

Student Perception of Task-Based language Teaching In Learning Vocabulary At Universitas Bumigora

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ABSTRACT

This study aims to describe student perceptions of the task learning process for Vocabulary subjects at Universitas Bumigora. This research is a qualitative research with descriptive research type. Primary data sources that are the subject of research are students, as well as secondary data sources obtained from the internet or books. Techniques in data collection is done by observation and mediated interview. The results of the study show that the perceptions of students in the implementation of task-based learning on vocabulary subjects are satisfactory, effective and efficient from the students themselves. This is because task-based learning encourages self-directed rather than teacher-directed learning, encourage students to participate actively, and build intrinsic rather than extrinsic motivation.

Key words: Perceptions; Task-based Learning; Vocabulary

INTRODUCTION

Learning a language means learning vocabulary. Language is a very important tool in social life. Since humans are born, they have learned to speak according to their language abilities. The language is perfect because of the role of vocabulary or in other words as expressed by Farizawati (2020) language is formed by some words or vocabulary. Vocabulary/words is one of the important elements in learning the four language skills namely, listening, speaking, reading, and writing. In other words, vocabulary is included in micro skills. Some Experts distinguish between language learning and language acquisition. Language acquisition theories unanimously accept the fact that there is a difference between “acquiring” a language and “learning a language”. Acquisition is an involuntary and natural process whereas learning happens consciously in a formal situation. Pisharady & J G (2021) Language acquisition in children or in this case vocabulary begins when children are 1 to 1.5 years old. Language skills are generally owned by all humans naturally, this is in line with the explanation in Chaer (Hastuti & Suktiningsih

2018) This is consistent with the nativism's view that during the process of obtaining the first language, the children (humans) gradually open their linguistic abilities that are genetically programmed. From this explanation, it can be reexplained that basically human language skills are already possessed by humans naturally and a person's language ability begins with the initial stage, namely language acquisition.

Now days, there is a need for language learning motivation, especially in learning vocabulary for students of the English Literature Study Program at Universitas Bumigora. This needs to be done to increase student interest and motivation in learning. So a suitable learning method is one that makes students to be more active in the learning process or in other words, student-centered learning. In this case the task-based language teaching method is considered the most suitable in learning vocabulary for students in academic year 2022/2023 . it is able to increase student confidence in learning and reduce student anxiety, and is able to help students understand learning easily because the method used is able to create an interactive and meaningful learning atmosphere. this is in line as stated by Pisharady & J G, (2021) Task Based Language teaching is a part of Communicative Language Teaching. It is a modern and innovative approach that makes the class more interactive and meaningful.

The efforts of the lecturers in carrying out their duties and transferring their knowledge in the learning process have made many innovations related to suitable learning methods. This is related to the lecturer's support to determine the method that is suitable to be used in teaching this is in line with what was said by Pratt, et.al (Hu, 2013) beliefs about teaching and learning. The current study assumes that teachers apply pedagogical innovations based on their beliefs about teaching and learning. Prior to innovation, the method commonly used by lecturers was the traditional method, in which most of the learning activities were lecturer-centred on . This learning also puts aside the skills needed by students to support their communication skills in real life ((Ardika, et al ,2021); (Shaby & Joy ,2021); Sharma (Ahmad et al, 2021) hence the TBLT learning method innovations in Vocabulary learning can make students more active in the learning process.

LITERATURE REVIEW

Previous Related Study

East (2020) his research about Task-based language teaching as a tool for the revitalisation of te reo Māori: one beginning teacher's perspective. He explored the extent to which task-based language teaching (TBLT as an emerging but increasingly popular language teaching approach can be used successfully for teaching te reo Māori as a minority and endangered language in Aotearoa/New

Zealand. The article presents the experiences and perspectives of one beginning teacher of te reo in an initial teacher education programme. This teacher participated in a one-year course with a dedicated focus on TBLT, designed principally for teachers of the so-called Modern Foreign Languages (MFLs). The article outlines this teacher's initial struggle to see the relevance of the MFL course for her work as an intending teacher of te reo, and her ultimate embracing of her peers and the ideas explored in the course. The study raises issues for the pertinence of TBLT for strengthening and supporting New Zealand's indigenous language, and concludes that an approach such as TBLT may have an important role to play.

Liu et al (2021) their research conducted about Investigating EFL teachers' perceptions of task-based language teaching in higher education in China. The findings show that there is potential for the positive implementation of TBLT in the Chinese context. Most of the Chinese ELT teachers surveyed hold positive views on TBLT implementation and report a high frequency of using TBLT. However, this study also reveals that the majority of the participants are not confident in their understanding of TBLT, though they are willing to undergo training. In addition, the study found that the public examination system is seen as one of the key reasons that impede the implementation of TBLT.

