

Chapter Four

Findings and Discussion

In this chapter, the researcher presents the findings and the discussion of the research. From the data analysis, the data showed that there were two main points gathered. Those points are the steps of task-based learning method implemented by teachers as perceived by students and the students' perception on the effect of using task-based learning method in the teaching learning process. The researcher discloses the findings found from the interview conducted with the participants.

It has been found in this research that the main task conducted in the classes that the participants reported was performing presentation. Although doing a presentation is not the best example of TBL method's task; it has been found in this research that as perceived by students, teachers used a presentation as the main task. The researcher found out that in third year of English Language Education Department, the classes that use TBL method were more theory-based class rather than skill-based class. That was the reason why presentation was mainly the main task mentioned by participants inside the ELED classrooms.

The Steps of Task-based Learning Method Implemented by Teachers as Perceived by Students

The first focus of this research is to find out the steps of TBL method implemented by teachers as perceived by students at ELED in a private university in Yogyakarta. There were several points described by the participants that answer the first research question. The participants explained that the teachers, who

implemented the TBL method inside the classroom, applied several steps in their teaching learning process. The steps can be divided into three, which are pre-task, whilst-task and post-task.

Pre-task. In the beginning of the class, the teachers divided the students into several groups. All of the participants admitted that the teacher divided the students into smaller group. According to participant D, “Usually, the beginning of the class the teacher will describe the materials that will be covered in this semester. Next, we will be divided into several groups, and then the teacher will also divide the material for each group.” (P.D. 2).

It was also found that not only the teacher divided the students into several groups, but the teachers also divided the whole material for a semester into smaller topics for each group. The participants who got into a smaller group will get a topic; this topic will be the main task for the students. Participant A stated as follow:

The teacher will tell the students about the material, and then will divide the students into some groups and will let the group discuss the material. Next, for the chapter varies per group, for example group A will discuss chapter A, group B will discuss chapter B. (P.A. 5.)

By dividing into smaller topics, each group will learn the topic they get.

The participants also believed that the teachers mainly used pre-task for forming and outlining the task. One of the participants stated that the teachers asked the students to learn the topic they get and create a PowerPoint slide. This PowerPoint slide will be useful as the main task inside TBL classroom. The

teachers gave the terms to make a PowerPoint slide. Participant D explained as follows:

Beside the slide limitation, the content of the presentation is such as the background of the presentation, it should be the newer version. Next, about the use of video and picture is a mandatory. Also, the students can't look at the projector/slides, we have to memorize too. And then, how to get other students' attentions so they can understand our material, it's all mandatory.

(P.D. 5.)

After dividing the students into several groups and choosing the topic to each group, the participants also stated that the teachers explained the study plan for the semester. One of the participants stated that the teacher gave an instruction to read several journals (**P.B. 1**). The other participant stated that the teacher gave the students a brainstorming session as a task starter. This proves that the teachers in ELED in a private university in Yogyakarta used pre-task in their task-based learning classroom.

The researcher found that all of the participants explain the early stages of the TBL method as pre-task implicitly. As Ellis said, planning for the performance of the task can be a decent pre-task; outlining the task or forming the outcome of the task can also be a good example of pre-task (Ellis, 2006). All of the participants believed that the teachers in ELED did the activities that can be described as pre-task. It was also found that the teacher explores the topic with the students before conducting the main activity (Harmer, 2001). Teacher asked the students about the several points that might come up as a brainstorming activity.

The researcher also found that doing activities such as dividing students into several groups and brainstorming is a part of framing in pre-task. According to Lee (2000) framing is important in pre-task because it can provide an advance organizer on what the main task and the outcome of the task will be like.

Whilst-task. After giving the pre-task, the participants explained to the researcher that the teacher continued the class with the main activity. The researcher found that the main activities conducted in the TBL method classes usually were performing presentations in front of the class. All of the participants stated that they have to present the topic given to each group on the pre-task activities. It was found that usually the groups present the topic and explain the topic in front of the class. Thus, one of the participants stated that the presentation contains questions given by teacher (**P.A. 8**). Each group explains each topic which collectively covers the entire material for one semester.

Before presenting the topic, every group should create content for the presentation. All of the participants stated that usually they usually use Microsoft PowerPoint as the media of their presentation. One of the participants stated that there were several provisions provided by the teachers in creating the content for the presentation. Participant D stated as follow:

After get the material for each group, we are required to make a PowerPoint slides. The slides are constrained by the limitation of at least 20 slides, so we have to maximize an hour worth of time to do the presentation inside the classroom. So it shows how to maximize the

material given by teacher and to perform it in front of the other students inside the classroom. **(P.D. 3)**.

