

Task-Based Language Teaching in Enhancing Language Learning Motivation

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Abstract—Applying certain method in teaching English is important to fulfill the students' need in acquiring language, but having the students attending the learning process is the requirement in presenting effective teaching experience to the students. Effective teaching can be applied as long as the students' motivation and willingness to learn and respond to the experience exist. However, the issue of being unmotivated in learning process keeps arising. This study, as a matter of fact, tries to bring the evidence of the implementation of Task-Based Language Teaching as a method of teaching English as Foreign Language which is believed can enhance students' language learning motivation. Rather than asking the students' opinion about the improvement on their motivation, this study believes in the objectiveness of using observation sheet to analyze the students on-task and off-task behavior. The results of observations show that there is a significant increase in students' motivation during the implementation of the method. The results indeed give the evidence that there is a statistically significant difference between the scores of overall class motivation in the experimental group and control group.

Keywords—*task-based language teaching; motivation; on task behavior; off task behavior*

I. INTRODUCTION

Despite the increasing demand for mastering English as lingua franca, in Indonesia specifically, students' learning motivation is still needed to be improved. The ability to see things from another's perspective such as students' level of motivation has received little attention although it seems like it lies on the heart of many of the teaching skills frequently considered [1]. The teacher only focuses on theory rather than making students learn and apply the knowledge [2]. Motivation has also still become a big issue in the success of English teaching and learning process in Indonesia. The research toward the students in Indonesia showed low motivation in learning English [3].

A study on Indonesian adolescence toward learning English over the first 20 months of junior high schools indicated that even though the learners' positive attitude toward the language and expectations of success were maintained over the period, their attitudes toward the experience in formal learning tended to deteriorate [4]. After the period of time, the study reported that there were increasing complaints about English. The students' motivation to participate in classroom learning

experience had declined. From 161 comments of the learning experience, there were 125 complaints. The majority of complaints, 43 percent, of English lessons concerned either the lack of intrinsically motivating activities or teachers failing to make the lesson comprehensible. Teachers had no interest in challenging their students because teachers still used a lockstep approach that consumes the whole class time. Furthermore, in relation to students' desire to learn, a study in Palembang proves that from 214 students of five accredited schools, only 37 students were categorized to have a positive attitude toward English [5].

Indeed, the students' condition of having a lack of motivation must be avoided. Students' lack of motivation becomes a factor that causes the failure in teaching and learning process. Teacher's teaching method which does not provide the same chance for students to apply the language they know can be the resource of failure. The students are not driven by intrinsic motivation since the activities are not interesting entertaining or challenging [6]. It then turns to the students' fear of making mistakes which makes the language learners choose not to speak in the targeted language. In fact, from the mini research explained previously, 89 percent of the students indeed argued that the teacher should provide more attractive activities that could arouse students' motivation and get the students accustomed to speaking without fear.

Regarding this phenomenon, Task-Based Language Teaching (TBLT) is an appropriate method to be implemented in the process of learning English since it brings a lot of positive effects. TBLT offers the opportunity to the students to apply the knowledge of the language into a series of tasks. It promotes learning language knowledge and training skills in the process of performing skill. In certain study moreover, the implementation of TBLT specifically brings improvement to the students' reading comprehension [7]. Comparing to the group who were not exposed to TBLT, the experimental class obtained better achievement. In another study, TBLT also brought significant effect on speaking accuracy and fluency. The study also indicates that students' motivation also increasing during the implementation of TBLT [8]. The students are required to finish the tasks as the medium instruction. Hence, all the students have the same opportunity to use language communicatively. Through the tasks, the students are also challenged to be in the same learning

situation. The process in the method will also lead the students to develop their self-confidence with the range of tasks which are also the measurement of motivation improvement. In fact, the improvement of students' motivation depends on giving learners more control over their learning fostering greater self-confidence and increasing the perceived relevance and interest of the academic work undertaken [1].

However, the studies mentioned so far did not give the statistical analysis on the improvement of the students' motivation in detail. The assumption was concluded since the improvement on the students' achievement did occur. Therefore, this study aims to give statistical evidence of the students' motivation adjustment when they involve in the teaching and learning process where TBLT was used. The researchers used detail observation toward the students' on-task and off-task behavior instead of using a simple questionnaire to ask the students' personal feeling toward TBLT. Through the study, the researchers would like to find out;

- **RQ1:** Whether there was a significant difference in motivation between the students taught by using TBLT and those who were not, in each of the meetings,
- **RQ2:** Whether there was significant on overall motivation between the students taught by using TBLT and those who were not,
- **RQ3:** Whether there was a significant improvement on the motivation of the students taught by using TBLT in each of the meetings.

