

STUDENTS' AND TEACHER'S PERCEPTION OF TASK-BASED LANGUAGE TEACHING AND THE IMPLEMENTATION IN LISTENING CLASS

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Abstract

The purposes of this research were to know the perception of students and teacher about task-based language teaching (TBLT), the ways used by the teacher in the implementation of TBLT, and the ways of the students in perceiving and completing a task in the listening class. This case study was conducted at IKIP-PGRI Pontianak where the sample were one teacher and twelve students in the first semester. The techniques of collecting data were interview, observation, and documentation. The data were analyzed by using grounded theory. The research findings showed that: (1) The students and the teacher believed that TBLT helped them in the listening class, it could motivate learners to be more active by using the target language; (2) The teacher could present the instruction clearly and optimally by using spoken and written form; and (3) each student perceived and accomplished the task in different way.

Keywords: perception, TBLT, listening class.

Abstrak

Tujuan dari penelitian ini untuk mengetahui persepsi mahasiswa dan dosen tentang task-based language teaching (TBLT), cara yang digunakan oleh dosen ketika menerapkan TBLT, dan cara yang digunakan mahasiswa dalam menerima dan menyelesaikan tugas dalam kelas listening. Penelitian studi kasus dilaksanakan di IKIP-PGRI Pontianak dengan menggunakan sampel satu dosen dan dua belas mahasiswa semester satu. Teknik pengumpulan data yang digunakan berupa interview, observasi, dan dokumentasi. Data dianalisis menggunakan ground theory. Hasil penelitian menunjukkan: (1) Mahasiswa dan dosen berpendapat bahwa TBLT dapat membantu dalam kelas listening. TBLT dapat membuat mahasiswa termotivasi untuk menjadi lebih aktif dalam menggunakan bahasa yang dipelajari; (2) Dosen dapat menyampaikan materi secara jelas, baik dalam bentuk lisan maupun tulisan; dan (3) Setiap mahasiswa menerima dan menyelesaikan tugas dengan cara yang berbeda antara satu dengan yang lainnya.

Kata Kunci: persepsi, TBLT, kelas listening.

INTRODUCTION

Task-based language teaching is one of teaching methods that can be used to teach listening skill. It will make the process of teaching English skills including listening skill become more effective because the learners can be engaged to the real language use in the classroom (Murray, 2011: 9). According to

Seyyedi and Ismail (2012: 242) “task-based is a kind of instruction in which language learners performing activities, are engaged in meaningful, goal-oriented communication to solve problems, complete projects, and reach decisions”. TBLT method helps students improve their listening skill. As Hashim, Selamat, and Sulaiman (2014:233) say that TBLT can be used to develop the language skill. TBLT can be implemented into listening class in order to fulfill the students’ need. Therefore, the use of TBLT method can provide the participant opportunity to have the language acquisition (Larsen-Freeman, 2008: 144). Tasks-based language teaching encourages learners to become more independent user of the language (Meng and Cheng, 2010: 440). In other words, the students can be more independent listener during the class.

There are three stages of TBLT namely; pre-task, task cycle, and language focuses (Rozati, 2014: 1275; Willis in Fauziati, 2014: 187; Willis in Harmer, 2011: 71-72). The first stage is pre-task stage, the teacher introduces and defines the topic. The learners engage in activities. It can help them to recall material that will be useful during the performance of the main task. It will make them interested in participating the tasks (Payman and Gorjian, 2014: 212). The second stage is task cycle. It consists of three parts namely the learners do the task they get from the teacher, plan the students’ activities, and report what they have done during the activities (Fauziati, 2014:187). In TBLT, the students prepare a report to be shared in the class on how they do the task. Then, they present their findings to the class in spoken or written form. As Ellis (2006: 20) states that task based method allows the students performing a task during the class activities. Then, the final stage of task-based language teaching is the language focus. This stage consists of: (1) Analysis stage where the teacher review the process of the teaching learning; and (2) Practice stage, where the teacher can cover the material mentioned in the analysis stage (Fauziati, 2014:188).

There are many types of task that can be used in the implementation of TBLT during the listening class. According to Willis (Rozati, 2014: 1276 and Fauziati, 2014:190) there are six types of task as follows: (1) Listing; (2) Ordering and sorting; (3) Comparing; (4) Problem solving; (5) Sharing personal

experiences; and (6) Creative tasks. The process of implementation will run smoothly and based on the expectation of the teacher if the participants understand the components and the steps of TBLT method. There are some components of TBLT such as goals, input, setting, activities, roles, and feedback (Panahi, 2012:148). Furthermore, different form also presented by Nunan (2004: 41). He states that a task should include six parts, i.e. the goal, input, procedure (activities), the teachers' role, learners' role, and setting.