It was found that the content-making can be conducted inside the classroom or outside the classroom. Participant A stated that the students should bring laptop inside the classroom so that they can make the presentation content **(P.A. 6)**.

However, it can also be homework for the students because they have their own perform schedule.

Besides the provisions in creating content for presentation, the teacher also gave rules in performing the presentation. Several participants stated that the presentation should be an academics presentation. The participants stated academics presentation is usually started with an opening, opening contained of introduction and outlining the presentation. Next, the presentation is followed by explaining the main topic; the group can give a detail explanation of the topic given by the teacher to their friends in front of the class. Lastly, the presentation is closed by one of the post-task activities called question and answer session.

As Ellis (2006) believed that whilst-task mainly focuses on the task itself. All of the participants recognized that the main task place a huge point in the class. According to Nunn (2006) “giving a presentation or keeping a conversation going in a small group and are linked to the formative evaluation” (p. 79). It was proven by all of the participants that they stated the teacher asked them to do a presentation as a main task in TBL classroom. The researcher also established that the presentation was conducted in a small group. This is related to Harmer (2001) who stated that in whilst-task, students will gather with their small group and do

the task. Performing the task proves that ELED teachers conducted a presentation as a whilst-task activity.

Post-task. The researcher found that there were several additional activities after the main task was done. These tasks can be known as post-tasks activities. When the researcher asked the participants what happened after the main task was done; three of the participants stated that they conducted a question and answer session. Question and answer session was done among students. Students can ask questions to the group that did the presentation at the time. It was aimed to let the presenting group re-explain the information that was considered confusing by the classmate.

After conducting question and answer session, the participant explained that usually they discuss the material. The discussion can be held among students. Question and answer session can also be merged with discussion. The teacher can also join the discussion to help the presenting group to re-explain the topic. As participant C stated, “After the presentation, usually the teacher repeats the explanation and gives more clarification. Next, we conduct a discussion together. The teacher gives problems and the students get it done together.” (P.C. 6). Teacher gave detailed explanation to students who were confused by the topic.

The other activity that teacher did inside TBL class was evaluation. One of the evaluations in TBL class can be a feedback. The teacher gave detailed explanation and reviewed the topic of the material to all of the students including the presenting group. This activity was an act of giving feedback to the presenting students. As participant B stated, “After giving the presentation, we (students) will

get feedback from the teacher or from other member of the groups, whether there's any missing point on the presentation.” (P.B. 6).

Participant D also mentioned that the teacher gave comment on the presenting group's presentation. The teacher evaluated the presentation by giving comment on the topic they delivered, was it good and which aspect that they needed to get improved. The teacher evaluated on the content of the presentation; which was using Microsoft PowerPoint. The teacher also evaluated the format of the slides; and the media used inside the PowerPoint slides such as videos and pictures. The teacher evaluated in front of all the students so that the students have better understandings (P.D. 8).

Harmer (2011) stated that the activities can be a discussion on whilst-task conducted by all of the students and/or among teacher and students. It was found that all of the participants recognized three post-task activities inside the classroom. There were question and answer session, discussion and evaluation by the teacher. These findings were also related with Lochana and Deb's (2006) research that stated “During the post-task session, tasks were discussed and feedback was given by the teachers” (p. 153). The participants stated that after conducting main activity, the teacher gave feedback and also let the students discuss the topic that currently presented by the presenting group. Post-task is an activity which mainly emphasizes on the follow-up task from the task performance or whilst-task (Ellis, 2003). The follow-up task can be a discussion among students, question and answer session, and giving feedbacks to the presenting group.

Willis (1996) stated that task-based learning framework is flexible. Several various activities in conducting TBL method class can be weighted accordingly to the students' need. Some of the activities can be simplified for students in beginner level, and some activities can also be complicated for students in advance level such as ELED students. It has been found in this research that the teacher adapted the TBL framework to students' needs. ELED students in third years need to focus on more theory-based material. In this research, the teacher used presentation as the main task. The researcher found out that using presentation as the main task facilitates ELED students to sharpen their teaching skills. Especially, for third year students in English Language Education Department, they have to focus on being future teachers and they have to learn more using theory-based class. Using TBL method in theory-based class was proven to help students focus on theoretical material and practice it in front of the classroom.