II. METHOD

This study used the Experimental method. The writer applied one of the quasi-experimental designs, non-equivalent control group design. The design was implemented in form of the actual teaching to the sample students who were grouped into two groups; experimental and control group students. The two groups were placed in different classes. The writer taught by applying TBLT method to the experimental group. Meanwhile, the writer did not give any special or new treatment to the control group. The writer taught the group with the common way teacher applied defined as a conventional teaching method.

TBLT refers to the method of teaching that uses task as the main core of instructions. Task requires activities, in which students are introduced to the task, the students apply their language knowledge, produce the task, report the task, and learn the language in post task activity. Task provides chances for students to apply language in a communicative way that requires fluency and accuracy in balance. The writer also provided the students the activities such as information-gap activities, jigsaw activities, information-gathering activities, information-transfer activities, and role plays activities. In fact, the focus of applying TBLT is on the improvement of the students' learning motivation.

Motivation in this study refers to student's motivation in the classroom which refers to interest in and enthusiasm for the materials used in class: persistence with the learning task, as indicated by levels of attention or action for an extended

duration; and levels of concentration and enjoyment. In this study, students are considered having high learning motivation if they are engaged in the pedagogic work or showing on-task behavior. Meanwhile, students are considered having low learning motivation if they show off-task behavior. There are several activities that can be categorized as off-task behavior [9]. The activities are talking not related to tasks assigned, doodling, daydreaming, wandering around, working at other tasks, physically bothering other pupils, or attempting to draw attention.

In this study, Observation sheet was used to get the data of student's motivation during the implementation of TBLT method. The writer used observation sheets in order to see whether the method improve student's motivation or not. Motivation is something that exists or does not exist which can be measured by observing behavior [10].

The writer used a readymade observation sheet. There were two kinds of observation sheets. The first sheet was on-task observation which was used to measure levels of students' motivation generated by the method and activities applied. It is used to measure students' on-task behavior when the students had been working together in groups or pairs for two minutes. The observers filled out the sheet on the basis of two categories, on-task behavior (1) and off-task behavior (2). In the end, through this observation sheet, the improvement of students' motivation during the implementation of TBLT could be analyzed. Each students' level of motivation could also be initiated. The second sheet measured the overall class motivation which was completed when the activity was drawing to a close. This instrument would be used to investigate the difference in motivation of the students in the experimental group from those in the control group.

In terms of analyzing the data, the researchers applied t-test and One-way analysis of variance (F-test). This study used a t-test to analyze the data from the results of observations. The data collected by both of the observation sheets, on-task behavior, and overall classroom motivation were analyzed. Independent-sample t-test was used to compare the mean scores of on-task behavior and overall class motivation of the students in experimental from that in the control group. Meanwhile, F-test was used to analyze the data of the students' on-task behavior observation. The test was used to see whether or not there was any significant difference in students' motivation during the implementation of TBLT. Between-groups analysis of variance is used when we have different subjects or cases in each of the group [11]. The group is also referred to an independent-group design. Therefore, F-test was used to find out whether or not there was a significant improvement on the motivation of the students in the experimental group during the implementation of TBLT in 10 meetings.

III. FINDINGS

The analyses of students' on-task behavior on both the experimental group and control group showed that there were differences in each of the meeting in both of the groups. In the first meeting, the students in the experimental group were 76% on-task while the students in the control group were 79%. It

was found that in a very first meeting of intervention, the students in the experimental group showed a lower percentage of on-task behavior than that in the control group. The third meeting became the turning point of the students' on-task behavior in each of the group. The experimental group was 85% on-task in the third meeting, whereas the control group was 84% on-task in the third meeting.

There were improvements of students' on-task behavior after the third meeting in the experimental group. Even though there was a slight decrease from the 8th to 9th the meeting in which the students were 89% on-task in the 8th meeting and were 85% on-task in the 9th meeting, there was an improvement in the 10th meeting where students reached the highest percentage of on-task behavior (92%).

