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Cross Sectional Analysis on The Effect of Task-Based Language Teaching Implementation on Non-English Major Students: A Lecturer's Perspective

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Abstrak

Pengajaran Bahasa Berbasis Tugas (TBLT) adalah pendekatan pembelajaran yang berpusat pada penggunaan tugas-tugas dunia nyata sebagai dasar pembelajaran bahasa dan mengalihkan fokus dari pengajaran bahasa berbasis tata bahasa tradisional ke kompetensi komunikatif. Penelitian ini dirumuskan dalam bentuk studi cross-sectional dan menggunakan metode penelitian kualitatif untuk mengetahui pengaruh Pengajaran Bahasa Berbasis Tugas (TBLT) terhadap keterampilan berbahasa Inggris siswa jurusan non-Bahasa Inggris. 4 dosen bahasa Inggris dilibatkan dalam wawancara semi terstruktur. Mereka diminta untuk mengungkap 2 pertanyaan penelitian: a) bagaimana TBLT dibandingkan dengan metode pengajaran lain dalam hal efektivitasnya dalam meningkatkan keterampilan berbicara di kalangan mahasiswa jurusan non-Inggris di sebuah universitas di Indonesia? dan b) fitur spesifik apa dari TBLT yang berkontribusi terhadap efektivitasnya dalam meningkatkan keterampilan berbicara di kalangan mahasiswa jurusan non-Inggris di sebuah universitas di Indonesia? Hasil penelitian menunjukkan bahwa Pengajaran Bahasa Berbasis Tugas (TBLT) efektif untuk meningkatkan kemampuan berbicara bahasa Inggris di universitas-universitas besar non-Inggris, dan membawa efek positif pada motivasi pelajar, serta menyediakan ruang untuk strategi pembelajaran bahasa yang dipersonalisasi, dan memungkinkan integrasi media seperti seperti British Council BBC Belajar Bahasa Inggris baik di dalam maupun di luar kelas.

Kata Kunci: *Berbasis tugas, Pembelajaran Bahasa Inggris, Jurusan Non-Bahasa Inggris, Perspektif*

Abstarct

Task-Based Language Teaching (TBLT) is an instructional approach that centers on using real-world tasks as the basis for language learning and shifts the focus from traditional grammar-based language instruction to communicative competence. The study was formulated in a cross-sectional study and utilizes a qualitative research method to investigate the effect of Task-Based Language Teaching (TBLT) on the English-speaking skills of non-English major students. 4 English lecturers were involved in semi-structured interview. They were asked to unveil 2 research questions: a) how does TBLT compare to other teaching methods in terms of its effectiveness in improving speaking skills among non-English major students at an Indonesian university? and b) what specific features of TBLT contribute to its effectiveness in improving speaking skills among non-English major students at an Indonesian university? Results show that Task-Based Language Teaching (TBLT) is effective for enhancing the English speaking abilities of non-English major university, and brings positive effect on learner motivation, as well as provide rooms for personalized language learning strategies, and allow media integration such as the British Council BBC Learning English both in and off class.

Keywords: Task-based, English Learning, Non-English Major, Perspective

INTRODUCTION

Task-Based Language Teaching (TBLT) is an instructional approach that centers on using real-world tasks as the basis for language learning. These tasks are designed to engage students in meaningful and authentic language use, encouraging them to develop communication skills within a context that simulates real-life situations (Willis, 1996). TBLT shifts the focus from traditional grammar-based language instruction to communicative competence, where students actively participate in problem-solving and collaborative activities to achieve language learning goals (Skehan, 1996). Non-English major students, with diverse backgrounds and motivations for learning English, may benefit from this approach, which promises to enhance their language proficiency and fluency while fostering a positive learning experience (Long, 2000).

