

EXPLORING STUDENTS' EXPERIENCES OF TASK-BASED LANGUAGE TEACHING (TBLT) IN VOCABULARY LEARNING: A NARRATIVE INQUIRY

Windi Melia Putri

Faculty of Teacher Training and Education, University of Singaperbangsa Karawang,
Indonesia

Corresponding Author Email: windymelya11@gmail.com

Article Info	Abstract
Article History Received: February 2022 Revised: March 2022 Published: April 2022	<i>Task-based language teaching (TBLT) is a learning method that is considered more comprehensive compared to the communicative method, which has been considered far more useful in language teaching. TBLT proposes the use of tasks as a main component in the language classroom because it provides better context for learners to activate their acquisition process and promote second language learning. The current research compares the growth of students' vocabulary knowledge in English. This study aims to know the students' experiences of TBLT in vocabulary learning. The qualitative research method used in this study is a narrative inquiry. Data was collected through semi-structured interviews based on interview guidelines and data analysis by involving students in the online learning process. The findings provide information about the learning process as well as the advantages of TBLT in vocabulary learning. The interview results show that students, in general, have a positive attitude toward learning vocabulary through TBLT method. It can be concluded that there are various positive experiences explained by participant, such as the use of TBLT in vocabulary learning is more interesting in learning process and students can master more new vocabulary when using the TBLT method.</i>
Keywords Students' Experiences; Task Based Language Teaching; Vocabulary Learning;	

How to cite: Putri, W. M. (2022). Exploring Students' Experiences of Task-Based Language Teaching (TBLT) in Vocabulary Learning: A Narrative Inquiry, *JOLLT Journal of Languages and Language Teaching*, 10(2), pp. 302-308. DOI: <https://doi.org/10.33394/jollt.v%vi%i.4935>

INTRODUCTION

Communication is the heart and soul of the human experience. The communication process mainly consists of listening, speaking, reading and writing. Mastery of the four language skills is very important for students to interact with people around the world. It must be mastered well by students if they intend to be able to communicate and share their ideas, feelings, and opinions with others. There are several components that affect the mastery of the four language skills, such as vocabulary and grammar. Mastery of vocabulary and grammar plays a large role in spoken language and written form. Wilkins in Thornbury (2002) states that without vocabulary, nothing can be conveyed. These statements show how important vocabulary in learning a language, especially English. The quality of a person's language depends on the quality of the vocabulary they have. According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, read, listen, and write. So that the role of vocabulary in language is very important, both as a channel of ideas in writing and orally. Vocabulary as one of the supporting components of language skills is very important to learn because it affects the meaning and message that the person wants to convey.

Learning English as a foreign language may have many difficulties for students to learn. Thornbury (2004) state that there are some factors that make some word more difficult as follow

: pronunciation, spelling, length and complexity, grammar, meaning, range, connotation, and idiomaticity. Besides, according to Gower, Philips and Walter (1995), how easy or difficult a vocabulary item is can depend on a number of factors: connotation, spelling and pronunciation, multi word items, collocation, and appropriate use. Based on the researcher experience, the results showed that students still had difficulties in pronouncing English vocabulary. In addition, they also had difficulty when asked to remember or memorize previously learned English vocabulary. They further said that they often find it difficult to arrange or choose the right English vocabulary in a sentence. Another problem that arises when students learn vocabulary is the condition or situation of the class. There are several indicators that I obtained from the initial research. First, students tend not to pay attention or listen when the teacher explain the material. Second, students sometimes feel nervous when talking in English. Third, students who are smarter in class tend to dominate the learning process and students who are less intelligent tend to be passive in learning process.

After discussing the problems faced by students, the researcher assessed that students' knowledge of vocabulary and their mindset about the importance of learning vocabulary should be improved. Markamah (2002) state that learning achievement is influenced by some factors, they are social factor (human), non-social (facilities), psychological (creativity, interest, progress), and physical. As a teacher, the researcher have to make students comfortable and interested in learning vocabulary. Slameto (2003) defines interest is a preference and awareness to do something or activity without any force. In addition, the researcher have to make the class more student-centered for them to explore their vocabulary knowledge. To overcome this, the researcher propose task-based language teaching as a solution to this problem. Task-based language teaching (TBLT) is one of the most popular language teaching methods that focus on giving a series of exercises or activities aimed at achieving abilities the greater one. This series of exercises can be tiered level of difficulty and can also at the same level, but nevertheless what to be achieved through these pieces of practice will become part of the needed to build a greater understanding of concepts to be studied.

