

Benefits And Challenges Of Task-Based Language Teaching (Tbtl) On Vocabulary Learning

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi manfaat dan tantangan pengajaran bahasa berbasis tugas pada pembelajaran kosa kata siswa Bahasa Asing Inggris (EFL). Penelitian ini menggunakan desain metode deskriptif kualitatif dan peneliti menggunakan metode inkuiri naratif. Partisipan dalam penelitian ini adalah empat siswa kelas satu SMP. Cara pengumpulan data dilakukan oleh peneliti dengan mewawancarai partisipan. Untuk menganalisis data, peneliti menyusun dan menyiapkan data untuk dianalisis, mengkodekan data, menggunakan proses pengkodean untuk menghasilkan deskripsi kategori atau tema, dan menafsirkan makna tema/deskripsi perbandingan antara data hasil penelitian dari literatur dan teori. Data menunjukkan bahwa siswa dapat menguasai lebih banyak kosakata baru saat menggunakan metode TBLT. Namun, siswa menyatakan bahwa mereka kesulitan dalam mengucapkan kosakata dan mereka merasa takut jika guru meminta mereka untuk mempresentasikan hasilnya di depan kelas.

Kata kunci : *Manfaat dan Tantangan, Mahasiswa EFL, TBLT*

Abstract

This research aimed to explore benefits and challenges of task-based language teaching on vocabulary learning of English Foreign Language (EFL) students. This research employed descriptive qualitative method design and the researcher used narrative inquiry method. The participants in this research included four students in first grade of junior high school. The way of collecting data was carried out by the researcher by interviewing the participants. To analyze the data, the researcher organized and prepared the data for analysis, coding the data, used the coding process to generate a description categories or themes, and interpreted the meaning of themes/descriptions of the comparison between the research result data from literature and theory. The data show that students can master more new vocabulary when using the TBLT method. However, students state that they difficulties in pronouncing the vocabulary and they feel afraid if the teacher ask them to present their result in front of class.

Keywords : *Benefits and Challenges, EFL Students, TBLT*

INTRODUCTION

Communication is the heart and soul of the human experience. The communication process mainly consists of language skills such as; listening, speaking, reading and writing. Mastery of the language skills is very important for students to interact with people around the world. It must be mastered well by students if they intend to be able to communicate and share their ideas, feelings, and opinions with others. There are several components that affect the mastery of the four language skills, such as vocabulary and grammar. Mastery of vocabulary and grammar plays a large role in spoken language and written form. Wilkins in Thornbury (2002) states that without vocabulary,

nothing can be conveyed. These statements show how important vocabulary in learning a language, especially English. The quality of a person's language depends on the quality of the vocabulary they have. So that the role of vocabulary in language is very important, both as a channel of ideas in writing and orally. Vocabulary as one of the supporting components of language skills is very important to learn because it affects the meaning and message that the person wants to convey.

Teaching and learning process must be enjoyable and interesting to help students spirit in English learning, especially in vocabulary learning. Sometimes, students can't understand the learning material and the student difficulties to understand the meaning of word and vocabulary because the teacher apply the improper method. Thus, method is very important to support English learning process. The method that can apply in vocabulary learning is Task-Based Language Teaching (TBLT). In TBLT, the learning system used is students' center. So, the teacher as a facilitator who must be able to arouse students; interest in a learning material and learning process.

In the implementation of TBLT in vocabulary learning, students are given task in stages. Based on the tasks, the results showed that students still had difficulties in pronouncing English vocabulary. This result same with the other expert. Thornbury (2004) cited in Rohmatillah state that pronunciation, length and complexity, spelling, grammar, range, meaning, connotation and idiomatic are some factor that can make vocabulary more difficult to students. The use of task-based learning considered to be able to provide convenience for learner to master the material learning, especially if the level of the ability you don't have yet considered high. With so many positive things can be emphasized with the use of task-based learning.

There are some previous researches that study about TBLT in English learning. First, Lu & Fan (2021) found that there is a need of existing accessible materials for application in TBLT classes. In additions, Erlam and Ellis (2019) state that the understudies were able to obtain open information of the target lexicon which the picks up were kept up over time. The materials and results of the study will presently figure in future educator advancement courses to incite reflection on how best present TBLT for beginner-level learners. Based on their research, the materials is very important to improve students' vocabulary by using task based language teaching. The next previous research, Asyiah (2017) found that vocabulary teaching and learning was seen as most successful to make strides students' cognitive skills relating to how students keep in mind, understand, and apply the vocabulary in every day communication. Asyiah research finding same with Tryadi, Manik, & Pasaribu finding. Tryadi, Manik, & Pasaribu (2019) found that using task-based language teaching as an approach in teaching vocabulary in the online classes is beneficial and effective.

Furthermore, this research will more focus on benefits and challenges of TBLT in vocabulary learning. Different from previous research, this research use narrative inquiry method to understand student's beliefs and assumptions about TBLT in vocabulary learning.