Meanwhile, in the control group, after the third meeting, the students kept reaching a lower percentage of on-task behavior. The students were 84% on-task in the fourth meeting. Then, they were 82% on-task in the fifth meeting, 78% in the sixth meeting, 77% in the seventh meeting, 75% in the eight, 74% in the ninth meeting, and 72% in the tenth meeting. Overall, the mean score showed that the students in the experimental group were 85% of time on-task (10.151) while the students in the control group were 77% of the total times on-task. Finally, complete content and organizational editing before formatting. Please take note of the following items when proofreading spelling and grammar:

A. Analysis of Overall Motivation in Experimental and Control Group

From the data obtained through an overall class motivation observation, it was found that there were differences in each of the meeting in both of the groups. In the first meeting, the experimental group achieved a score of 27 whereas the control group achieved a score of 28 for the overall class motivation.

After the first meeting in the experimental group, the score increased until the fourth meeting. The scores from the second to the fourth meeting were 27, 35, and 36.67. Although, the score reached 23.33 in the fifth meeting, the scores kept increasing until the tenth meeting. The scores in sequence from the sixth until the tenth meeting were 30.67, 31, 31.33, 33.67, and 37.67. The mean score in the experimental group was 31.33 which means that the students were 78% motivated.

The score in the control group also increased from the second (28) to the third meeting (32.33). The scores kept decreasing after the third. The scores from the fourth until the ninth meeting were 29.67, 28.3, 26.67, 23, 23.33, and 21. There was an improvement of the score in the tenth meeting. Overall, the mean score of overall class motivation in control group was 26.57 which showed that the overall class was 66% motivated.

In fact, there was a difference in the mean score between overall class motivation gained by the experimental group and the control group. The score in the experimental group was higher than that in the control group. Figure 1 illustrates the difference in overall motivation between the two groups.

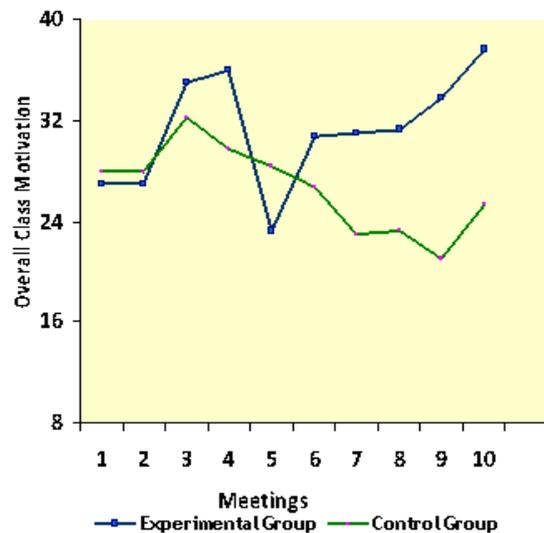


Fig. 1. The scores of overall class motivation in experimental and control group.

B. One-Way Analysis of Variance (F-test)

F-test test was run to see whether or not there was a statistically significant improvement in student's motivation while the method implemented in each of the meetings. There was a statistically significant difference of the students' motivation during the 10 meetings of the implementation of TBLT [$F(9, 400) = 10.050, p < 0.001$]. Figure 2 illustrates the improvement of students' on task behavior in each meeting in the experimental group.

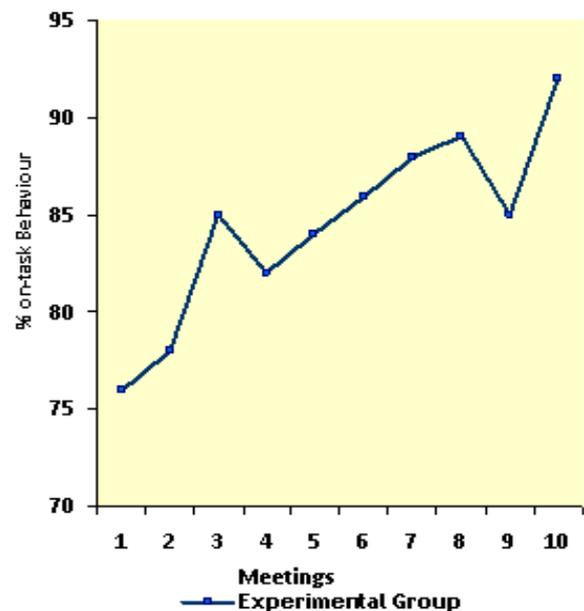


Fig. 2. The percentage of on-task behavior of experimental group.