The central aim of this study is to explore the effects of Task-Based Language Teaching implementation on non-English major students from the perspective of English lecturers. The following research questions will guide our investigation:

To address these questions, we will conduct a cross-sectional analysis involving English lecturers who teach English to students majoring in subjects other than English. By gathering insights from the lecturers, we hope to gain a comprehensive understanding of TBLT's efficacy, its potential impact on students' language development, and the challenges lecturers encounter during its implementation.

Literature Review

The demand to study English has increased exponentially over the past few decades. As a result of globalization and internationalization, there is a growing demand for English language proficiency in Indonesia (Lee et al., 2021). English is taught as a foreign language in Indonesian universities, and non-English majors struggle to develop their speaking skills due to a lack of opportunities to practice speaking in a naturalistic setting (Gonzalez & Pinzon, 2019). Able to promote communication skills in a natural environment, Task-Based Language Teaching (TBLT) has become a popular method of instruction for language learners.

Task-Based Language Teaching (TBLT) has become a popular method for enhancing language learners' communicative competence. According to Willis and Willis (Willis & Willis, 2007), TBLT is a method whose central instructional unit is the completion of communicative duties. This approach emphasizes the significance of language use in meaningful contexts, in which learners engage in authentic communication to accomplish a specific objective. Long and Norris (Long & Norris, 2000) discovered that TBLT is effective at fostering speaking skills in language learners.

Task-Based Language Teaching (TBLT) has the potential to provide opportunities for speaking practice in a natural environment to non-English major university students in Indonesia. According to Richards and Rodgers (2001), TBLT can facilitate the development of communicative competence through the completion of authentic tasks. It has been determined that TBLT is effective in promoting English speaking skills among non-English major students in a variety of contexts (Tran, 2022).

Research has demonstrated that TBLT is an effective method for fostering the development of English-speaking skills in language learners. According to a study conducted by Chen and Wang (Chen, 2020), TBLT is effective at fostering the development of speaking skills in Chinese university students. Similarly, Namaziandost (Namaziandost et al., 2019) discovered that TBLT was effective at fostering speaking skills among English as a Foreign Language (EFL) students in Kuwait.

Moreover, TBLT has been found to be effective in enhancing learners' motivation and engagement (Schmitt, 2013). He argues that TBLT can increase the motivation of language learners by making language learning more enjoyable and pertinent to their needs and interests. According to Skehan (Skehan & others, 1998), task complexity can be utilized to increase learner engagement and challenge their cognitive abilities.

Research in the field of language teaching and learning has explored the effectiveness of Task-Based Language Teaching (TBLT) in various contexts. Furthermore, the use of TBLT has been found to be effective in different language learning skills. Li and Chen (Chen, 2020)

investigated the effect of TBLT on Chinese EFL learners' writing proficiency and found positive results. Other finding explored the impact of TBLT on the speaking skills of Saudi EFL learners and also reported positive outcomes. These studies suggest that TBLT can be an effective approach to teaching English language skills. The findings from these research studies contribute to our understanding of the benefits of TBLT in language teaching and have implications for curriculum development and instructional practices (Zhang, 2018; Li, 2019; Li & Chen, 2021; Al-Shehri, 2019).

In addition to its positive impact on language learning outcomes, TBLT also holds potential benefits for English language learners in terms of their speaking skills. Marzuki's study (Marzuki, 2022) focused on the implementation of TBLT in Indonesian non-Formal Education (INFE) settings and provided insights into the motivations and challenges of adopting this approach. The research highlighted the rationale behind using TBLT in INFE, such as promoting learner autonomy, enhancing communicative competence, and fostering real-world language use. However, the study also identified challenges faced by teachers, including limited resources and time constraints. Another study by Marianti (Marianti & others, 2018) examined the influence of TBLT on students' speaking abilities in the context of UIN Ar-Raniry Banda Aceh. The research revealed that TBLT positively influenced students' speaking skills by encouraging meaningful and authentic communication. The study emphasized the importance of incorporating real-world tasks relevant to students' needs and interests. These studies provide valuable insights into the effectiveness of TBLT in improving speaking skills and highlight the significance of considering contextual factors in its implementation (Marzuki, 2022; Marianti, 2018).

