

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Over the last two decades, the advent of the Communicative Language Teaching (CLT) approach has produced the term task-based language teaching (TBLT) as a new teaching approach (Jeon & Hahn, 2006) and enable to improve teachers' and learners' motivation and communication competence on actual language use (Van Le, 2014). In its implementation, TBLT has received mixed receptions both in international and Indonesian contexts (Chen & Wang, 2019; Ismail, 2017; Jeon & Hahn, 2006; (Lin & Wu, 2012; Pohan et al., 2016; Somawati et al., 2019).

While TBLT's student-centered learning characteristic is important in today's context, the implementation of TBLT in Indonesia is still met with criticisms. For instance, a study was conducted in Bali to investigate the effectiveness of TBLT (Somawati et al., 2019). The researchers argue that based on the results of the tests, TBLT can only be found partially effective in teaching communication, but not grammar. Therefore, they propose that grammar be taught exclusively to complement TBLT teaching. Another research also argues that TBLT is not suitable for use in the Indonesian context (Ismail, 2017). For instance, the culture of students in Indonesia tends to avoid active participation. As a result, TBLT in Indonesia is unsuitable because it demands students' active participation. Moreover, the researcher also argues that the low speaking proficiency among the students causes the method to be ineffective.

Teachers often dominate the class by talking in face-to-face classes while students listen and participate. Therefore, they invite students to be more active in English class. However, because of the time limit, teaching tends to inform learners about language knowledge instead of developing their skills, resulting in students depending too much on teachers (Yu, 2007). As a result, they listen to the teacher passively, take notes, and gradually lose interest in learning. This problem is then intensified since there are barriers in online teaching due to technological

infrastructure problems. Without proper internet networks or gadgets, online learning would be plagued with issues concerning communication, causing the sessions to be ineffective Marinoni et al., (2020).

Online learning has been used since the start of the COVID-19 pandemic as a way to adapt to conditions that do not allow people to have direct contact with each other (World Health Organization, 2020). Due to this sudden change, many countries were caught unprepared, which sent shockwaves across the education system unprecedentedly globally, according to Johnson et al. (2020). Various problems with online learning recently occurred, with communication and time being the two major problems since students and teachers could not contact each other directly in an online setting.

Unfortunately, implementing task-based methodology during real-time, video-based interaction is fundamentally different from traditional, face-to-face interaction. Teachers have to manage interaction and learner attention in an electronic platform that disperses learners' attention more quickly than in conventional classrooms (Stickler & Shi, 2015). In a study by Nartiningrum and Nugroho (2020), they reported that the primary problems for EFL students in attending online courses were unstable networks and less direct contacts. Students were also unable to afford internet packages since the universities or schools do not provide funding, at least yet at the pandemic's beginning. Combined with terrible internet connections and larger assignment loads, it is reported that the students' stress levels increased significantly (Agoestyowati, 2020).

Meanwhile, research on elementary children's online learning indicates that they find it difficult to study properly due to their inability to use gadgets for school reasons (Purwanto et al., 2020). Furthermore, unlike higher education students who are more mature, these elementary students also face obstacles with their moods which can quickly turn sour when online learning runs too long or tedious. Furthermore, there are also distractions in their home that impede their concentration capacity.

On the other hand, not all problems in online learning are caused by the infrastructure alone; students, educators, and even the system itself are all to blame for the issues that arise during online learning. Iaccarino et al. (2020), in their study, mentioned several challenges that obstruct teachers from achieving their curriculum goals. These challenges include (1) students were feeling under pressure to complete tasks in a short amount of time, (2) teachers having limited technological knowledge, (3) students asking their parents to force them to buy quotas without knowing the family's financial situation, and (4) students who are under pressure due to their incapacity to complete various tasks related to online learning. According to research conducted by (Rahayu & Wirza, 2020), more challenges were also found. These challenges the students to lack motivation. Some students cannot afford internet data every day, and some cannot join the classes since they do not have a phone or laptop. In some other cases, the students have the gadgets to study, but they must share the devices with their sister, brother, or parents. To cope with this challenge, most participants encouraged the students in online learning.

While online learning has been quite problematic, Rahayu and Wirza reported that students and teachers still share positive attitudes towards this new method. In terms of technology literacy, Rahayu and Wirza (2020) were revealed during the pandemic. The teachers had a positive view of the utility and simplicity of using online learning tools. Despite this, more than half of teachers disagreed about its efficacy. Even though teachers confront numerous challenges in the online teaching process, they can demonstrate the proper attitude toward using technology to educate online. According to the literature, it is believed that students view online programs to be appealing because of their flexibility and convenience. Still, broadband connectivity concerns in remote locations make it difficult for students to participate in online learning efforts (Muthuprasad et al., 2021). Meanwhile, Jarvis (2015) stated that most students feel that receiving the materials via their mobile phones is easier and faster, and students can learn materials at home or in other convenient locations. Learners nowadays are attracted to discovering learning over technology (Subandi et al., 2018).

