

TEACHING GRAMMAR BY USING TASK BASED LANGUAGE LEARNING (TBLT) IN TEFL FOR ENGLISH EDUCATION STUDY PROGRAM (STIT IBNU RUSYD TANAH GROGOT)

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Abstract

The use of task-based learning methods to improve students' grammar ability. This study aims to improve the grammar ability of students of the English Language Education Department of STIT Ibnu Rusyd Tanah Grogot through the use of task-based learning methods in teaching the Structure class. The design of this study is classroom action research. The subjects of this study were 17 students who took part in the Structure course and the lecturers of the course. This study is a class action study consisting of two cycles. This research was carried out in the. Data collection is of three types, there are tests, observations, and questionnaires. Data on the use of task-based learning teaching methods in learning structure obtained from observations and questionnaires are interpreted qualitatively, while data on student's grammar ability are interpreted quantitatively. The findings of this study show that the use of task-based learning methods in learning grammar can improve students' grammar ability. The result can be seen in the understanding and mastery of student material which is better than before. This is evidenced by the increase in the average score obtained by students based on the results of posttest, it is 6.5 in cycle 1 and 7.7 in cycle 2. In addition, there is also an increase in the learning process of grammar which was characterized by reduced student passivity and an increase in student participation in meaningful learning activities.

Keyword : task-based, grammar, learning

Introduction

Teaching English grammar is one of the big issues for teachers. Learning the grammar of language is an integral part of learning a second of foreign language. The teachers have responsibility to teach grammar for their student and build the student's perspectives that grammar is one of the basic requirement to master the language. Studies on teacher beliefs, teacher language awareness (TLA) and grammar teaching have reported that the majority of English language teachers recognize the importance of teaching grammar (Borg, 2001; Borg & Burns, 2008). It is mentioned by (Petraki & Hill, 2011) in their journal. Based on these researchers, teachers have to have awareness how the importance of teaching grammar.

However, teachers have problem to teach grammar because grammar is a set of rules. It was based on (Decapua,2008). The idea that grammar is a set of rules, often seen as arbitrary or unrealistic, is only one narrow view of grammar. Such a view is based on the belief that: grammar must be explicitly taught; grammar is absolute and fixed, a target or goal that speakers need attain

in order to be “good” speakers or writers of the language; grammar is inherently difficult and confusing, its mysteries only apparent to teachers, language mavens, or linguists.

According to those sentences, the writers want to study if the task-based language learning could be one of the alternative or approach to teach grammar. These reason is based on the (Handabura, 2020). Task-based learning is an approach where learners carry out tasks such as solving a problem or planning an activity and the language learnt comes out of the linguistic demands of the activity. The benefits of TBL are 1) students are placed in a situation like in the real world; 2) students use their skills at their current level, to help develop language through its use; 3) students achieve their goals where language becomes a tool, making the use of language a necessity.

(Handabura, 2020) Task is a kind of an activity plan, which has the resource to promote foreign language use in the classroom. The main peculiar features of a task are 1) initial attention to meaning; 2) emphasis on language forms; 3) focus on how language is used in the real world. Beside that grammar is one of the first requirements to master language. TBLT is able to facilitate the teaching grammar because it can stimulate the student to learn the target language especially the language grammar.

Background/Review of the Literature

According to (Pang, 2019) in conversation with N.S. Prabhu on Language Acquisition, Task-based Learning and Teacher Training, he said that we did things such as telling a story leading to something to be guessed; or handing out copies of a road map and getting each pupil to trace on it a particular journey by listening to a description of it. We called them ‘tasks’ since they involved a mental effort leading to an outcome. Each lesson consisted of two similar tasks – one as a whole-class interaction which made clear what learners had to do, followed by another which learner worked on individually. It was supported by (Nunan, 2004). The pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. This approach is suitable for teaching grammar communicatively. According to (Guvendir & Hardacre, 2020). Task-based language teaching (TBLT) is an approach to second language (L2) teaching that aims

