

ABSTRACT

This study aims at investigating the process of task-based instruction in teaching English speaking conducted by an English teacher at one vocational high school in Cimahi. This study also explores the benefits and challenges encountered by the teacher and the students during the teaching learning process. This study mainly utilizes a qualitative research design covering the traits of a descriptive study. Involving an English teacher and 35 students of eleventh grade, the researcher employed three data collection techniques, i.e. classroom observation, interview, and questionnaires. The collected data result in findings that the teacher was able to implement the task-based instruction using three stages of TBI which encouraged the students to accomplish the tasks by using target language. In this study, the teacher applied three stages of TBI i.e. pre-task stage, task stage (task, planning, report), and language focus stage (analysis and practice) and applied its basic principles i.e. using task as an organizational principle, promoting learning by doing, providing rich and meaningful input, promoting collaborative learning, focusing on meaning and providing error corrective feedback. In addition, the task-based instruction is also beneficial for students to encourage students to speak and contribute to students' participation. Nevertheless, these benefits might be constrained by availability of time, teacher's competence, and mixed ability students. Thus, future studies may explore the effects of task-based instruction in students' speaking ability, particularly for vocational school.

Keywords: task-based instruction, teaching speaking

ABSTRAK

Penelitian ini bertujuan untuk menginvestigasi proses pembelajaran menggunakan task-based instruction pada pembelajaran Bahasa Inggris di sebuah SMK di Cimahi. Penelitian ini juga menggali keuntungan dan tantangan yang dihadapi guru dan siswa dalam proses belajar mengajar menggunakan task-based instruction. Penelitian ini menggunakan design deskriptif kualitatif. Seorang guru bahasa Inggris dan 35 siswa kelas 11 dilibatkan dalam penelitian ini. Pengambilan data dilakukan melalui 3 cara yaitu observasi kelas, wawancara, dan kuesioner. Hasil dari penelitian ini menyatakan bahwa guru dapat menggunakan tiga tahapan dari TBI yaitu pre-task stage, task stage (task, planning, report), dan language focus stage (analysis dan practice) dan menggunakan prinsip dasar TBI seperti menggunakan tugas sebagai prinsip organisasinya, mempertimbangkan learning by doing, memberikan input yang kaya dan bermakna, mempertimbangkan collaborative learning, fokus pada makna dan memberikan feedback. Task-based instruction juga sangat penting untuk siswa untuk mendorong siswa berbicara dan berpartisipasi. Namun, TBI juga memiliki tantangan tersendiri yakni berkaitan dengan ketersediaan waktu, kompetensi siswa, dan keseragaman kemampuan siswa. Maka dari itu, penelitian selanjutnya dapat mengeksplor pengaruh dari task-based instruction pada kemampuan siswa dalam berbicara untuk SMK.

Kata kunci: task-based instruction, mengajar berbicara