METHOD

The purpose of this research are to explore the implementation of TBLT in vocabulary learning and to know the benefits and challenges of the implantation of TBLT in vocabulary learning. So, the researcher use qualitative method in this research. Qualitative research show the data but the data is not in the number's form. Qualitative research can be used to understand concepts, opinion, or experiences(Xiong, 2021).

In additions, the researcher used narrative inquiry method. The researcher chose to use the narrative inquiry because the researcher needed to collect extensive information about the teachers'

implementation of Task Based Language Teaching (TBLT) in vocabulary learning and benefits and challenges of TBLT in vocabulary learning.

For more specific, narrative inquiry is suitable for documenting processes and changes that occur over time. Heigham & Croker (2009) As well as giving knowledge into students' assumptions and beliefs about how they learn, narrative inquiry also enables the researcher to access the identity of the participants. In additions, narrative inquiry is used to analyze and write about an individual's life in chronological order of events. researchers also need to have a clear understanding of the results of interviews with students' experiences during the vocabulary learning process mediated by TBLT. So that the researcher prefers the narrative inquiry method over other methods because narrative inquiry is very appropriate to use to reveal facts in the field according to students' experiences.

In this study, the researcher conducted research in one of the public junior high school in Karawang, West Java. The researcher chose participant from first grade Junior High School student. The participant of this research are three students at the first grade in junior high. The participants were chosen randomly, so the researcher did not know the student's background knowledge before and researcher did not know about level category of knowledge The subject of this research are three student that will describe further bellow: First, the researcher focused on learning process in the class of vocabulary learning. Second, the researcher also focused on student to get a student's response.

The instrument for data collection is list of interview questions. The researcher used a list of interviews in the process of data collection. The list of interviews used to gather data suitable for and relevant to the research topic. In the interview process, the researcher use recorder to record the interview. Miles & Huberman (1994) describe that instrumentation may mean little more than some shorthand devices for observing and recording. Furthermore, Miles & Huberman (1994) state that the person describing his or her life world discovers new relationships and patterns during the interview. The researcher who occasionally summarizes or reflects what has been heard is, in fact, condensing and interpreting the flow of meaning.

Data analysis is important thing in qualitative research to understand research and information phenomena, explain theories and reconnect knowledge. (Ary, 2010). Data Analysis Theory that will be used in this study is a data analysis method based on Creswell (2009) where describe that data analysis consist of : First, Organize and prepare the data for analysis. In this stage, the researcher carried out activities in the form of interview transcripts. The researcher wrote the result of interviews or conversations with participants that occurred during interviews that had been recorded by researcher. Second, Coding the data. In coding the data, the researcher grouped words or sentences into similar categories. In this category have been given names or labels with certain terms. Third, Use the coding process to generate a description categories or themes. Description involves rendering detailed information about students' experiences in a story. In this stage, researchers code for these descriptions in different perspectives from participants and provide specific evidence supported by various citations. Last, Interpreting the meaning of themes/descriptions. Interpreting data that reveals the essence of an idea. In this stage, the researcher interprets the meaning of the themes or descriptions of the comparison between the research result data from literature and theory.

RESULT AND DISCUSSION

Following the interview, the result of this research show that there are both positive and negative opinions about TBLT in vocabulary learning. In additions, the students also explain the process of implementation of TBLT in vocabulary learning.

"The first, the teacher explains the tasks in the class. The teacher explains how the students make the tasks in the class or in the home. The learning process in the class only 30 minutes. So, it is very short to make the tasks in the class. The teacher asks the students to make some videos about home environment vocabularies, public place vocabularies, school environment vocabularies. The student must explain about the tasks in the class" P1

"The teacher gives the students tasks in the class. After that, the teacher explains the stage or how to students work the tasks. The students doing the tasks in the class and in the home. Because the time only 30 minutes. The teacher asks the student to make video about 20 home environment vocabularies, 40 school environment vocabularies, and 60 public place vocabularies. In the class, students explain about the tasks one by one." P2

"The teacher teaches in the class for 30 minutes. During the learning process in the class, the teacher explains to students how to make the tasks and explain the rules of the learning process. The teacher gives student tasks to make a short video about vocabularies in home, school and public place. Students must mention 20 vocabularies in home, 40 vocabularies in school, and 60 vocabularies in public place. After make video in the home, students must present their video or tasks in front of class one by one." P3

Students state that the use of Task Based Language Teaching (TBLT) in vocabulary learning is more interesting in learning process. Based on statement from the participants state that

"When I learning using the Task Based Language Teaching (TBLT) model, I feel very interesting. It is because students are directed to make assignments related to vocabulary. So that, students master more new vocabulary in working on the tasks given by the teacher." P1

"Learning vocabulary with Task Based Language Teaching (TBLT) method is very fun because it is different from the methods used by other teachers. Task Based Language Teaching (TBLT) is task-oriented learning, So the students are given task in stage by the teacher. So that students can more understand vocabulary from easy to difficult vocabulary. I really enjoy learning vocabulary with this Task Based Language Teaching (TBLT) method." P2

