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# Effectiveness of TBLT in Indonesian EFL Classroom

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**Abstract**– The research was in purpose to design a module for Indonesian language learning for Darmasiswa students – foreigners who learn Indonesian language and culture in Indonesia on behalf of Indonesian government scholarship. The module was designed for them to learn grammar materials which had been found demanding and confusing. In order for them to learn faster and partially from the regular in-class lesson, they required an exclusive grammar lesson apart from class hours. There are ten units of grammar modules whose materials were stemmed from text books level A1 they use in daily class lesson. Prior to their use in learning center (LC) room where students could learn grammar individually, the learning materials were piloted, validated by expert judges, and revised in accordance with inputs of revision they gained. Ninety Darmasiswa students from five campuses including Udayana University, Bali State Polytechnic, Teacher Training Institute of Saraswati Tabanan, Indonesia Art Institute of Denpasar, and Saraswati University were involved as research participants. The participant were given four sessions of Indonesian language grammar lesson using the designed module. There were four modules used to support the lessons. At the end of lesson, they were given a test to evaluate whether or not the lessons were successfully learned. Result of test indicated that module was effective for basic level of student (A1 level). Some revision should be given to make it appropriate for higher level students.

**Keywords:** *Effectiveness of module, autonomous learning, Indonesian language, learning center*

## I. INTRODUCTION

In spite of its implementation for decades in EFL and ESL context, Task-Based Language Teaching (TBLT) approach has still been receiving contradictive judgment

whether (or not) it succeeds to improve learners' English competence. Some theorists believe that TBLT results in a great success in English learning. It is believed to be able to help learners achieve language skill of listening, reading, writing, and speaking [1], [2], and communicative competence through the real practice in target language with different contexts apart from mastering grammar, vocabulary, reading, writing, or listening [3]. This approach is also chosen to be the means of learning by which learners are able to enhance their use of language by the use of authentic materials and the means of authentic learning [4].

Some theorists also support the existence of TBLT by comparing and finding the setbacks of other approaches, such as Presentation-Practice-Production (PPP) and Test-Teach-Test (TTT). PPP and TTT, for instance, were found indissicive to promote learners' achievement [5], [6], [7]. They were found ineffective to improve students' goal (particularly communicative competence and was able to enhance a successful for second language acquisition and class-based research. The strong points TBLT gives include: (a) it is very supportive to the target of communicative language teaching (CLT) principles; (b) it could respond what PPP and TTT approach could not fulfill; (c) it was able to change learners' mind set that target language (TL) is a tool to communicate rather than an object of learning; (d) it introduces meaning rather than form and does not dominate students with presentation and pratice (like in PPP). However, Willis [8] points out that in order for the students to get a success in their learning, they have to know or be given inputs about linguistic knowledge, such as how to open and close conversation, how to interrupt and challenge or other knowledge.

Samuda & Bygate's [9], Mackey's [10], [11] Takimoto's [12] investigation was also consistant with the above perspectives by sumrizing that TBLT can provide

learners with natural English leaning, provide input and real output; students' communicative competence was helped by the use of input-based task, it can provide students with meaningful language use and can be adapted with situation and condition. Apart from view points, TBLT approach was also researched by [13], [14], [15], and [16] to see how effective it was. Seyyadi and Ismail [13] found out that TBLT was very effective for students and learning activities are successfully integrated and involved in a meaningful and a goal-oriented activity. It was proven to be able to solve problems, finish projects, and reach a decision. Moreover, it was suggested that, in order for it to be more effective, other supporting items should be prepared, such as the analytic syllabus which focuses on students ability to do the task which is nearly the target language without any explicitly-undertaken grammar lesson [14]. Form-focused instruction can be carried out in class through focus on meaning and grammar construction approach in a learning situation students are not aware of [16]. The research advised that TBLT syllabus designed should be in line with criteria where the learning has to meet cognitive domain, involve students, and be able to meet students needs [5] apart from being able to make students notice syntactical, phonological and lexical aspects [15].

The supporting sound from [17] clarify that TBLT was able to increase Chiang Mai University's students independence. There is some concern about the teacher about the lack of grammar, and there is students' recognition that the course was relevant to their real-world academic needs. Lastly, Ellis [18] indicates some advantages of TBLT, such as it offers natural learning, emphasizes meaning over form, it affords learners a rich input of target language, it is motivating, it is compatible with learner-centered concept, and it promotes communication fluency. Widanta [19] adds that TBLT was successfully implemented in Indonesian EFL in Balis State Polytechnic. In its implementation, four stages of Leading in, Enriching, Activating, and Naturalizing (LEAN) could help effectively expose students to learning English communicatively.

Apart from good comment, TBLT also received some critics as it was considered failed to fulfill learners' needs. Seedhouse (1999) found that it cannot avoid students using the most minimal language in order to complete the task. Students often lower their language ability in order to complete the task and often use non standard language (like pidgin) as they are judged to complete the task not complete the task by using proper language. Consequently, they will lose focus on the language they have to learn and concentrate to convey the meaning to complete the task. It was underlined why TBLT failed: (1) it constrains turn-taking; (2) it leads to minimalization or minimal volume of language because learners focus more on the task completion; (3) it spawn too many clarification request, comprehension checks, confirmation checks and self repetition which are unproven and unprovable in SLA [20]. TBLT was also refused to be implemented in English learning in South Korea as it is in contrast with Korean local culture which adopts Confucian

culture which doctrines students to always rely on the teacher [21]. This belief leads in a difficulty for teachers to get students participate in class activity.

Korean learners tend to be more tentative to speak aloud and fear to make mistakes and tend to want others to consider their culture [22]. Jeon and Hahn [23] conclude why teachers avoid TBLT in Korean classroom: (1) they have very little knowledge of task-based instruction, teacher possess limited target language proficiency, and they have difficulty in assessing learners's task-based performance. Korean students also tend to use their mother tongue (MT) to complete their task [24].

Chinese students also have similar beliefs. Hu [25] believes that on the basis of Confucian ideology, TBLT which triggers the application of CLT failed to be used in China due to different learning culture. The use of MT when completing task also leads Chinese learners' difficulty to improve their English language competence. Hong Kong elementary school students also did not cope with this approach as: (1) students use mother tongue when doing tasks; (2) many tasks result in non linguistic activity, such as drawing things which goes beyond the real target [24].

The two debatable stands seems to be potential to be responded. Some scholars believe that TBLT is very effective to implement in any English language teaching. On the other hand, some theorists argue the success seeing from some aspect of learners and school where learners study. Those aspect include culture, curriculum, ideology of school and country and others. This study will replicate effectiveness of TBLT to be implemented in Indonesian EFL classroom. There are two questions answered in this study: (1) How effective was TBLT being compared to its former implementation?; (2) what aspect in the teaching step was found triggering to learners' comprehension on the lesson?

## II. METHOD

This is a qualitative and quantitative study on TBLT. Effectiveness of TBLT in Indonesian EFL class was analyzed with mixed method of quantitative and qualitative method, while the second question of aspects learners found effective to improve their comprehension on the topic was analyzed with qualitative method. There were sixty students from two classes administered as research participant. They were semester four students majoring in Tourism who are having one session of English a week. The classes consist of forty female and twenty male students. The participants were chosen to be the study participants as they are having English session in this semester, the classes are easily accessed by researcher and they are considered to have the same English ability based on their English teacher perception showed by their daily test result and the teachers' daily observation. In the implementation, the first class was given English learning which used TBLT and task-based English learning module, and the second group was taught with the conventional method and English materials. Both