Students' Perception on the Effect of Using Task-based Learning Method in the Teaching Learning Process

The next focus of this research is to find out the students' perceptions on the effects of using TBL class in teaching learning process at ELED in a private university in Yogyakarta. There were several points described by the participants that answer the second research question. The participants concluded that there were eight effects that appeared after the teacher conducted TBL class.

Increase students' active participation. Two of four participants stated that TBL class stimulated students to be active in learning inside the classroom. Participant A stated “In my opinion, task-based learning makes us (students) be more active, because task-based learning itself is a student centered class, so it makes the students be more active.” (P.A. 11). In addition to this, the other participant stated that TBL class made the students be more active and creative inside the classroom. Students perceived that after attending TBL class, they became active inside the classroom; they often asked and answered questions and discussed the material inside the classroom.

It has been found that the variety of task used by the teacher helped the students to enjoy the class rather than using teacher-led classroom or using the book as a priority of the classroom activities (Ruso, 1999). Using Task-based Learning method inside ELED classroom showed positive effects towards the students. One of the positive effects was that the students felt that they can actively speak and give feedbacks which increase their participation inside the classroom.

Sarani and Sahebi (2012) stated that the outperformance of TBL class is proven by the fact that the class is “collaborative and interactive nature of the task-based approach where language use and language learning take place simultaneously.” (p. 125). Alike Sarani and Sahebi's (2012) findings showed that TBL classes in ELED increased students' active participations. The class was collaborative, so it made the students actively involve inside the classroom. Furthermore, Hadi (2013) stated that “learners' active participation in task-based

performance is the essence of successful language learning process.” (p. 108). It can be stated that TBL method in ELED classrooms were the successful language learning processes because the students showed their active participations inside the classroom.

Increase students’ interaction. All of the participants agreed that TBL class increased their interaction inside and outside the classroom. The students felt that they had better understanding because their friends presented the topic to them, so they were not afraid to ask to their own friends. One of the participants stated as follow:

“What I feel is I have better understanding, because the ones who deliver the material are our friends. So, automatically if there’s a student who confused by teacher’s explanation because it’s too formal or he/she is afraid to ask. But if those are our friends who explain the material to us, it makes the presentation clear and we (students) are not afraid to ask.”

(P.A.13)

Students can also ask to each other outside the classroom about the topic or the material; they can ask the topic after the class if they were still confused about it. Students were well-followed with the topics or materials that were given by their friends; it created self-awareness inside TBL classroom.

Students also stated that TBL class allowed them to discuss, share and exchange their idea to each other. This helped the students to have better interaction to each other. The teamwork and togetherness inside groups were definitely increased, as participant B said “In my opinion, my teamwork,

togetherness inside each group will definitely increase, because the presence of discussion in each meeting.” (P.B. 8). Because students discussed a certain problem inside the class, it also made the students became closer.

These findings are related to Hismanoglu and Hismanoglu’s statement (2011) which said “Task-based approach has blocked the distance between class and real life” (p. 51). In this research, the participants stated that their interaction became better inside and outside the classroom. The students unified as one big group that has a good communication system. It is proven in this research that students became closer and their interaction became better after attending TBL class. In the other hand, Sarani and Sahebi (2012) explained that “It shows that learner-learner interaction while performing tasks provided opportunities for the learners to talk about vocabularies and monitor the language they used.” (p. 125). The researcher also found out that interaction among students provides opportunity to help students who felt shy inside the classroom. TBL method inside ELED class is proven to increase students’ interaction; the once-shy students began to speak and present the presentation inside the classroom, forcing them to interact to the other students and eventually it improves their confidence and communication. Because students’ participation in class increased, they didn't feel bored inside the classroom (Ruso, 1999). This finding also related to Ruso’s (1999); the students did not feel boring because the students’ participations increased. The students communicate in every steps of the task (pre-task, whilst-task and post-task) which strengthens their relationship.

Develop students' confidence. It was found that TBL class developed students' confidence. According to participant A, she stated "I became confident to perform in front of the class." (P.A. 16). It was found that students who had lack of confidence developed their confidence inside TBL class. The teachers used TBL class to train their students to be confident. The main task in TBL was a presentation; in order to perform a presentation students had to be confident to talk in front of their teacher and classmates.