Listening is one of four important English language skills. It is a receptive skill, the way in which people extract meaning and try to understand the meaning of the talk. Listening is physiological process that involves the human receptors and sensory capacity (Wolvin, 2010: 11). It is a process of converting spoken language to meaning in mind (Lundesteen in Mall-Amiri and Nakhaie, 2013: 14). The listeners must process the messages of the conversation in order to understand the point of the speaker (Field, 2009: 80). Listening takes important role in order to comprehend the interlocutor's speech before they engage to understand and respond the communication. It is important for communication and maintaining the relationship (Kotzman and Kotzman, 2008: 47). Listeners internalize the incoming linguistics information before they respond the language because someone will be able to give response appropriately if she/he can understand the message of the talk.

According to Fauziati (2010: 3) "Listening is the language skill that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of the information in school through listening to instructors and to one another". In the other words, the goal of learning a language in which learning to listen is a part of the process needed by students. That is why, the listening skill ought to be taught if the English language is not acquired and used naturally in daily life in order to make listener understand the message.

The existence of perception is one of the teaching listening parts that should be considered by the teacher because it also effects the result of teaching listening. As Given (2008:606) states that "Individual perception influences opinion,

judgment, understanding of a situation or person, meaning of an experience, and how one responds to a situation”. Therefore, the understanding of perception is important part to achieve the learning goal. Perception is a cognitive process of selecting, analyzing, organizing, interpreting, and integrating stimuli of any kind of information received by someone that is meaningful and different from one another. According to Rost (2011: 335) “Perception is the initial neurological response to any source of sensory stimulation, such as sound waves; auditory sensations are considered to reach perception only if they are received and processed by a cortical area in the brain”. As Given (2008: 606) claims that “Perception is a mode of apprehending reality and experience through the senses, thus enabling discernment of figure, form, language, behavior, and action”. Therefore, each person can gives different respond to the stimulus of the object. The perceptions comes from different background of the person including social background, educational background, and career background.

Furthermore, Hinkel (2005: 505) states that “Perception is made possible by coordination of functional neural circuits that integrate across areas of the brain”. Perception is the process to recognize and understand the events, objects, and stimuli by using a senses (Richards and Schmidt,2010: 427). It is about the theory of people’s behavior, knowledge, language skill, and activity about certain situation. As Given (2008: 177) claimes that “The meaning of perceptions can be comprehended by researchers only by inquiring the individuals. Asking people what they believe is open to them and what is closed is the practical application of reason by the researcher”. In short, the use of TBLT method in the listening class toward first semester students of IKIP-PGRI Pontianak and the exploration of the participants’ perception allows the researcher to dig more information in order to enrich the data of teaching listening effectively.

METHOD

This study focuses on students’ and teacher’s perception of tasks-based language teaching and the practices in the listening class. It is qualitative study in the form of a case study. The respondents consist of one teacher and twelve

students. The teacher was selected because he used TBLT method in teaching listening class for students in the first semester. However, the twelve students of listening class in IKIP PGRI Pontianak were selected based on the students' score and teacher's recommendation. It can be said that the participants were selected based on the purposes of this study. The purposive sampling is used in order to choose the sample based on the need of the research. The selection of sample intentionally in order to learn or understand the condition in the field. The use of purposive sampling is very useful to survey an attitude and opinion.

There are some techniques in gathering data during the study they were observation, interview, and documentation. The researcher observed few times the listening classroom in order to get the data directly from the research field. Then, the researcher interviewed twelve students based on some criteria and one teacher who implemented the TBLT method in the listening class. The documentation was also done to enrich the data analysis such as the photos during the classroom activities, the students' score, and the listening materials. In order to get credibility and trustworthiness of the data, the study used three strategies proposed by Creswell namely triangulation, using rich and thick description, and classifying the bias.

The researcher used more than one source in collecting the data. The detailed information of the data was explained in order to get the core information by putting aside the position of the researcher to avoid the bias of information. The classifying data were used in order to find the real phenomena in the listening class. Since, the purpose of this study is to extend the ideas from the result of the question in the description and explanation about the social phenomena, the researcher focused on the use of grounded theory to connect between the phenomena and the practices. It is used to know the experiences of individual and identifying the process. At last, the researcher tried to conclude the result finding to create the theory of the research finding.

