Implementing Task-Based Language Teaching (TBLT) Instruction for Non-English Students

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ABSTRACT

Most of STMIK Yadika Bangil students are workers in some institution and foreign companies in Pasuruan District. The students are aware how important speaking skill either in study or in work life. However, previous background and students focus is not in studying English. Thus, it causes they seem to be shy exploring their idea, less-confident and be passive in speaking because they recognize that is difficult skill. This research is Class Action Research (CAR). The researcher concerns on their speaking participation rather than other skills because speaking is productive skill which can be directly and empirically observed. This research use TBLT (Task-Based Language Teaching) method to solve Informatics students in English class. This method is valued as effective and interactive way to create class to be more interactive each other. As one of the aim of TBLT method is to motivate students to be more active in speaking without burdening with structure or grammatical matter. The research methods used are literary study, observation and problem identification, method design and material preparation, implementation, analysis, discussing and conclusion. The results show that most students are more enthusiastic and more participative in speaking English and able to express ideas without having to be burdened with English grammatical or structure.

INTRODUCTION

English has become a crucial subject among students in recent decades. Many academic resources, references, and journals are written in English, making it necessary for students to improve both their oral and written language skills. At STMIK Yadika Bangil, many students are not only engaged in academic activities but also work part-time in various institutions and foreign companies. For these students, the ability to speak English effectively and efficiently is essential. It complements their technical knowledge in the field of computer science and prepares them to participate in both local and international work environments.

STMIK Yadika Bangil is committed to equipping its students, particularly those in the Department of Informatics, with strong academic competencies in information technology as well as solid English proficiency. Many of these students are employed by foreign companies in Pasuruan, where English is often required for communication in both academic and professional settings. Students are increasingly aware of the importance of mastering English, particularly in the context of globalization and the ASEAN Economic Community (AEC), where proficiency in foreign languages is a significant asset.

Horwitz defines anxiety as a troubled state of mind characterized by feelings of tension, apprehension, nervousness, and worry, often triggered by the arousal of the autonomic nervous system. Krashen (1985a, 1985b) further explains that anxiety can negatively affect learners' ability to process new language input, thereby disrupting the language acquisition process at various levels, including input, processing, retrieval, and output. As a result, anxious students may struggle to learn effectively and may be unable to demonstrate what they have learned, particularly in speaking activities.

In the classroom, students' engagement with English is influenced by their previous experiences and personal traits. Many tend to be passive during speaking activities because they view speaking as the most difficult aspect of language learning. Personality factors play a role; students who are less afraid of making pronunciation errors tend to participate more actively, while those with a quieter personality often hold back due to fear of making mistakes. This fear, combined with a lack of confidence, contributes to students' reluctance to express their thoughts or participate in English-speaking activities. Therefore, a teaching approach that fosters confidence and encourages active speaking is essential for helping students overcome these barriers.

Task-Based Language Teaching (TBLT) has become an influential approach in language education due to its student-centered nature and emphasis on communication rather than grammatical accuracy. It engages students in meaningful tasks that challenge them to use language in real-life contexts, helping them develop authentic language use. TBLT has been widely adopted by language educators because it provides a flexible framework that supports second language acquisition through communicative practice.

Students often face a dilemma between speaking freely with the risk of making mistakes and remaining silent in the hope of producing perfect language. This research argues that the goal of speaking is to achieve meaningful communication, not grammatical perfection. Therefore, encouraging students to speak more, even with errors, is more beneficial than focusing excessively on correctness. In this study, the researcher explores how the TBLT method can be effectively implemented to motivate STMIK Yadika students to participate more actively in English-speaking activities. The study also investigates how TBLT materials can be applied to support student

communication in both general classroom settings and Islamic boarding school environments.

RESEARCH METHODOLOGY

The research design employed in this study is Classroom Action Research (CAR). As stated by Latief (2009), Classroom Action Research in English instruction aims to develop and apply teaching strategies that address specific problems encountered by both teachers and students in the classroom. This study was conducted in the English class of Informatics students at STMIK Yadika Bangil. The primary focus of the research is on improving students' speaking skills through the application of Task-Based Language Teaching (TBLT). The researcher chose this method as a solution to enhance students' participation and confidence in speaking English.

The research followed a systematic procedure, beginning with a preliminary study to identify classroom challenges. This was followed by planning appropriate instructional strategies, implementing the planned actions, observing the outcomes, and conducting reflection for improvement. Each cycle in the CAR process was designed to be iterative, allowing the researcher to refine teaching techniques and strategies based on ongoing observations and results.