Task-based learning is more comprehensive than the communicative method, which has been considered far more useful in language teaching. The communicative method so far is more popular and applied to many language teaching setting almost around the world because of the foundation think is that teaching Language should not be sourced on teaching language components separately but rather on understanding that language should be taught as means of communication (Nunan, 2004). The use of task-based learning is considered to provide convenience for learners to master the material learning, especially if the level of the ability you don't have yet considered high. With so many positive things can be emphasized with the use of task-based learning, of course you can use this model too facilitate learning achievement generally.

There are some previous studies that studies about TBLT in English learning. First, Milarisa (2019) state that TBLT was helpful the students in increase their writing skill of the text passage. The use of TBLT helped make it easier for students to understand the content of the text in learning English. Beside that, González-Lloret & Nielson (2014) found that Students in the task-based course were able to out-perform students in the previous grammar-based course in terms of accuracy, complexity, and fluency while the performing at an equivalent level in grammatical accuracy. Iswari et al. (2017) found that the using of TBLT improved students' speaking ability and made students more active in the class

Furthermore, this research will more focus on the student's experience in TBLT in vocabulary learning. The researcher applied the TBLT in the first grade of senior high school to know the student's experience in TBLT in vocabulary learning. Different from previous research, this research use narrative inquiry method to understand student's beliefs and assumptions about TBLT in vocabulary learning.

RESEARCH METHOD

Research Design

The purpose of this research is to explore the students' experiences of TBLT in vocabulary learning. So, the researcher use qualitative method in this research. Qualitative research is a method to show the data but the data is not in the number's form. Qualitative research can be used to understand concepts, opinion, or experiences. Qualitative research method is designed in a manner that help reveal the behavior and perception of a target audience with reference to a particular topic. The result of the qualitative research method is more descriptive and the inferences can be drawn easily from the data that is obtained.

For more specific, Narrative inquiry is suitable for documenting processes and changes that occur over time. Heigham, J. & Croker, R. A. (2009) state that narrative inquiry research can help person to understand learners' assumptions and beliefs about learning. As well as giving knowledge into students' assumptions and beliefs about how they learn, narrative inquiry also enable the researcher to access the identity of the participants. Besides that, narrative inquiry records the experiences of an individual or small group, revealing that individual's lived experience or particular perspective. Usually primarily through interview which is then recorded and ordered into a chronological narrative. The strength of the narrative inquiry is to reveal in depth detail of a situation or life experiences and reveal historically significant issues not elsewhere recorded.

Research Subject

In this study, the researcher choose participants from first-grade Junior High School students. The researcher believes that the students of first grade Junior High School have already received the basic material of vocabulary. The participant of this research are three students at first grade in one of the junior high school in Karawang, Jawa Barat. The class choosed randomly, so the researcher did not know the student's background knowledge before and researcher did not know about level category of knowledge. The researcher also will get the data by interview and reflective journal and documentation of students' work. The subject of this research are three student that will describe further bellow: 1. The researcher focused on learning process in the class of vocabulary learning. 2. The researcher also focused on student to get a student's response. The student choosed based on their achievement level

Instruments

Instrument of research is a tool used to collect, measure, and analyze the data relate to the research. Ary (2010) stated that the most common research instruments used in qualitative research are observation, interview, and document analysis. In this study, the researcher use interview with participant chosen specifically by the researcher. The interview toward questions made by the researcher. So, the participant can provide insightful answer relate with the research. Besides, the researcher also uses document analysis with the students' reflective journal. So, the researcher uses reflective journal from the students to know more about their experiences in learning vocabulary with TBLT method.

Data Analysis

In conducting this research, the researcher has prepared data analysis. According to Heigham, & Croker (2009), there are some steps in the data analysis. First, Code the interview transcripts. Second, look for connections between codes and start to group codes into categorie Third, Configure the participant's story from the interview data. Fourth, Send the story to the participants for their comments. Fifth, Note themes as they emerge from the story. Last, Interpreting the meaning of themes.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Following the interview, this research shows that there are both positive opinions about TBLT in vocabulary learning. In the implementation of TBLT in vocabulary learning, students are given task in stages. The first is task by making a video about new vocabulary in the home environment as much as 20 vocabulary. The second is task by making a video about new vocabulary in the school environment as much as 40 vocabulary. And in the last is task by making a video about new vocabulary in public place as much as 60 vocabulary. There are some findings in this research. The findings can be presented in Table 1, 2, 3, and 4 as follows.

Table 1.
What do you think about TBLT in Vocabulary learning?

