

The Effectiveness of Task-Based Language Teaching Approach and Students' Development in Learning English

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Abstract

This paper focuses on the study of the effectiveness of using task-based language teaching approach in second language teaching and learning. In the research, the teacher teaches vocabulary, reading and speaking skills by using task-based language teaching method proposed by Ellis (2003) and examines this method is effective or not in teaching and learning English. This paper aims to find out the effectiveness of task-based language teaching approach in teaching vocabulary, reading and speaking in English. The objectives of the paper are to present the approach of task-based language teaching and to examine whether this method can help or not to develop students' ability in learning English and to present students' development in three stages. This present research is used Pre-task, During-task and Post-task methods by Ellis (2003). It was observed that students' reading skill, speaking skill, thinking skill and presentation skill have been improved in learning English by using task-based teaching method.

Keywords: task-based language teaching approach, effective, development

1. Introduction

In Computer Universities, English is a compulsory subject. It is important for the students but some of the students do not interested in English due to their low-level proficiency. Hesitation in learning English can cause negative effect for students. Therefore, methodology becomes an important role in teaching language for all of the students. Methodology is the method chosen to achieve a teaching goal. This is normally defined by the teacher of a given subject, so that the student can then follow it. A teaching method comprises the principles and method used by teachers to enable students learning. These strategies are determined partly by the nature of the

learner. When a language is learned by doing an activity, learners can get many advantages than teaching language without being activity. If a teaching method is focused on student-centered approach, there will be more efficient for language learner than the students who are taught by teacher-centered approach. Task-based language teaching has increasingly popular in recent years and very useful for English language teaching. Task-based language teaching is a learner-centered approach, in which the learners learn the target language through self-motivated, task-based, and project-based group investigations.

Crookes (1986) suggested that task-based teaching is frequently called "communicative activities". Task-based language learning is an approach which offers students opportunities to actively engage in communication in order to achieve a goal or complete a task. Task-based language teaching seeks to develop students' interlanguage through providing a task and then using language to use it. Teaching practically with task-based is very useful for teachers. This research includes a reading, selecting the task and presenting the data.

There are some reasons for presenting task-based teaching approach. Today students are interested in doing activity in learning English. They are not interested in teaching English using teacher-centered approach. Therefore, task-based language teaching method is a useful approach for teacher and students. Adapting the practice of task-based teaching method, the aim of the research is to explore the effectiveness of task-based language teaching approach and the objectives are (1) to present task-based language teaching approach, (2) to study whether or not the approach of Task-based language teaching method can help the students' development in language learning and (3) to present students' development in three stages with this teaching approach.

The effectiveness of task-based language teaching method in teaching English is described in this research. Moreover, it would help teachers to understand and use task-based teaching method. The main problem of task-based teaching is that

students have many tasks and activities to complete a lesson and they have to try themselves because this teaching method depends on only the performance of the students.

2. Literature Review

In this chapter, task-based language approach and methods of this approach are described.

2.1 Task-based Language Teaching Method

Task-based language teaching is a student-centered approach to second language instruction. It is an offshoot of the communicative approach, wherein activities focus on having students use authentic target language in order to complete meaningful tasks. It offers students material which they have to actively engage in the processing of in order to achieve a goal or complete a task. Students have to learn with group activity. The role of the teacher is to lead, instruct and organize to the class. Ellis (2003) suggested that the task-based language teaching framework contains three main stages. The three main stages are “Pre-task stage, During-task stage and Post-task stage”.

The first stage is Pre-task. It concerns with the various activities that teacher and students can perform before they start the task. In this stage, the teacher introduces and defines the topic and the learners engage in activities that either help them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task. Teacher provides the learners with language support.

The second stage is During-task. It deals with the learners perform activity by themselves. In this stage, the learners complete the task in pairs or small groups while the teacher frequently observes them. Here the learners perform the task (typically a reading or listening exercise or a problem-solving exercise) in pairs or small groups. They then prepare a report for the whole class on how they did the task and what conclusions they reached.

The third stage is Post-task. It is the stage after the main activity is accomplished. It concerns with procedures for the students' performance on the task. Then, they have to discuss with another group or teacher on the task. Finally, the learners participate the correction of both content and language.

In the stage of pre-task teaching approach, (1) teacher must start with a pre-task activity, (2)

support the students to motivate their interest, (3) ask how to perform (4) engage students to design and prepare task and then the last step in pre-task is to give the instruction to plan the main task performance.

In the During-task step, students have to follow the actual task cycle by using authentic material. Firstly, they have to work the task under time pressure. Secondly, students must collect the data and finally students must introduce the surprise element in the task.

In the post-task step, students must present and afford various options such as their finding and discussion to the class.