To improve students' speaking skills, the study employed a TBLT framework, which includes several stages. The first stage is the Pre-Task, where students are introduced to the topic and task, and are guided to prepare for their participation. The next stage is the Task Cycle, which includes three components: (1) Task, where students work collaboratively in pairs or groups to complete the assigned task; (2) Planning, in which students organize and prepare their oral or written reports; and (3) Report, where students present their results or discussions to the class. The final stage is Language Focus, which involves two key activities: (1) Analysis, where students explore specific language features relevant to the task, and (2) Practice, where the teacher facilitates targeted language practice based on the lesson's objectives.

The structured procedures of TBLT were adapted from well-established task-based teaching models and served as the instructional backbone for this classroom-based intervention. Table 1 below outlines the steps of the Task-Based Language Teaching procedures applied in this research.

Table 1. Procedures of Task-Based Language Teaching

Pre-Task	**Introduction of task and topic:** Preparation for task
Task Cycle	**Task:** Students work in pairs or groups **Planning:** Students prepare to report (oral or written) **Report:** Groups or pairs present to the class
Language Focus	**Analysis:** Students examine specific language features **Practice:** Teacher has students practice new material

In addition, the classroom action research procedure used in this study was adapted from the model developed by Kemmis and Taggart (as cited in Hopkins, 1985, p. 34), which emphasizes planning, acting, observing, and

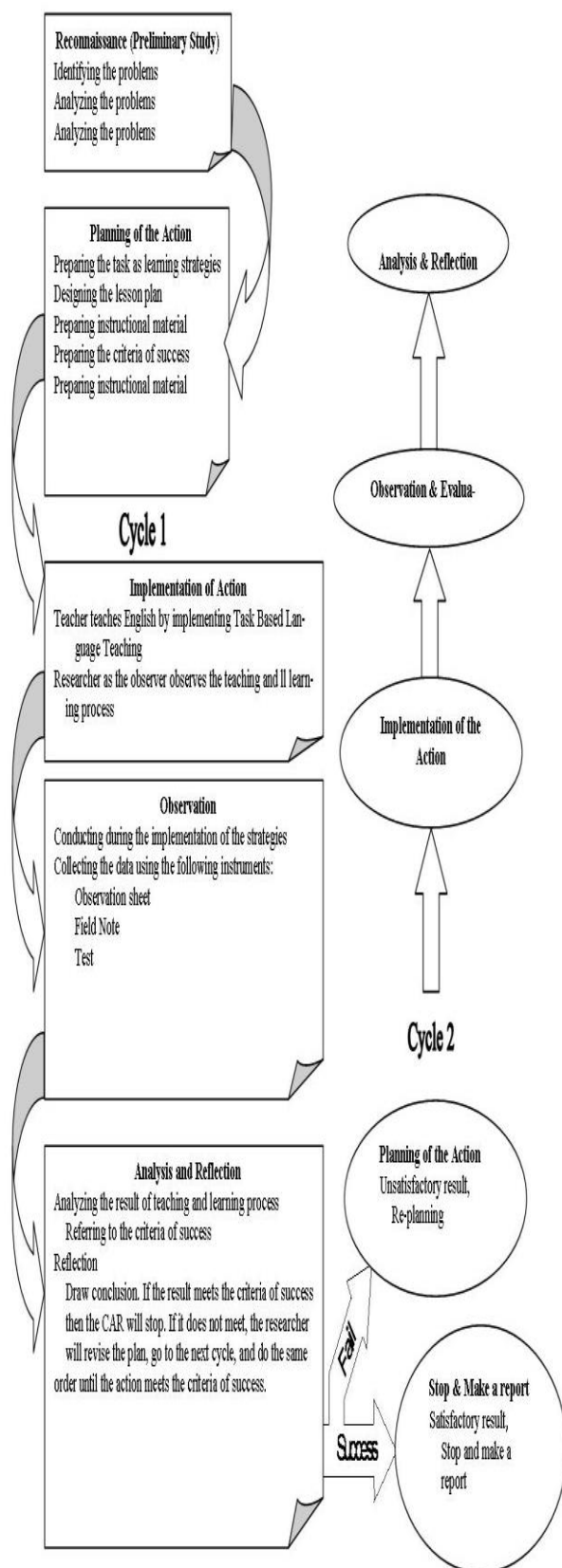reflecting as key phases in the action research cycle.