to involve learners in communicative language use by having them complete tasks. A task in this context is a meaning-focused activity in the target language that provides students with chances to interact with each other, thus increasing opportunities for language production. The approach stimulates the communicative language and grammar teaching needs this way to be transferred. (Petraki & Hill, 2011) they said that The research findings suggest that confident teachers use a range of approaches and methods when teaching and explaining grammar. Teachers identified explicit and implicit grammar teaching, deductive and inductive approaches, use of games and activities, use of songs, computer games, pair work, group work, and reflection as important tools for making grammar easier and more interesting for students (Petraki & Hill, 2011)

It is also supported by (Ahmadian, 2016) He said that Bygate makes a case for three main approaches to the adoption of TBLT: (a) task-supported approach, which involves using tasks to support or complement the existing approaches, (b) task-referenced approach, in which tasks are utilized to characterize the abilities which language learners are supposed to develop by the end of the course, and (c) task-based approach, in which, as Bygate states, ‘the program is created in terms of a sequence of tasks with the central learning and teaching processes for all the units deriving directly from the tasks themselves, rather than by initial selection of language priorities. The learners can use any language they need to reach their objective.

TBLT is also stimulate critical thinking and problem solving in teaching grammar. Tasks are designed to promote critical thinking and problem-solving skills, and there is no preset ‘correct answer’ for a task outcome. Learners decide on their own way of completing it, using the language they see fit (Boraie, El Badry, Habashy, 2019)

The concepts of TBL have proven successful in classrooms. In this study, he conducted a literature review of task-based learning in teaching English dealing with the benefits and problems in implementing this approach in Indonesia (Sholeh, 2020).

In-service teachers conceptualize grammar; develop a deeper understanding of pedagogical approaches to grammar and show a willingness to engage with alternative approaches; and alter their ideologies around their EFL praxis as a way to make informed decisions about their pedagogies and take more control over their teaching (Robertson, Macdonald, Starks, Nicholas, 2017). Task-based will be alternative approach for teaching grammar.

(Hismanoglu & Hismanoglu, 2011) Task-based language teaching provides many benefits to aid foreign language learning. Ellis (2009) lists these benefits as follows:

- a. TBLT provides the opportunity for ‘natural’ learning within the classroom context.

- b. It stresses meaning over form; however, it can also emphasize learning form.
- c. It offers learners a fertile input of target language.
- d. It is intrinsically motivating.
- e. It is consistent with a learner-focused educational philosophy but also gives permission for teacher input and guidance.
- f. It contributes to the improvement of communicative fluency while not disregarding accuracy.
- g. It can be deployed together with a more traditional approach.

There are kinds of benefits can be adopted in teaching grammar by task-based learning.

Task-based is the good strategy for teaching. Task-based language teaching (TBLT) is increasingly becoming known for its distinct edge in developing learners' functional competence. Although its potential in promoting content learning has yet to be realized and explored, it should be high, given TBLT's primary attention to meaning (Han, 2018)

Grammar instruction is a significant part of the language arts curriculum at all levels of public education. Because performance expectations are high, prospective teachers face several challenges before they enter the classroom. (Williams,2005). Grammar instruction comprises a wide range of activities that differ from one another in important ways such as the degree of explicitness, the mode of instruction, the timing of instruction, the extensiveness of instruction, the teacher's role and intention, and the degree of planning (Nassaji, 2018)

The findings disclosed several mismatches between teaching and learning traditions in China and the principles of TBLT: (1) The students failed to acquire implicit knowledge while TBLT aimed to enable students to understand what was not explicitly described; (2) The students depended on the teacher's presentation while TBLT required students to learn independently; (3) The students were reluctant to work in group while TBLT emphasized student-centered learning in group work; and (4) The students required related grammatical input while TBLT required students to obtain holistic acquisition of knowledge. To address these mismatches, main adjustments of TBLT were made: adding grammatical input, encouraging the students to focus on form, to discuss grammar matters and to provide mutual corrective feedback, and emphasizing the teacher's participation into tasks as a facilitator. The study developed new tools that could assist teachers and students to adopt TBLT in a non-Western context(Ji & Pham, 2020)

According the issues, the writer researched how task-based learning contribute to the teaching grammar in Indonesia, especially in the district. The study is aimed to find out:

- a. Is the TBLT effective in teaching grammar in English education program?