3. Research Methodology

As the research focuses on task-based language teaching approach, the implementation tasks have been used with three stages of pre-task, during task, post task in teaching reading passage, speaking and vocabulary. This paper is designed to be conducted in three experiments with students to present as example teaching. This research has been conducted with Computer Science and Technology Specializations students who are attending Third Year Course (2019-2020) Academic Year and First Year Course (2019-2020) Academic Year at the University of Computer Studies (Maubin). First and second implementation tasks have been conducted with 30 participants from third year students in each class, male and female, all in the multicultural classroom setting. The third implementation task has been conducted with first year students. In order to examine the effectiveness of task-based teaching approach, first year students are taught vocabulary with the title of “ways of greeting” from English Result (Intermediate), published by Oxford University and reading and speaking from Cambridge IELTS 11 to third year students by doing various activities.

In the pre-task stage of teaching reading passage, students are allowed to use the android phones and internet to search or collect the background information, videos or pictures related to the topic in order to get students' interest.

In the During-task stage of teaching reading passage, the teacher commands students to read the passage in detail by group activity and the teacher gives support students some important information related to the passage to complete the task.

In the last stage of teaching reading passage, the teacher and students review, discuss and summarize the whole passage in detail.

For achieving the objective of the study, the researcher investigates students' improvement in presentation skill, discussion and thinking skill and, the rate of responding to the questions. Students are observed whether they can perform completely every activity or not in three stages (pre-task, during-task, post task) in three experiments of teaching. Students' speaking, responding, discussion, thinking, presentation and performing their task in front of the class are determined whether this method is effective or not and can help students' development in learning English.

3.1 Sample Suggested Activities

There are many activities on method or approach in teaching language. The following activities are only the sample activities to motivate the students to participate actively in the class and to appear many questions and answers. The following three practices of teaching are presented as examples to be used as task-based approach.

3.1.1 Teaching and learning reading skill

Teaching "*The Falkirk Wheel*" from Cambridge IELTS 11.

Stage 1 (pre-task stage)

In this stage, students are given 10 minutes to prepare the task and 30 students are divided into six groups.

Activity 1: students are asked to find out the contexts or background that are related to the paragraph which is going to teach.

Activity 2: teacher asks some quizzes that are related to the passage.

Activity 3: students are asked to search some important facts or pictures that are seen on the internet or book.

Activity 4: students are instructed to read the first paragraph.

Activity 5: students are instructed to skimming the first paragraph for gist and then predicting.

Stage 2 (During-task stage)

In this stage, students are given 25 minutes to read the passage.

Activity 1: students are divided into six groups and each group is asked to read the reading passage.

Activity 2: students from six groups are asked to collect important facts and usages from the passage.

Activity 3: when they have finished their reading, students can compare and tell each other about their task.

Stage 3 (post-task stage)

In this stage, students are given 25 minutes to present and discuss their task or findings.

Activity 1: teacher guidelines to discuss their task with other groups.

Activity 2: students are asked to summarize their task.

Activity 3: students are asked to review their task with other group and teacher.

3.1.2 Teaching and learning speaking skill

Teaching speaking part 1 (*food and cooking*)

Stage 1 (pre-task stage)

In this stage, students are given 15 minutes to prepare the task and 30 students are divided into 10 groups including three members in one group.

Activity 1: students are asked to tell different kinds of food and cooking.

Activity 2: teacher instructs them to do this task in pair.

Activity 3: students are asked to tell their like and dislike food and different kinds of questions concerning with food and cooking to each other in pair.

Activity 4: teacher orders to collect their partner's information about food and cooking to the class.

Activity 5: students are instructed to prepare their partner's information to present the class.

Stage 2 (During-task stage)

In this stage, students are given 25 minutes.

Activity 1: each pair is asked to tell their information about food and cooking in front of the class in pair.

Activity 2: students from other pairs are allowed to ask the questions that they want to know to the presenting pair about food and cooking.

Activity 3: the presenting pair is to answer the questions from the class.

Stage 3 (post-task stage)

In this stage, students are given 20 minutes.

Activity 1: each pair is to collect and discuss the information to answers the teacher's questions.

Activity 2: each pair is asked to answer the teacher's questions about food and cooking.

Activity 3: teacher discusses with them and corrects their mistakes.

3.1.3 Teaching and learning vocabulary

Teaching vocabulary (*ways of greeting*)

Stage 1 (pre-task stage)

In this stage, students are given 15 minutes for preparation and they have to do their task with group.

Activity 1: teacher asks students to tell various ways of greeting in our country.

Activity 2: students are asked to collect and discuss ways of greeting from another country on the internet.

Stage 2 (During-task)

In this stage, students are given 15 minutes to fill the blank.

Activity 1: the teacher writes down the following six phrases on the blackboard and asks the students from each group to complete the blanks.