It was also found that students' confidence helped the students improved their speaking skills. Students were more confident to exchange suggestion in the discussion session. Students can confidently talk to their classmates about the suggestions and the topic or material discussed in the class. As what Sarani and Sahebi (2012) stated that the outperformance of TBL class is proven by the fact that the class is "collaborative and interactive nature of the task-based approach where language use and language learning take place simultaneously." (p. 125). Because TBL method gave huge opportunities for the students to talk, perform and exchange suggestions, it improved students' confidence along the way. It was proven that the participants, who were once very shy to perform in front of the classroom, became confident by the end of the class. The reason was because the teacher gave opportunities and invited the students to be active, to speak, to give suggestions, to ask questions, and to change ideas inside the classroom. By giving these opportunities, students felt confident on their own environment; they did not feel scared to express their idea. Moreover, Bygate, Skehan and Swain (2001) also stated that the effectiveness of tasks is enhanced by task repetition, allowing

students to focus more on form-meaning relationships and develop fluency. This proves that the opportunities on task repetition develop fluency, and fluency builds confidence on students.

Furthermore, Ellis (2006) also stated that “Task-based teaching calls for the classroom participants to forget where they are and why they are there and to act in the belief that they can learn the language indirectly through communicating in it rather than directly through studying it.” (p. 31). Each group discussed their own topic, so each student had to communicate well. It also appeared when students gave their presentation. Each conversation talked by the students proved that their confidence level increased.

Improve students’ critical thinking. The researcher discovered that TBL class improved students’ critical thinking. Participant D stated as follow:

The focus (of TBL class) is the students’ critical thinking, in my opinion, because inside the class students are required to think together (as a group). Crack a task that given by the teacher so we can give solution from the problem given by the teacher itself. **(P.D. 1)**

Students were also required to think together as a group that improved their critical thinking. It has been distinguished that students were instructed to pay attention to their topic or material and master it so that they can perform their material and discuss the topic in front of teacher and classmates.

Bygate, Skehan and Swain stated that the effectiveness of tasks is enhanced by task repetition, allowing students to focus more on form-meaning relationships and develop fluency (2001). Focusing on the main task helped

students developed their critical thinking. In each meeting the students had to discuss a new topic which was explained by the presenting group. After the presentation, the teacher gave students the chance to discuss and ask question if they got confused with the topic. The teacher let the students discussed the topic using English language inside the classroom.

The critical thinking also showed up when the student give suggestion after the presentation session. As Ruso (1999) believed that after giving the presentation, the students still wanted to reflect on each presentation. Mostly, ELED students produced critical thinking in post-task phase. After giving the presentation students gave feedback to the presenting group. ELED students also gave and answer question using their critical thinking, exploring the current topic discussed at that moment. Students also exchange their idea if the teacher asked them regarding to the topic discussed. These activities prove that students increase their critical thinking inside TBL method class.

Enhance students' speaking skills. The effect of using TBL method inside the classroom can also be seen on students' enhancement on their speaking skills. The researcher noticed several participants stated that their speaking skills were improved. According to one of the participants "The hard skill that I get from task-based learning method is that I'd mastered speaking skills, because the goal is to improve my (students') speaking skills." (P.A. 15). She told the researcher that she used to bring note or book when performing a presentation in front of the class but after she attended TBL class she can talk much smoother.

Students were also required to talk and discuss the topic within group members that improved their speaking skills. Listening to other groups' presentations were also helping the students to improve their listening and speaking skills (**P.B. 9**). Delivering suggestions also improved their speaking skills because students had to speak in English. Performing the presentation superbly was also the other factor that helped students improved their speaking skills.

Ellis (2009) stated that TBL method contributes to the improvement of communicative fluency while not disregarding accuracy. In this research, it had been proven by the outcome of the TBL class. By the end of the class, students felt that their speaking skills were improved. It was also proven by Ruso's statement that students felt that their talking time in class increased inside TBL class (1999). Because students had a lot of time to talk inside the classroom, they practiced their English speaking skills little by little and by the end of the classroom they can speak English better than before attending TBL class. According Ellis (2006) "Task-based teaching calls for the classroom participants to forget where they are and why they are there and to act in the belief that they can learn the language indirectly through communicating in it rather than directly through studying it." (p. 31). Communication among students also played an important role in improving students' speaking skills. By following the steps and doing the activities actively, students improved their speaking skills.

Create an enjoyable environment inside the classroom. From the interviews conducted with four participants, the researcher noticed the students

perceived that TBL class create an enjoyable environment inside the classroom. They felt the class was relaxing; they were happy to follow the class. Students also felt comfortable inside the class because the activities were not incriminating such as giving feedback to other groups. Students also stated that they felt satisfied with the implementation of TBL method and felt enjoyed with the method. Students also felt enthusiastic inside the classroom because they had to think more and concentrate about the subject discussed inside the classroom (**P.C. 15**).