FINDING AND DISCUSSION

The study about perception of the TBLT method in the listening class is very important to be revealed in order to enrich information about effective teaching learning. As Seigel (Jafarigohar and Khanjani, 2015:69) states that the students' perceptions in the listening class are needed by the teachers to find the best way to improve their listening skill. The finding showed that both students' and teacher's side presented many interpretations about TBLT. According to Ganta (2015:2766) everyone gives different perception about learning activities. However, most of the students stated that TBLT as a teacher's way of teaching to make the students comprehend on the materials being taught by promoting them to the actual of language use. It was teaching activity to help students develop their creativity and motivate them to participate in the classroom based on the assignment activity that was given by the teacher. Besides, the teacher strengthening the students' opinion. He revealed that TBLT was a teaching method that already familiar in language teaching and learning field. It was used to motivate the students and to make the process of teaching listening become more effective where the students as the centered in the classroom. As Xuelin (2015: 123) claims that the uses of TBLT can boost students' motivation to learn english. In short, the implementation of TBLT had helped both teacher and students to achieve the goal of teaching listening.

From the data of observation and interview, the researcher found that the students and the teacher have good understanding about TBLT. It makes the implementation of TBLT ran effectively. The understanding and the awareness about TBLT influences the teaching learning process. It is in line with Rad and Jafari (2013: 88) who state that the awareness of TBLT could provide the students to achieve better learning outcome. It is also supported by Rahimpour (2011: 171) who states that the understanding about TBLT promotes the students and the teacher to attain the learning goal. Therefore, the students and the teacher urged that it was good teaching method that could be implemented in the classroom especially in the listening class. It could make students become active during the listening class. In short, the perception and the practices in teaching listening by

using TBLT method showed that the students and the teacher had good impressions toward TBLT. TBLT can be implemented in the process of teaching listening because it is suitable with the students' and the teacher's needs.

The researcher also found other data from observation, interview, and documentation, it was revealed that the teacher delivered the tasks instruction clearly and optimally in the implementation of TBLT during the listening class. He uses both spoken and written instruction form. Firstly, the spoken instruction was given more than one times. It is in line with Ur (2009: 17) who says that it is better to give the instruction more than once. It was given in the beginning before the students do the assignment, in the middle of the class when the students conducting the task, and in the last session of the task activity by making conclusions and reflection related to the tasks itself. Besides, the teacher often used English in explaining and giving the task instruction. As Davies (2002: 7) says that the use of full English in the classroom, especially foreign language classroom will make the students accustomed to listening English words. The interview and observation data show that the teacher used bahasa when the students do not understand the explanation of certain vocabularies. Secondly, the written instruction was given in the beginning of the listening class.

The showed that the teacher provided detail examples of the task in the handout. As Light, Cox, and Calkins (2009: 94) state that creating handout that contain key ideas, concepts, problems, examples, and references helps students additional resources to support their learning and enable them to strength their understanding and application of complex ideas. Furthermore, the students' ways in perceiving and completing the task also presented in the study. There were many ways of students in perceiving and accomplishing the tasks instruction such as paying attention to the teacher's explanation, reading the written instruction, taking a vote with the group member, having discussion with their friends from different group, and asking to the teacher. The students also negotiate with their friend to reach the agreement about the instruction before they continue doing the tasks. It is supported by Ganta (2015: 2764) who states that the negotiation on the task instruction often happens among students.

CONCLUSION

The research focuses on the students' and teacher's perception about TBLT method in the listening class. The research findings showed that the students and the teacher presented positive perception toward the implementation of task-based language teaching in the listening class. They realize with their roles during the listening class. They believe that the method made the process of teaching listening become more interesting. The method can motivate the students and it helps them to understand the materials easily. Besides, as the students-centered in learning, it makes them become active to participate in the listening class. The teacher is especially experiences to apply task-based language teaching. He assumes that it helps students improve their listening skill. TBLT promotes to achieve the listening goal successfully. Generally, both teacher and students have good understanding about the concept of TBLT.

The teacher believes that the instruction in task-based language teaching is given clearly, comprehensively, and optimally during the process of teaching listening. He kept facilitating and motivating the students. The teacher uses both spoken and written ways in delivering the tasks. The spoken instruction is given until three times by using English and the written form is given in the beginning of the class. TBLT method is very useful for students because they can learn effectively and enrich their understanding about the materials from many sources. The students can ask to the teacher or discuss with their friends. The last but not least, the study conclude that the students's ways in perceiving and accomplishing the task were different from one another. Sometimes, they understand by themselves, sharing ideas with their friend, taking a vote, and asking to the teacher in order to understand or clarify the instruction. In short, the students' and the teacher's perception showed that TBLT is a good method for teaching listening class because it could be implemented based on the students' need.

The researcher recommended to the listening teacher to keep evaluating the teaching learning activities in order to provide effective teaching listening such as the method used in the classroom and the the existence of the students' perception. The researcher also suggests to other researcher to conduct the study

quantitatively in those areas and compare the teachers' perception in formal and non formal school in order to find the contrast between those two areas of teaching listening and to find their perspective in managing the class.

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