----- to the audience

----- each other

-----each other on the lips

----- each other on the cheeks

-----hands on shoulder

-----hand each other

Activity 2: students are asked to discuss and correct their filling in the blanks.

Activity 3: in this activity, students from each group are to present the ways of greeting in front of the class.

Stage 3 (Post-task)

In this stage, students are given 20 minutes to do the exercises.

Activity 1: students are asked to do the exercises from the text book.

Activity 2: teacher correct their mistakes

In all the activities, teacher has to play as a leader or instructor in teaching and learning. As it is one of the students-centered approaches, teacher should facilitate, monitor and support the students in the use of language and give advice to be better in presenting their task. By doing these activities, students become active learners and they have to perform different tasks. Therefore, their thinking skill and presentation skill have been improved.

3.2 The effectiveness and development of students' in three stages

In all of the three practices in teaching reading, speaking and vocabulary, the teacher gets some effectiveness in teaching English. It is observed that the teacher gets immediate responses in pre-task stage. This stage helps the students to become

active learners and students have the chance to discuss and think various options related to the topic. As the pre-task stage is an activity to start and introduce a topic, it is observed that students' interest in learning English in pre-task stage is higher than the other two stages (during-task and post-task). In this stage, students have no hesitation to answer the teacher's question as they have the chance to think widely on the topic.

In the during-task stage, students have to perform and compare their task with group activity and they have to collect the information related to the topic. They have the practice of interaction with each other. Therefore, in this stage, students' discussion and communication skill are gradually improved. As students are not allowed to use mother language in this stage to discuss and present their opinion in their own group, they have only a chance to use the second language. Therefore, students' speaking skill has been improved in this stage. Moreover, students' performances in collecting the important facts within the group are also improved.

In the last stage (post-task), all of the students become completely understand the whole task by discussing and collecting within the group. Therefore, in this stage, they have confidence to present their task in front of the class. Moreover, they have no fear and exciting appearance to present their task. Therefore, last stage of task-based method is also help students to become a good presenter on their task. As students are also required to answer the questions by the class and teacher in this stage, they get practice of answering and asking questions by using second language. Therefore, the rate of responding, and ability of asking and answering questions are also improved.

4. Findings

Task-based language teaching approach has a positive effect on students' learning process. Authentic materials help students kept engaged in the meaningful interaction in the class. As the teacher creates a relaxed atmosphere, there is no hesitation in using second language. Students can participate actively by doing various activities so students have many chances to practice English in every stage. Communication and speaking skill have been improved as students get a lot of interaction among students. While completing task-based activities, students have the chance to get new words and, better students help weaker students to answer the questions. In this way, they solve their problem by discussing and negotiating each other. As English is not mother language,

they have little difficulty in presenting their task but they learn enthusiastically their lesson. Students cooperate actively and they explore their opinion freely without hesitation. As a stress-free learning environment, students make quickly responds to the question of the teacher. By seeing students' high level of interest to their lesson, task-based teaching approach is determined as an effective approach for teaching and learning English and it is a great tool that can be used to improve students' achievement in the class. Task-based teaching method helps to motivate students' interest and it can also help to appear active learner and active learning environment. It gives learners confidence in trying out whatever language they know and, gives learners experience of spontaneous interaction. Moreover, it helps students to get the chances for negotiating turns to speak and engage learners in using language purposefully and cooperatively.

5. Conclusion

Students from Computer Universities do not take seriously interested in reading passage when they are taught reading passage by the teacher although they are interested in learning vocabulary and Grammar. If the teacher uses teacher-centered approach in teaching reading passage, teacher is rarely getting little pay attention from students. When the teacher uses task-based teaching approach in teaching reading passage by asking students to use android phones and internet in collecting the background information, contexts, videos and pictures related to the topic, the teacher gets the students' interests. Students' thinking, speaking and presentation skills have been improved with Task-based language approach. Moreover, self- motivation and self-study skill are also improved. By using this teaching approach, reading passage by students is successfully finished. It is a useful method in teaching reading passage. In this way, teachers can choose interesting topics (grammar, vocabulary or writing) to use this method. Moreover, it is observed that task-based language teaching approach is useful in teaching speaking and vocabulary as students participate actively in teaching and learning in the class. Participating with group can reduce the fear and frightening in presenting in front of the class. Although, English is not their mother language they try their best and participate happily and actively. In these days, language proficiency and communication skills are necessary for every student. Therefore, language teachers need to use various modern strategies to improve students'

language skill in English. Language learning enables a person to gain skills in reading, comprehending, writing, speaking, presenting, interacting and brainstorming. Language learning styles and strategies are the main factors that determine how well the students learn a second or foreign language. Therefore, second language teachers should use various learning styles and strategies to have positive achievement in teaching and learning.

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