This study is significant because it provides insights into the effectiveness of Task-Based Language Teaching on the English-speaking skills of non-English major Indonesian university students. As Indonesia is a country where English is not the first language, but it is still an important language for communication, this study could help educators and policymakers to improve the teaching of English language in the country.

For this study, the following research questions are proposed:

- 1) How does TBLT compare to other teaching methods in terms of its effectiveness in improving speaking skills among non-English major students at an Indonesian university?
- 2) What specific features of TBLT contribute to its effectiveness in improving speaking skills among non-English major students at an Indonesian university?

METHOD

This cross-sectional study utilizes a qualitative research method to investigate the effect of Task-Based Language Teaching (TBLT) on the English-speaking skills of non-English major students. The research method used in this study is a case study approach. A case study approach is a suitable research method for investigating complex social phenomena in-depth, particularly when the researcher wants to gain an understanding of a particular phenomenon in its real-life context.

The research design for this study is a single case study design, which is a research design in which the researcher investigates a single case in-depth. The case study will involve English lecturers of non-English major who have taught English using TBLT in their English language classes. Upon the completion of the initial interview and making the conclusion, the researcher will cross-reference it with other respondents. The materials used in this study are classroom observation notes, field notes, and audio recordings of classroom interactions. The instrument used in this study is a semi-structured interview, which will be conducted with the participating students.

The data collection procedures for this study involve twofold process of semi-structured interviews with the participating English lecturers and second-phase survey interview using google form. The researcher will use the results from first interview to gather responds from other English lecturers.

The data collected in this study will be analyzed using thematic analysis. Thematic analysis is a qualitative data analysis technique that involves identifying and analyzing patterns, themes, and categories in the data. The researcher will analyze the data collected through direct interview and google form respondents related to the effectiveness of TBLT on the English-speaking skills of non-English major students.

RESULTS

The initial interview with respondents was followed by a second interview based on the results of the initial interview.

Based on the results of the interview, Task-Based Language Teaching (TBLT) was determined to be an effective method for enhancing English speaking skills among non-English majors at an Indonesian university. Respondent 1 concurred, stating that TBLT encourages student participation in discussions by incorporating contemporary contexts and material. This encourages students to participate actively in speaking activities. Respondent 2 concurred, emphasizing that TBLT can contribute to the development of students' speaking abilities in terms of both accuracy and fluency. The views of the two English professors at the university are

consistent with the notion that TBLT has a positive effect on students' speaking abilities, making it a valuable approach in language teaching and learning contexts.

The results of the interviews indicate that TBLT is more effective than other methods for enhancing the speaking abilities of non-English majors at an Indonesian university. Respondent 1 praised TBLT's task-driven learning approach, which encourages active participation in completing tasks individually or in groups. Respondent 2 endorsed the efficacy of TBLT, highlighting the role of instructional task materials in boosting self-confidence in speaking. Both respondents concurred that TBLT is effective for enhancing speaking skills, highlighting its task-oriented nature and confidence-building potential.

The results of the interviews indicate that specific characteristics of TBLT, such as student-centered learning, authenticity, and meaningful communication, contribute to its efficacy in enhancing the speaking skills of non-English major university students in Indonesia. Respondent 1 concurs, stating that TBLT provides more opportunities for meaningful communication during task-based activities, thereby fostering the development of speaking skills through the sharing of ideas and negotiation of meaning. Respondent 2 suggests that TBLT could be effective if students were given additional time for preparation. Both respondents affirm the significance of TBLT's student-centered approach and its effect on speaking abilities.