Sukma et al (2020) their research its about Reading Tasks Analysis and Students' Perception: An Approach to Task-based Language Teaching. This study is aimed at exploring the use of different tasks to teach reading and seeking for students' perception about the use of those tasks. The data were obtained from a study involving 36 students of one of senior high schools in Padang. There were five different tasks designed based on task-like criteria. At the end of every meeting, the students were given a reading test to check their comprehension quality toward the text. A task perception questionnaire was then deployed to the students in order to find out their view toward the tasks. The data were analyzed and discussed descriptively. The result of analysis indicates that, in general, the five different tasks help the students to comprehend the text. However, based on the average score of reading test, drawing task appeared to be the most effective task due to some important reasons. The result of questionnaire also confirmed that, in all aspects, drawing task is positively viewed by most of the students.

The Theory of the Variable.

Perception

perception according to Walgito (Ramda, 2022) is a process that goes through a sensing process, namely the process of receipt of stimulus from the individual through the senses or can be called sensory process.

Perception Factors

There some factors that play a role in perception are:

- a. Perceived object
The object causes a stimulus about the sensory organs or receptors. Stimulus can come from outside the perceiving individual, but it can also comes from the individual who is personally concerned about the nerves receiver that acts as a receptor.
- b. Sense organs, nerves, and central nervous system
Sensory organs or receptors are tools for receiving stimuli. There must also be sensory nerves as a tool for making forward the stimulus received by the receptor to the central nervous system, namely, the brain is the center of consciousness.
- c. Attention
perceptual process needs attention, which is the first step as a preparation for perception. Attention is concentration or concentration of all individual activities indicated to something or a group of objects.

Task-Based Language Teaching Method

The following are some theoretical explanations related to TBLT:

- a. Task-Based Language Teaching Method based on (Ardika et al, 2021) is an offshoot of communicative language teaching.
- b. Task Based Language Teaching (TBLT) is a methodology which offers students material which they have to actively engage in order to achieve an outcome or complete a task (Alam et al 2021).
- c. Ellis (Duong & Nguyen, 2021) viewed language learners in TBLT as language users who actively use the language as a means of communication in real life.
- d. Task based teaching is an approach that creates the atmosphere of an incessant process for teachers, in their lesson and syllabus design and more importantly, it develops communicative factors. According to recent studies of English Language Teaching, task based teaching has emerged as a crucial notion of language teaching. (Khan et al., 2021).
- e. In TBLT, students are challenged with the tasks similar to those which they have to perform outside the classroom and, resultantly, learn about the relevant forms of language (Ahmad et al., 2021)
- f. Task-based language teaching” which is considered within the communicative language teaching approach Richards et al (Şimşek & Bakir, 2019).
- g. Task-Based Language Teaching (TBLT) has been prevalent and influential language instruction. Some studies have highlighted that TBLT becomes a successful language pedagogy to emphasize how the meaningful language learning activities with diverse real-life tasks to attain communicative outcomes Khoram et al (Mulyadi et al., 2021). The implementation of this TBLT can help students enrich target language input with authentic tasks that can develop their language learning motivation Aliasin et al (Mulyadi et al., 2021).

Task Types in TBLT

There are two types of tasks in TBLT; focused tasks and non-focused tasks. Non-focused tasks are the types of tasks that do not have grammatical focus as learning objectives Ellis (Omar et al., 2021). Examples of non-focused tasks include asking students to talk in pairs about their shopping experiences, helping friends, and so on. Focused tasks, on the other hand, are tasks that have specific language skills and knowledge objectives.

TBLT Kohonen (Nunan, 2004):

- a. Encourage the transformation of knowledge within the learner rather than the transmission of knowledge from the teacher to the learner.
- b. Encourage learners to participate actively in small, collaborative groups (in many contexts where class size makes pair and group work difficult).
- c. Embrace a holistic attitude towards subject matter rather than a static, atomistic and hierarchical attitude.
- d. Emphasize process rather than product, learning how to learn, self-inquiry, social and communication skills.
- e. Encourage self-directed rather than teacher-directed learning.
- f. Promote intrinsic rather than extrinsic motivation.

Vocabulary

Langan (Ramda, 2022) says that a good vocabulary is a vital part of effective communications. A common word can make a better speaker, listener, reader, and writer. Vocabulary is one of the elements in learning language. Hence to master four skills in learning Language students must be consideration of mastering vocabulary.

Wright (Ramda, 2022) defined vocabulary as follow: (1) stock of words used by person, class of people, profession, etc. (2) a collection or list of words, usually in alphabetical order and defined.

METHOD

Design and Samples

This research descriptive qualitative method, by describing the perceptions of students towards task -based language learning and teaching in learning vocabulary at Universitas Bumigora. According to (Merriam, 2009) “Qualitative research is a type of research that encompasses a number of philosophical orientations and approaches.” Technique sampling used in this research is non-probability sampling methods or purposeful. Researcher wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned.

Instrument and Procedure

Data collection techniques used in this research are observation and interview. Observation is a major means of collecting data in qualitative research. It offers a firsthand account of the situation under study and, when combined with interviewing and document analysis, allows for a holistic interpretation of the phenomenon being investigated. Observation is a complex process which involves all of the senses such as hearing, sight, taste, touch, and taste based on facts empirical events, and interview “ a process in which a researcher and participant engage in a conversation focused on questions related to a research study DeMarrais (Merriam, 2009).