According to my experience, TBLT is a learning method that contains assignments given by the teacher to his students.	First Participant
TBLT is a way of learning when the teacher only gives orders at the beginning then the students do the task according to the knowledge that the students have.	Second participant
TBLT is a learning method that contains tasks that are interconnected between one task and another.	Third participant

Table 2.
Do you think TBLT is effective in Vocabulary learning?

yes. In my opinion, TBLT is very effective in learning vocabulary. because TBLT contains assignments so students are required to be active in completing assignments so that students can understand and memorize more vocabulary.	First Participant
of course. I feel that TBLT in vocabulary learning is very effective to be applied to students. When the teacher given an assignment, I will immediately do the task that has been given by looking for words in the dictionary. because of that, I was able to learn a lot of new vocabulary.	Second participant
TBLT is very effective to use in the classroom. because the tasks given by the teacher is not boring and requires students to be more diligent in finding new vocabulary	Third participant

Table 3.
What are the advantages of TBLT in vocabulary learning that you feel?

I think there are many advantages of TBLT. One of them is that I have mastered more and more new vocabulary. I got a lot of new vocabulary in the environment around me. so that it is easier for me to speak English even though it is not yet fluent.	First Participant
The benefit of TBLT is that I feel happy when I am given an assignment because I get more time to learn new vocabulary.	Second participant
The advantage of TBL is that I can understand a lot of new vocabulary that I have never understood and have never known.	Third participant

Table 4.
What are the disadvantages of TBLT in vocabulary learning?

I think there is no downside to implementing TBLT. because I am very happy when learning with this method.	First Participant
I think maybe the drawback of TBLT is that students who are lazy to study will be even more lazy if they have no desire to do assignments.	Second participant
TBLT has many advantages. but sometimes there are students who do not do assignments and interfere with other students who are working on assignments.	Third participant

Discussion

Have a positive attitude toward the use of Task Based Language Teaching in vocabulary learning. In the first table, all of participant give positive respond about Task Bask Language Teaching (TBLT) in vocabulary learning. First participants said "According to my experience, TBLT is a learning method that contains assignments given by the teacher to students". The third participants state that TBLT is a learning method that contains tasks that are interconnected between one task and another. Based on this statement, Task Bask Language Teaching (TBLT) in vocabulary learning is that contains assignments given by the teacher to students. In the tasks process, students are given task in stages. The first is task by making a video about new vocabulary in the home environment as much as 20 vocabulary. The second is task by making a video about new vocabulary in the school environment as much as 40 vocabulary. And in the last is task by making a video about new vocabulary in public place as much as 60 vocabulary. Based on tasks, the students more active and they can more fluency.

The second participant state that TBLT is a way of learning when the teacher only gives orders at the beginning then the students do the task according to the knowledge that the students have. So, based on second participant statement, Task Based Language Teaching (TBLT) is students center approach. It is same with other researcher opinion. Many researcher or writer believe that TBLT is an approach has three main primary standards: the first is a learner-centered approach (Ellis, 2003; Nunan, 2004; Richards & Rodgers, 2001); it has a few parts like goals and procedures (Murphy, 1996; Nunan, 2004; Skehan, 2003) and it supports content-based and importance based undertakings (Carless, 2002; Littlewood, 2007).

Task Based Language Teaching (TBLT) is effective in vocabulary learning. It is based on first participants statement, "In my opinion, TBLT is very effective in learning vocabulary. because TBLT contains assignments so students are required to be active in completing assignments so that students can understand and memorize more vocabulary." The second participant also give the same statement. The statement of second participant is "I feel that TBLT in vocabulary learning is very effective to be applied to students. When the teacher given an assignment, I will immediately do the task that has been given by looking for words in the dictionary. because of that, I was able to learn a lot of new vocabulary." Based on this interview, the researcher can know that Task Based Language Teaching (TBLT) is a method that can increase students' activity in doing assignment. In addition, students can understand more new vocabulary and it is also easier to memorize new vocabulary. TBLT proposes the use of tasks as a main component in language classroom because it provides better context for learners to activate their acquisition process and promote L2 learning (Shehadeh, 2005)

The next discussion is about the advantage of TBLT in vocabulary learning. All of participants agree and give their respond about the advantage of TBLT in vocabulary learning. The first participant state that there are many advantages of TBLT. One of them is that have

mastered more new vocabulary. she got a lot of new vocabulary in the environment around her. so that it is easier to speak English even though it is not yet fluent. even though TBLT has helped students construct their vocabulary knowledge, this study supports the constructivist theory. Task-based learning is more comprehensive than the communicative method, which has been considered far more useful in language teaching. The communicative method so far is more popular and applied to many language teaching settings almost around the world because the foundation think is that teaching language should not be sourced on teaching language components separately but rather on understanding that language should be taught as means of communication(Nunan, 2004).