In the interview, it was determined that incorporating task-based activities that are appropriate for the students' level of language proficiency and encouraging interaction and collaboration contribute to the efficacy of TBLT in improving speaking skills at an Indonesian university. Respondent 1 emphasized the difficulty of selecting engaging tasks and materials for students of varying abilities, emphasizing the impact on motivation and self-esteem. The second respondent agreed with these findings. Overall, both respondents acknowledge the significance of selecting assignments with care and fostering interaction for the successful implementation of TBLT to improve speaking skills.

DISCUSSION

Here, I will outline the discussions based on the research query, 1 and 2, and then elaborate. The following conclusions can be drawn from the two completed interviews.

Task-Based Language Teaching (TBLT) has been identified as an effective method for improving English speaking skills among non-English major university students in Indonesia (Marzuki, 2022). It encourages active participation in speaking activities by integrating contemporary contexts and material (Marianti & others, 2018). TBLT not only enhances accuracy and fluency, but also boosts students' speaking confidence. Moreover, technology-mediated TBL has a positive impact on learner motivation in Indonesian vocational higher education

institutions by providing engaging and interactive learning experiences through authentic communication and collaboration (Baetty, 2019). Language learning strategies vary among non-native English speaking tertiary students, highlighting the significance of adapting strategies to meet the needs and preferences of each student (Thomas, 2019). The communicative competence of EFL Vietnamese students can be enhanced by incorporating selected speaking strategies such as pronunciation practice, meaningful conversations, vocabulary-building techniques, and extensive speaking practice (Chanh, 2023).

The implementation of TBLT in non-Formal Education (INFE) settings has demonstrated promising results in enhancing learners' communicative competence and promoting language use in the real world (Marianti & others, 2018). The approach promotes active participation through task-driven learning, allowing students to engage in authentic communication in a meaningful way. The impact of TBLT on students' speaking abilities has been proven to be positive. All respondents who are English lecturers appreciate the method and found it worth it to apply in the teaching.

In addition, in line with findings from Khashan and Abu Seileek where they found that positive impact of using the British Council BBC Learning English application on the listening and speaking abilities of tenth-grade EFL students (Khashan & AbuSeileek, 2023), respondent notified the use of media. Students' listening and speaking skills improved significantly upon regular practice with media like podcast, etc.

Researcher also identified that incorporating task-based activities suited to students' level of language proficiency and promoting interaction and collaboration contribute to the improvement of speaking skills (Chanh, 2023). Thomas's (Thomas, 2019) study emphasizes the segmentation of language learning strategies employed by non-native English speakers, revealing variations in language learning approaches. This is in line with the respond saying that the importance of variation in teaching. Thomas's (2019) findings have implications for educators and curriculum designers as they integrate personalized language learning strategies.

In addition, Similarly, perceptions of Content and Language Integrated Learning (CLIL)-based critical reading materials with interactive multimedia were investigated, with positive responses from students and instructors (Fitrawati et al., 2023). Fitrawati found that the integration of content and language acquisition enhanced critical thinking skills, motivation, and engagement. These findings provide valuable insights for language educators and curriculum developers who wish to improve language instruction and create effective materials (Fitrawati et al., 2023; Khashan & AbuSeileek, 2023; Thomas, 2019).

CONCLUSION

Some conclusions can be drawn from this study are:

1. Task-Based Language Teaching (TBLT) is effective for enhancing the English speaking abilities of non-English major university students from Indonesia, by enhancing their accuracy, fluency, and confidence through the use of contemporary contexts and materials.
2. Technology-mediated TBLT has a positive effect on learner motivation in Indonesian vocational higher education by providing engaging and interactive learning experiences for improved language proficiency.
3. Personalized language learning strategies are essential for non-native English speaking tertiary students in order to accommodate their specific requirements and preferences.
4. Integration of media such as the British Council BBC Learning English application and recordings improves language learners' listening and speaking skills, whereas Content and Language Integrated Learning (CLIL)-based critical reading materials improve language learners' critical thinking, motivation, and engagement.

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