Data validity techniques used in this research triangulation. Triangulation is a data collection technique that is combines from various data collection techniques and data sources existed. There are two kinds of triangulation, technical triangulation and source triangulation. Technical triangulation is the researcher that used collection techniques different data to get data from the same source. Triangulation techniques using participatory observation and in-depth interviews for the same data source simultaneously and source triangulation is the researchers get data from sources that different with the same technique.

Data Analysis

Miles dan Huberman (Sugiyono., 2014) states that there are three steps in analyzing qualitative data.

a. Data reduction

Data reduction can be assisted with electronic equipment such as minicomputer, by providing code on certain aspects. Data reduction is a sensitive thinking process that requires intelligence and breadth and reat depth of insight

b. Data display

Data display can be done in the form of brief descriptions, charts, relationships between categories, flowcharts of the like. Miles and Huberman (Sugiyono., 2014) states “the most fruitful from of display data for qualitative research data in the past has been a narrative text”.

c. Conclusion drawing/verification

The conclusions in qualitative research are able to answer the formulation of the problems that have been put forward or vice versa. This is because the formulation of the problem contained in qualitative research is still temporary and will develop after conducting research in the field. So it can be reexplained that the conclusions in qualitative research are new findings (novelty) that have never been found before.

RESULT AND DISCUSSION

In this section, the researcher describes the research results that the researcher obtained from the field through interviews and observation regarding perceptions of task-based language teaching Vocabulary at Universitas Bumigora.

1. Students' Perception of Task-Based Language Teaching In Learning Vocabulary

The students' perception of task-based language teaching includes the process learning, facilities and infrastructure, as well as class management, namely as following :

1) Learning Process of TBLT

From the results of interviews conducted with students in semester 1 of the 2022/2023 academic year "*as far as I know, learning Task-based Language teaching is a task-based learning process.* The same thing was conveyed by other students, along with the results of interviews, said that "TBLT is learning done through a series of a task". For students, learning that is carried out using the TBLT method is able to build intrinsic motivation of students because learning is student-centered with students completing a series of tasks related to real life, in this case students must complete tasks given by lecturers in accordance with the task format and sources that are not limited so that the outcome of the a task is appropriate. This learning prioritizes processes rather than products, this is in line with one of the series of important points from TBLT learning put forward by Kohonen (Nunan, 2004) it emphasizes process rather than product, learning how to learn, self-inquiry, social and communication skills.

The media or means used to complete their tasks are laptops and cell phones which they use to make the task given, and they do the tasks based on a series of task instructions and the guidelines and format of the task given according to the topic of the current semester's learning.

2) Means/Media/Sources of Task

Students in the learning process or completing the task, they didn't have any difficulties related to the facilities/media/resources provided, because students have been given a choice of task topics, objects (task resources) that are used as task objects, as well as the media used to make or produce the final product from the implementation of the TBLT method. This can be seen from the results of interviews conducted with students, "*as far as I know, the facilities, media, and sources used have been provided by the lecturer during the learning process.*"

3) Class Management

The role of the lecturer as a facilitator in learning vocabulary for students Literature program semester 1 academic year 2022/2023 must be able to

make the class atmosphere more interactive and meaningful, TBLT is a method that is felt to make it easier for students to understand the material provided through the Task. As stated by the student "*In my opinion, lecturers should be able to support students so they can evaluate the class management system to be good again for the implementation of Task-based language teaching learning, especially in Vocabulary subjects*".

TBLT in vocabulary learning is an effort or innovation in helping the learning process, especially in learning foreign languages. This TBLT learning method is part of communicative language teaching learning. This is in line with (Akbar, 2019) & (Ardika et al, 2021) TBLT is an offshoot of communicative language teaching. Based on those explanation, the researchers can infer that the role of the lecturer must innovate regarding appropriate methods, especially methods that guides learning to student-centered learning or interactive and meaningful learning.

Choosing the right method can determine the success or not of the learning process, especially in this case the learning process in vocabulary courses for English literature study program students in semester 1 of the academic year 2022/2023.

By knowing student perceptions related to Task-Based Language Teaching method in the vocabulary course so that it can be used as a reflection for improving the learning process in the future.

From the results of the interviews and observations made, it can be seen that the perceptions of students in semester 1 of the English Literature Study Program Academic year 2022/2023 are related to the implementation of the Task-Based Language Teaching learning method in vocabulary learning which is very satisfying and effective because in the learning process students are directly involved in each session of tasks or in other words student-centered learning.

CONCLUSION

Student perceptions of the Task-Based Language Teaching method of learning vocabulary for students of the English Literature Study Program semester 1 Academic year 2022/2022 at Universitas Bumigora is very effective both in terms of the learning process, media, means, sources and class management. Learning Methods Task-Based Language Teaching in learning vocabulary is able to build an interactive and meaningful learning atmosphere. So in the future it is hoped that lecturers continues to innovate related to the methods used in language learning, especially in learning vocabulary.

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