three tasks; pre task, task implementation, and post task. 53.6% students were agreed and 46.4% were strongly agreed. They had positive responses on implementing the three phases of TBLT. They understand which one the pre task, task implementation, and post task. The eighth item of questionnaire is about the material used with TBLT approach should be based on the real-world contexts. 71.4% students were agreed and 10.7% were strongly agreed. The materials of the task use the resources around the students 'real life which can be applied and practiced in their daily activities. The ninth item is TBLT used for high level students. There were 71.4% said disagree that TBLT only be used high level students. TBLT can be applied to other level students which are senior high school, elementary, intermediate level students Lastly, the item is TBLT uses everything near students 'environment. There were 78.6 % participant agreed with this item and 14.3% of them were strongly agreed.

In addition, the implementation of Task Based Language Teaching (TBLT) also used three phases which can be explained below.

The first phase is pre task which described in table 2.

Table 2. The Students' Responses The Pre Task Phase

No	Interval	Category	Frequency	%
1	22-25	very good	8	28.57
2	18-21	good	19	67.85
3	14-17	average	1	3.58
4	9-13	poor	0	0.00
5	5-8	very poor	0	0.00
Total			29	100.00

Table 2 showed that the students' responses about the pre task was good category which had some activities such as; the lecturer gave the topic of learning or overview about how to write well, helped the students to find and memorize what is the topic of their research article collaboratively, giving the model of the activity, showing the same task or similar task, make sure that the students had understood the instruction before

they began to do the task in group or in pair and explain the task instruction.

Next, table 3 covered about the main task phase or implementation task which can be seen below.

Table 3. The Students' Responses about the Main Task Phase

No	Interval	Category	Frequency	%
1	17-20	very good	10	35.72
2	14-16	good	16	57.14
3	11-13	average	2	7.14
4	7-10	poor	0	0.00
5	4-6	very poor	0	0.00
Total			29	100.00

Table 3 showed that the students' responses about the main task were good. These categories covered that the lecturer was as a monitor and gave motivation to be active, she also acted as an advisor, helped students to review written academic articles, and giving brief feedback on the content and the form of writing.

Third, table 4 discussed about the post task phase which is the last task in implementing Task Based Language Teaching.

Table 4. The Students' Responses about The Post Task

No	Interval	Category	Frequency	%
1	22-25	very good	8	28.57
2	18-21	good	20	71.43
3	14-17	average	0	3.58
4	9-13	poor	0	0.00
5	5-8	very poor	0	0.00
Total			29	100.00

Table 4 described that the post task phase got good category where the lecturer reviewed each analysis activity with the whole class, brought other useful feedback, asked the students to do self editing checklist for their writing, reviewed the language items for their writing, and asked the students to come in front of the class to report their works by reading aloud. These activities make students feel confident and think creatively.

4. Discussion

This research result covered that all the activities in the implementing Task Based Language Teaching were good category for the students' responses in every phase of TBLT (pre task, main task, and post task). Moreover, the questionnaire items also got positive responses from the students' understanding about TBLT.



The results above is in line with Hao research conducted in Vietnam which states that the use of TBLT method is very positive impact on learners in learning English either in class or in the real world [4]. So, it is an effective model to promote the students' activities communicatively. There is also the result of Ran Hu[5] research conducted in Beijing, China which recommends TBLT method is very suitable and can be implemented in all levels for teaching.

To sum up the discussion above, this research reveals that the students' responses can be described from many aspects such as; the characteristics of TBLT and the phase of TBLT implementing. All participants give positive responses and they can be creative, active, and communicative in writing articles collaboratively.

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