The second participants and the third participants also give the positive statement about the advantage of TBLT in vocabulary learning. The second participants said that “The benefit of TBLT is that I feel happy when I am given an assignment because I get more time to learn new vocabulary”. Based on this statement, participant felt happy in doing the task because she can get more time to study new vocabulary. The students felt happy because she is not demanded too hard by the teacher when doing the tasks because this learning system frees students to further explore the knowledge they have about vocabulary in her environment. The third participants also give the same statement. She states that she can understand a lot of new vocabulary that she never known.

The last discussion is about the disadvantage of TBLT in vocabulary learning. Based on the interview with three participants, there are little disadvantage of TBLT like the first participant statement “I think there is no downside to implementing TBLT. because I am very happy when learning with this method.” Different from the first participant, the second and third participants think that there are some disadvantages of TBLT in vocabulary learning. The second participants think that students who are lazy to study will be even more lazy if they have no desire to do assignments. Like the second participants, the third participants give the same statement. The third participants think that TBLT has many advantages, but sometimes there are students who do not do assignments and interfere with other students who are working on assignments. Markamah (2002) state that learning achievement is influenced by some factors, they are social factor (human), non-social (facilities), psychological (creativity, interest, progress), and physical. Based on this statement, social factor (human) and psychological (creativity, interest, progress) are factor that make TBLT is not effective or disadvantage of TBLT.

The use of task-based learning is considered to provide convenience for learners to master the material learning, especially if the level of the ability you don't have yet considered high. With so many positive things can be emphasized with the use of task-based learning, of course you can use this model too facilitate learning achievement generally. TBLT was helpful the students in increase their vocabulary skill of the text passage. The use of TBLT helped make it easier for students to understand the content of the text in learning English.

CONCLUSION

The using of TBLT helped and made it easier for students to understand the content of the text in learning English. The findings of this study indicate that students' experiences of TBLT in vocabulary learning have various positive perceptions explained by participants. So, based on the data obtained, it can be concluded that In the implementation of TBLT in vocabulary learning, students are given task in stages. Students state that the use of TBLT in vocabulary learning is more interesting and effective in learning process. Students can master more new vocabulary when using the TBLT method. The findings of this study can be used as a reference for educators, teachers, schools, and other institutions to easily improve and perfect student teaching because we can add vocabulary in learning delivered by teachers and also improve the quality of TBLT.

REFERENCES

- Abdollahzadeh, M. (2018). *Task-Based Language Teaching and Implementing Consciousness-Raising Tasks*. Iran : International Journal on Studies in English Language and Literature (IJSELL).
- Ellis, R. (2003). *Designing a Task-Based Syllabus*. Brighton : Sage journal
- Ellis, R., Basturkmen, H. & Loewen, S. (2008). *Learner Uptake in Communicative ESL Lessons..* Brighton : Willey online library
- Fazilatfar, A. M, & Afzali, M. (2018). *The Effect of Using of TBLT on Vocabulary Learning by Deaf or Hard of Hearing Learners*. SCHOLINK INC.
- González-Lloret, M. & Nielson, K. B. (2014). *Evaluating TBLT: The case of a task-based Spanish program*. Sage journal.
- Heigham, J. & Croker, R. A. (2009). *Qualitative Research in Applied Linguistics*. New York Palgrave macmillan
- Hismanoglu, M. & Hismanoglu, S. (2011). *Task-based language teaching: what every EFL teacher should do*. Turkish Republic of North Cyprus : Elsevier Ltd
- Kusmaryati, S. E. (2018). *A model of communicative teaching and learning of english vocabulary through interactive activities*.
- Loi, N. V. (2020). *Unpacking Perceptual and Contextual Influences on Task-based Instruction:A Framework of Teacher Beliefs and Practice*. Can Tho Vietnam : PASAA.
- Milarisa, S. (2019). *The Effectiveness of Task Based Language Teaching (TBLT) Toward ESP Students' Writing Achievement*. Jakarta : English Language in Focus (ELIF).
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: a methods sourcebook - third edition*. Sage journal publication.
- Nunan, D. (2004). *Task-Based Language Teaching*. United States of America : Cambridge University Press
- Revesz, A. (2017). *Replication in task-based language teaching research: Kim (2012) and Shintani*. London : Cambridge University Press. Language Teaching
- Shehadeh, A. (2005). *Task-based Language Learning and Teaching: Theories and Applications*. Palgrave Macmillan. pp 13-30. https://doi.org/10.1057/9780230522961_2
- Sholeh, M. B. (2020). *Implementation of Task-based Learning in Teaching English in Indonesia: Benefits and Problems* . Makasar Indonesia : Language Circle: Journal of Language and Literature
- Yu, L. (2016). *Study on Task-based Language Teaching* . Zhengzhou, China : Atlantis Press