- b. What kinds of the benefit of TBLT help the teaching grammar in English education program?

Rationale

According to that question, this study will focus on three questions:

- a. How effective is the TBLT in teaching grammar in English education program?
- b. How the benefits of the TBLT approach solve the problem in teaching grammar in English education program?

The first question explored the effectiveness of TBLT in teaching grammar in English education program and the second found out the kinds of benefits of TBLT solving the problem in teaching grammar in English education program.

Method and Design

This study will use action research as the main methodology. This methodology is designed by and for educators who seek to increase the impact, transfer and translation of education research into improved practice (Terry and Julie 2012). This research applied two cycles. In first cycle, TBLT is designed to teach tenses. According to the participants' feedback, TBLT revised in cycle 2. The questionnaires are used to find out the students' perspective towards TBLT. The quantitative data is aimed to understand the paradigm of student about the effectiveness and kinds of benefits the TBLT. T-test is used to differ the student perception before and after cycle. Then, the interviews are used to explore their problem in TBLT. This activity is recorded. To analyze the data from the interviews or discussions will use descriptive analysis.

Significance of the study

The significant of study are, the first, from the latest study in China by Yi Ji & Thanh Pham in 2020. This study will be the first study of the teaching grammar through TBLT in English education program in this Institute (Ibnu Rusyd Institute) where the researcher did the research. Second, through this study, the English education program enriched the innovation in English language learning and teaching especially in grammar. The last is the educators of English program had a new challenges and strategies to teaching grammar.

Finding and Discussion

This research was applied at Structure Class in Tadris Bahasa Inggris (English Teacher Program), STIT Ibnu Rusyd Tanah Grogot. Research subject is the 17 student of Tadris Bahasa Inggris. The study was held from beginning of even semester on February 2022 until April 2022.

The action research used 2 cycles. First cycle took 7 meeting and second cycle took 5 meeting. Every meeting was 100 minutes.

The research was aimed to improve grammar ability for student by using task-based learning in structure class. According to the purpose, there were three steps would be studied in this research. First was planning phase. In this phase, the researcher identified the problem and arranged the task-based learning method in teaching grammar. Second was implementation. The researcher applied task-based learning method in teaching grammar. Third was the result of implementation. The result was the improvement of student grammar ability after implementation of task based learning in teaching grammar. The improvement was indicated from improvement of the process quality and the result of the learning outcomes.

Task based learning method applied by researcher consisted of listing, ordering and sorting, comparing, problem solving and creative tasks. Every cycle in this study was conducted based on the purposes which were going to be achieved. In order to get the picture of student grammar ability, they were given the diagnosis test. This test was aimed to evaluate the beginning of their grammar ability. First observation was aimed to know the effective action which suitable to improve the student grammar ability.

According to first reflection, the researcher applied action research by using some procedures. There were planning, action, observation, and reflection in every cycle.

Planning

There were the planning activity was conducted by the researcher:

1. Decide the lesson plan that will be given to student.
2. Arrange some learning scenario by using task based method
3. Create the observation sheets to record the learning and teaching condition in the class when the method is applied.
4. Create the teaching aids which needed by researcher to optimize the student grammar ability.
5. Prepare 2 evaluation sheets to record if the student ability have been improved.

Action

There were the action activity was conducted by the researcher:

1. Every single meeting in learning process, the researcher as a lecturer taught the student according to syllabus and lesson plan.