The actual difference in mean scores between the groups could be seen clearly, starting from the first meeting. Post-Hoc comparison using the Tukey HSD test indicated that there was

a statistically high difference between the mean score in meeting 1 (M=9.146, SD=1.321) and that in meeting 10 (M=11.024, SD=1.2004) [Sig.<0.001]. Indeed, the mean score of each meeting indicated that there was a significant improvement in students' on-task behavior during the interventions.

1) *The analysis of independent sample t-test of students' on-task behavior in the experimental and control group:* From the statistics, it could be seen that the mean score in the experimental group was 10.151 or 85% on-task of the time while the mean score in control group was 9.293 or 77% of the time. The mean difference was 0.8585, and Sig. value was 0.002. Since the value in Sig. (2-tailed) was less than 0.05, it could be inferred that there was a statistically significant difference in the mean scores of the two groups.

2) *The analysis of independent sample t-test of overall class motivation in experimental and control group:* An independent sample t-test was conducted to compare the overall class motivation for the experimental and control group. There was significant difference in scores (Sig.value=0.017< 0.05) for experimental (M=31.33, SD=4.5893) and control group (M=26.567, SD=3.4285).

TABLE I. SUMMARY OF INDEPENDENT-SAMPLE T-TEST OF OVERALL CLASS MOTIVATION

Mean of Overall Class Motivation				Mean difference between groups	Sig. (2-tailed)	t-value between groups
Exp	% of time	Con	% of time			
31.33	78	26.57	66	4.77	0.017	2.63

IV. DISCUSSION

The overall findings indicate that TBLT brings the betterment on the students' learning motivation which due to several reasons. Firstly, the finding indicates that TBLT shaped the attractive image of the course being taught. Therefore, the students showed on-task behavior and became motivated. In other words, it could be said that there was a significant improvement in students' learning motivation during the implementation of TBLT. The fact that the students were required to involve in more speaking activities than they used to, challenges them to be active in the process. This challenging factor led the students to be motivated.

It is also important to be taken into account that the results presented previously show that the students in the experimental group, where TBLT was being implemented, were 76% of the time on-task while the students in control group were 79% of the time on-task in the first meeting. In fact, the students tried to adapt to the new cycles that they had never met before while in the control group they had already accustomed to the process. It took three meetings for the students in the experimental group until they remembered the patterns, kept being motivated and improved their motivation. Meanwhile, the motivation of students in the control group kept decreasing. It was so since the activities in the experimental group brought challenges to the students whereas the activities in the control group kept being on the same track.

Satisfaction also became the factor of the students being motivated. Motivation occurs when there is a feeling or satisfaction [12]. TBLT indeed provided the chances of being motivated. It came when the students shared their task report in a class discussion. During the time, most students showed enthusiasm and satisfaction since they had the chance to show the way they finish the task and compare the result to the other students. Besides, the students kept being persistence since they waited until the post task cycle where they were curious about the language features that they were supposed to use in finishing the task.

The overall class motivation indeed supported the evidence. Compared to the group who were taught not by using TBLT, the group who was taught by using TBLT showed higher mean score (Exp.31.333, Cont. 26.567). Statistically, there was also a significant difference between the mean scores (Sig. = 0.017). This also happened since the students in the experimental group who were taught by using TBLT had a sense of responsibility. Since TBLT required the students to get involved in a cooperative learning environment, they had the same opportunity to participate in decision making. Therefore, they became more responsible to be active in classroom activities. And a sense of responsibility, indeed as also described by Alderman, foster optimum motivation.

V. CONCLUSION

TBLT brings good effects on the students' motivation. This fact can be seen from the increase in students' on-task behavior during the interventions. The results of observation show that students put great attention and effort toward the activities during TBLT. Statistically, there was a significant improvement in the motivation of the students who were taught by using TBLT. Besides, the motivation of the students who were taught by using TBLT was significantly different from those taught by using conventional teaching method. From the result of overall class motivation observation, it can also be determined that TBLT maintains students' curiosity so that they keep their levels of attention and concentration.

In line with engaging and maintaining the students' motivation during the process, the writer would also like to suggest that during the process of implementing TBLT, the teachers do not just stop until the students finish their task mission and share the report to the class but, it is hoped that the teacher can guide the students to come to the cycle where the additional task focused on language features is provided. The teachers are also expected to be creative in developing the materials in order to fit the objectives of teaching as well as the characteristics of TBLT. The use of interactive teaching tools and media is also expected.

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