"The teacher teaches very fun. In the class, I never feel nervous and afraid when the teacher asks me to explain about the tasks in front of class. It is because I can get best score when I can explain clearly. So, I always make a best video to get the best score in English course" P3

Task Based Language Teaching (TBLT) is a learning method that really helps students in the vocabulary learning process. Students can master more new vocabulary when using the Task Based Language Teaching (TBLT) method. This happens because in learning process, the learning process is entirely in the students or more often called student center learning. Based on statement from the participants state that :

"The using Task Based Language Teaching (TBLT) in vocabulary learning is very suitable for junior high school students. Because, I think this Task Based Language Teaching (TBLT) is a new way of teaching that was introduced to me. I feel very happy and comfortable when learning to use the Task Based Language Teaching (TBLT) model. Because Task Based Language Teaching (TBLT), I can master more vocabulary" P2

Task Based Language Teaching (TBLT) is an effective learning method used to improve students' vocabulary. In the learning process, students will listen to how to pronounce the correct vocabulary. Beside that, students can also more understand the meaning of new vocabulary that has been found by students. Based on statement from the participants state that :

"In my opinion, Task Based Language Teaching (TBLT) is a very appropriate method in learning vocabulary. When learning using TBLT, the vocabulary that I mastered has increased more and more. The teacher's way of teaching is very interesting. Teacher telling students how to pronounce the words that have been found properly and correctly." P1

However, there are some benefits and advantages of Task-Based Language Teaching (TBLT), there are some challenges of the implementation of TBLT in vocabulary learning. Based on students' statement below:

"I think the disadvantage of this learning method is students who are not active in the class will not develop. There are some students who do not do the tasks given by the teacher. So, the teacher always reminds students to do the tasks." P2

"Sometimes my friend not paying attention when my other friend is presenting about the tasks in front of class. He also do not do tasks given by the teacher. So, my teacher always scolds him." P1

"I think that there are some my friend not doing the tasks for various reasons. They also can not answer if the teacher asks some questions. They are not active in class and just stay in class." P3

Based on the results of the research, there are some stages in the learning activities. The first, the teacher enters the class to explain the task that must be done by students. Learning in the class only lasts 30 minutes so that students do their duties at home. At the next meeting, students presented the results of their duties in front of the class one by one. The teacher is only a facilitator and supervisor during the learning process and the students more active during learning process.

Have a positive attitude toward the use of Task Based Language Teaching in vocabulary learning In fact, most of participants think that learning new words through TBLT method was a fun way to learn. Despite the fact that both have advantages in using TBLT method, three respondents are eager to discuss new vocabulary. In discussion, so even though TBLT has helped students construct their vocabulary knowledge, this study lends support to the constructivist theory. Task-based is a learning method that considered more comprehensive compared to the communicative method which has been considered far more useful in language teaching. The communicative method so far is more popular and applied to many language teaching setting almost around the world because of the foundation think is that teaching language should not be sourced on teaching language components separately but rather on understanding that language should be taught as means of communication.

The use of task-based learning considered to be able to provide convenience for learner to master the material learning, especially if the level of the ability don't have yet considered high. With so many positive things can be emphasized with the use of task-based learning, of course can use this model too facilitate learning achievement generally. TBLT was helpful the students in increase their vocabulary skill of the text passage. The using of TBLT helped and made it easier for students to understand the content of the text in learning English. This finding same as Kamalian, Soleimani, & Safari (2017) that that there was a high correlation with task-based activities and incidental vocabulary learning, and it had significant effect on improving the vocabulary knowledge of students.

There are some challenges of Task-Based Language Teaching (TBLT) in vocabulary learning. The clever students in class will dominate the class. The clever student will dare to present the assignment results. This is inversely proportional to students who are not smart. Students will feel ashamed to present the results of the task because they are not sure of the work done. In addition,

students who are lazy in the class tend not to listen when other students present the assignment results. Some students who are lazy don't even do the task of the teacher. This is the big challenge for teachers in implementing TBLT in Vocabulary Learning. Veigas & Wilson (2021) state that poor language skill among the weak learners especially in vocabulary will make things more challenging and stressful.

CONCLUSION

The using of TBLT helped and made it easier for students to understand the content of the text in learning English. The findings of this study indicate that implementation of TBLT in vocabulary learning have various positive perceptions explained by participants. So, based on the data obtained, it can be concluded that In the implementation of TBLT in vocabulary learning, students are given task in stages to improve the students vocabulary they have. Students state that the use of TBLT in vocabulary learning is more interesting in learning process. Students can master more new vocabulary when using the TBLT method. However, TBLT in vocabulary learning also have the challenges when it implements in the class. The challenges are students who are lazy don't even do the tasks given by the teacher. They also don't listen when the other students present their tasks in front of class. The findings of this study can be used as a reference for educators, teachers, schools, and other institutions to easily improve and perfect student teaching because we can add vocabulary in learning delivered by teachers and also improve the quality of TBLT.

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