2. Every learning and teaching process, the lecturer applied task-based learning. The tasks were listing, ordering and sorting, comparing, problem solving and creative tasks.
3. Lecturer and student discussed the difficult task.
4. Lecturer observed every meeting.
5. Lecturer gave the questionnaire to student at the end of second cycle to record how effective the result of learning process one by one.
6. Lecturer revised the tasks in implementation, duration, materials, or the difficult level based on the observation.
7. Apply the second cycle according to evaluation and revision.
8. Apply the evaluation test.

Observation

There were the observation activity was conducted by researcher:

1. Lecturer observed the student in teaching and learning process.
2. Lecturer ordered the student to finish the evaluation sheets and student manner questionnaire.
3. Lecturer gave the result through the student task result.

Reflection

The result was taken from observation sheets and analyzed in this phase. Based on the observation, the researcher would know the significant effect from the method and could be self-evaluation for the researcher. This analysis was used to be reference for next cycle.

In every activity, student performed the task from the lecturer. The tasks were about tenses. Student activity hold important roles in task-based learning method. In learning process, student were more interested and active, but some student had problem in learning process. Before starting learning process, lecturer prepared teaching aids and media that would be used and gave the explanation about teaching materials. In the beginning of the process, lecturer gave issues about the materials. It is applied because student would have better interest. Next problem solving, student would try to find solution of the task by themselves.

Applying task-based learning method in teaching grammar can reduce passive respond from student and will support their participation in class. Effective teaching and learning process could run well if the relations among the new concepts and student's cognitive structure united

together. Furthermore, it could improve the student's attention in order to take apart in teaching and learning process. Task-based learning increased the student's reinforcement. This method empowered their cooperation in teaching and learning activity. The result would support effective teaching and learning process. This method helped them to learn and master the tenses in grammar. So that, these materials would help them to get better understanding in English language.

To avoid the student mistakes and errors, student were forced to recognize if their partner had right or wrong answer. This situation created discussion between them and lecturer. So that student engagement would be improved and it would make communication between them. In this case, all student would be active. Besides that, task-based learning improved their achievement. This progress was seen from their posttest (6,5) in cycle 1 and had progress improvement (7,7) in cycle 2. These are the result from the questionnaire sheets:

1. 93% students are agree if the structure is the unimportant subject to be learned and taught.
2. All students are agree if the structure material can improve their ability in English language.
3. 90% students are agree if the structure is difficult materials, 10% students are agree if the materials is very difficult, no one students chooses if the materials is easy.
4. In teaching and learning process, 20% students say if lecturer are less involved the student, 40% students say if the lecturer are good involved the student, 40% student say if the lecturer can involve the student very well.
5. 60% students say if the lecturer always ask the student's perception about teaching and learning process and 40% students say if the lecturer sometimes ask student about their perception about teaching and learning process.

Conclusions and Suggestions

The implementation of task-based learning in teaching and learning grammar is effective to increase the student grammar ability for student of English teacher and education program in STIT Ibnu Rusyd Tanah Grogot. It is seemed from the result in cycle 1 and cycle 2. The improvements are concerned to understanding and mastering the grammar materials for student. Furthermore. The method can support their activity and creativity in the class. Student are more active and involved in teaching and learning process. So that, they get more value from the teaching and learning process through the method.

Material understanding and learning engagement are improved. Besides that. Their appreciation and perception about the method is very significant. These results are concluded from the interview and questionnaire.

There are suggestions from this research:

1. To lecturer of English language

The implementation of effective learning activities is greatly influenced by the style and attitude of lecturers towards the state of the classroom. To get the expected results, lecturers should be able to develop learning patterns and apply learning designs that are in accordance with the student's situation.

2. To student

As the successor of nation building, student should always increase their potential, especially those related to the study programs you enter and be able to carry out the correct and effective way of learning English, for example by participating more actively in the teaching and learning process make study plans, do group studies, multiply doing practice questions, study regularly, so that the possibility of achieving maximum English learning achievements will be greater, especially in grammar courses.

3. To Education institutions

In order to improve learning, institutions should encourage and facilitate lecturers who will conduct classroom action research.

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