In this research, the researcher found the suitable explanation by Sarani and Sahabi (2012) which explained as follow:

One of the features which can be referred to as a reason for the outperformance of the TBLT class, in comparison with the traditional class, is the collaborative and interactive nature of the task-based approach where language use and language learning take place simultaneously. (p. 125).

TBL method has an interactive nature, and it will create an enjoyable environment inside the classroom. It was proven by this research that TBL class gave an enjoyable environment to the ELED students. Students were happy to attend the class; students did not feel burden by the class because the class was very interactive (**P.B. 11**). This was also proven by Ruso (1999) who found out that students agreed that learning English started to be enjoyable for those who are not enjoy English class. It was found on Muller's (2006) findings that "it was evident from students' answers that they enjoyed the activity and at least some students

strove to be original and interesting” (p. 170). This finding is related to the researcher’s finding. It was found in this research that the students also enjoyed the activities inside TBL classroom.

Create bond between teacher and students. The other effect of using TBL method inside ELED classroom was that it created bond between teacher and students. Students felt that the teacher became the monitor and the instructor inside the class that proven by student-centered teaching learning process (**P.A. 1**). The students felt that the teachers didn’t rely solely on students, but play an active role inside the classroom. It created a bond between teacher and students.

The teacher also became a supervisor inside the TBL class; it created a better communication between teacher and students. When students were confused or got lost in the discussion, the teacher explained in more detailed the information; it helped the students understand the material in depth (**P.C. 21**). The students also said that the feedbacks given by the teacher were good. Feedbacks given by the teacher had proven that there was a bond between teacher and students. Participant D explained teacher’s feedbacks as follow:

The teacher gives feedbacks, the teacher scores from the shortcoming, and then also criticizes. Next, the teacher review with humor, so it becomes enjoyable, relaxing, that what makes the students can take the criticism and feedback because the teacher gives it calmly, and giving the humor, makes the review be more acceptable. (**P.D. 16**).

The way teacher explained feedback using humor was what’s made the classroom enjoyable and what’s created the bond between teacher and students.

Despite feedbacks, criticism can also create bond between teacher and students. The teacher stated that the students had done the presentation good enough as a reliever, and followed by the improvements that can make the presentation better. The students believed that the review can be more acceptable that way.

As Ellis (2009) said that TBL class is consistent with a learner-focused educational philosophy and also gives permission for teacher input and guidance. Oxford also (2006) stated “the teacher provides indirect assistance so the learner can solve his or her own communication problem and can proceed to negotiate meaning still further.” (p. 111). Both experts approved that although TBL method is preferably a student-centered class, the role of teacher is important. In this research, the researcher found that teacher gave feedback in casual ways to tighten the bond between teacher and students. The researcher also found that the teacher observed class from the beginning of the task until the task ended. The teacher gave explanation if students got lost in discussion session and justified the explanation if students explained it incorrectly.

Furthermore, Ruso (1999) also agreed that TBL class decrease barrier between teacher and students and create bond between them. Ruso (1999) stated that the engagement among students and the teacher was increased and it helped decrease the awkwardness inside the classroom. Students felt that teacher became monitor and instructor inside the classroom. Teacher became monitor to let students became independent on their own class; students presented the topic and exchange ideas in discussion. Yet, teacher also became instructor; teacher did not completely let go but teacher gave instructions on what students had to do.

Improve students' vocabulary skills. The other improvement that students' felt after attending TBL class was improvement on vocabulary skills. The reason was because students had to perform in front of the class, so they had to understand new vocabulary that they didn't understand before (**P.B. 14**). It was found that the teacher always give new material that never had been discussed by students. Thus, students learned new material which most probably contained of fair few new vocabularies for them to remember.

This finding is supported by Sarani and Sahebi's (2012) research which explained that "It shows that learner-learner interaction while performing tasks provided opportunities for the learners to talk about vocabularies and monitor the language they used." (p. 125). It is proven in this research that students felt their vocabulary skills were improved. Hamzeh (2016) stated "Weaving TBLA into English learning classes in general and vocabulary learning in particular is helpful and wash back may offer opportunities to notice the gaps in their developing foreign language vocabulary as a sub-skill." (p. 19). In this research, the students were proven to understand new vocabulary they did not understand before. After attending TBL class, students learnt more and more new vocabularies because they had to present the chosen topic that might consist of several unfamiliar vocabularies. It is also proven by Ruso (1999) who stated that "tasks have been beneficial for vocabulary learning." (p. 10). The researcher found that both in spoken and written, the vocabulary learning was increased after the teacher implemented TBL method in the classroom.