Therefore, institutions must apply methods that are appropriate for today's context. As a student-centered learning method, Task-Based Language Teaching, also known as TBLT, is suggested to increase students' activity and participation in an online English class. The effectiveness has also been reported in many contexts (Gilabert & Vasylets, 2016). The strength of TBLT in promoting natural learning in the classroom context seems to be the main factor of its effectiveness in enhancing learners' skills (Shintani, 2011). Pica (1994) suggests that task-based language teaching should increase learners' comprehensible input and understanding of their output. Tusino et al. (2020) suggested that online TBLT substantially affected EFL learners' writing performance. Online TBLT can also aid in generating ideas, drafting, and editing in the writing process. The fact of the studies of TBLT has increased from several perspectives such as understanding, views, and reasons to use or avoid implementing TBLT (Jeon & Hahn, 2006).

Several types of research suggest that the online implementation of TBLT is met with positive feedback. For example, a study was conducted to test Task-Based Language Teaching (TBLT) in an online classroom among 90 applied linguistics students during the COVID-19 pandemic (Belda-Medina, 2021). The findings were based on analyzing quantitative and qualitative data gathered from observations, online discussions, and pre-test and post-test results. Findings revealed that the students showed positive attitudes regarding the implementation of TBLT with a high level of student interaction. In the Indonesian context, a study was conducted to see the impact of TBLT in syllabus-designing classes in an English teaching study program of a university in Indonesia (Permatasari, 2020). Interviews, observations, and documentation were applied to examine the data. Findings indicate that the implementation of TBLT can help the student develop the syllabus better and easier.

Ismail (2017) in his paper, the author has overviewed the issues in implementing TBLT in the Indonesian context. The problems about target language and national examination still exist. This shows that there is no significant change in the education system.

Following this, Marcelino (2008) pointed out that the Indonesian students tend to be “unquestioning minds” (Marcelino, 2008, p. 58) during the class, they rarely take the initiative to talk. The students believe that the only one who can speak in the classroom is the teacher, because the teacher knows everything. As a result, it drives the students to be so dependent on the teacher, they do not have confidence to express their ideas. Eventually, this leads to passivity during the whole class. This is probably the effect of adopting a deductive teaching style, which puts the teacher as the center of learning.

Therefore, this study aims to explore teachers’ perspectives of task-based instruction based on investigating their understandings of TBLT concepts, positions on TBLT implementation, and TBLT in the online learning of English teachers in Bogor. This study would use the framework of TBLT as proposed by various experts regarding the subject and the interview questions created by Jeon and Hahn (2006).

## **1.2 Research questions**

Based on the background of this research, the purpose of the study is to answer this question

1. How is TBLT implemented in an online environment?
2. How do EFL teachers perceive the implementation of TBLT during online learning?

## **1.3 Aims of the study**

This research aims to investigate teachers' perception toward TBLT in online learning based on the responses from English teachers who had experienced the use of TBLT during online learning.

## **1.4 Scope and limitations of the study**

The participants who answered this questionnaire were high school English teachers in Bogor, and the questionnaires were spread online.

## **1.5 Significance of the study**

The findings of this study redound to the benefits of society, particularly in online teaching and learning contexts. While the advantage in the world of English education involves contributing to online learning options in terms of providing insights and ideas regarding teaching methodology. Teachers could adapt and modify the TBLT method appropriate to the context needed.

## **1.6 Clarification of terms**

The terms below are often used in this study. Therefore, to avoid misconception and misunderstanding, here are the explanations of the terms used in the study:

### **1). Task-Based Language Teaching**

TBLT is task-based teaching. This method appeared around the 1980s as an ideal method to improve the situation. In task-based teaching classes, students become a central role. Reading tasks have specific goals, detailed procedures, and strategies for students to follow. TBLT is both student-centred and task-based. In TBLT class, students may have better-engaging activities since the role of the teachers are listeners and not active speakers that dominate the learning process. Pica (1994) suggests that task-based language teaching uses tasks that engage learners in interactions should increase the comprehensible input that learners receive and understand the output they produce.

### **2). E-Learning or Online Learning**

E-learning is an innovative method to communicate with society. E-learning has become the mandatory component of all educational institutions like schools, colleges, and universities worldwide due to the pandemic crisis of COVID-19. E-learning provided rapid growth and proved to be the best in all sectors, especially in education, during this lockdown (Radha et al., 2020).

## **1.7 Organization of Paper**

This paper about pre-service teachers' reflective practice on their teaching performance during online teaching practicum is organized as follows:

**Chapter I Introduction:** In this chapter, the background of the study was explained. In the next section, the research questions are proposed. The aims and the significance of the study are presented next. The clarification of the related key term and the paper's organisation are also provided in this chapter.

**Chapter II Literature Review:** In Chapter II, related theories, research, and results were presented. This chapter covers the topic of online learning, task-based language teaching, and teaching during pandemic COVID-19.

**Chapter III Research Method:** In this chapter, the research method, the research site, and the participants chosen for this study are presented. Furthermore, this study's data collection and analysis techniques are also explained.

**Chapter IV Results and Discussion:** This paper presents and discusses the research results regarding teachers' perceptions of TBLT. The results are presented and discussed in three different parts (1) teachers' view on TBLT, (2) teachers' view on TBLT in online learning, and (3) interview results in using TBLT in online learning.

**Chapter V Conclusions and Recommendations:** The last chapter of this paper presented the study's conclusions and addressed the answers to the research questions.