Figure 1. Classroom action research procedure

FINDING AND DISCUSSION

This study explored the implementation of Task-Based Language Teaching (TBLT) to enhance speaking proficiency among non-English major students. The instructional materials were designed around two main themes: job interview preparation and English expression practice. The results of the Classroom Action Research (CAR) were drawn from multiple instructional cycles, each involving communicative speaking tasks that encouraged student interaction and participation. The data collected from these cycles are summarized in Table 2 below:

Table 2. Results of Task-Based Language Teaching (TBLT) Implementation

No	Material	Sub-Material	Result
1	Job Interview Practice (Cycle I)	Answering these Job Interview Questions a. Tell about yourself! b. Why should we hire you! c. What is your greatest strength! d. What is your biggest weakness! e. Why do you want to work with us! f. Why did you leave your last job! g. What is your greatest achievement! h. Example difficult work situation and how you deal with them! i. Where have you seen yourself in 5 years? j. Do you have any question for me? Source : Gillis (2020)	1. Students cannot answer the question using English completely. They still need note to answer because the answers are descriptive answers 2. Students try to explore the English vocabulary and they also try to do code-mixing using Bahasa Indonesia and English 3. Students enthusiastic responding the job interview questions because the material given as appropriate with their passion 4. Students face problems to arrange the words and using gestures to convey the message conveyed.
2	English Expression Greeting, Agreement and Disagreement (Cycle III)	Learning about English expression and answering these questions a. Woman is more complicated than man b. University students should wear uniform c. University students are not allowed to bring hand phone in class d. Death penalty should be given for a corruptor e. Online learning is as good as face-to-face learning f. Man is more intelligent than woman g. Government will increase the cigarette price about Rp 50.000 h. Should students be required to take drugs test? i. We can buy our happiness with money j. Can online dating replace meeting a person in a real life?	1. Students enjoy the materials given and respond well 2. Most students master using greeting 3. expression and apply in conversation 4. Students enthusiastic following material about English expression. It is caused material given is more applicative without needing wide description answers

The findings confirm that TBLT is an effective instructional method for improving speaking participation among non-English students. The use of relevant and task-based materials promoted greater engagement, particularly because tasks allowed students to draw on background knowledge and personal experience. Rather than focusing solely on grammatical accuracy, students were encouraged to prioritize meaning-making and communication.

The TBLT approach allowed flexibility in language use. Although teachers introduced key vocabulary or structures during the pre-task stage, students had the freedom to use any grammar or lexical items they already knew. This reduced the pressure of formality and encouraged authentic communication. Through interaction, students developed fluency and confidence by negotiating meaning, using gestures, or drawing from contextual cues.

The collaborative planning between the researcher and classroom teacher ensured alignment with curriculum goals. This included conducting a needs analysis, designing communicative tasks, and evaluating student outcomes. Over time, students' vocabulary use improved, and their speaking performance became more confident and spontaneous. This was reflected in their increased willingness to participate actively in class.

These findings are supported by previous research. Hyde (2013) demonstrated that TBLT led to meaningful improvement in Business English learners' speaking skills. Dailey (2009) also emphasized that learners'

communicative competence could improve even without strict attention to grammatical forms, as long as learners could express themselves effectively. The present study reaffirms this by showing that students utilized various strategies—such as using memorized chunks, body language, and prior knowledge—to make themselves understood.

From a pedagogical perspective, these findings highlight the importance of designing communicative tasks that are engaging, contextually relevant, and balanced in terms of difficulty. When students perceive tasks as meaningful and attainable, they are more likely to participate. This supports the student-centered philosophy of TBLT, which shifts classroom interaction from a teacher-dominated model to a more dynamic and participatory learning environment.

Moreover, the results suggest that while fluency should be the primary goal in TBLT, occasional and integrated attention to form (grammar, structure, pronunciation) can enhance learner outcomes. When students are not overly constrained by fear of making mistakes, they become more confident in expressing their ideas. This fosters a positive cycle of engagement, risk-taking, and language development.

Finally, the flexibility of TBLT tasks makes them well-suited to a wide range of learners, particularly in mixed-ability or non-English major classrooms. Because tasks can be adjusted to match students' proficiency levels and interests, they offer inclusive learning opportunities. In this study, students responded positively to tasks that

mirrored their real-life communication needs, such as job interviews or personal opinions, making the learning experience both practical and enjoyable.

In conclusion, TBLT provided meaningful opportunities for students to engage in spoken English using real-world topics. The tasks were adaptable to student proficiency levels and aligned with their personal and professional interests. As a result, students participated enthusiastically and demonstrated noticeable improvement in both fluency and confidence. This approach is recommended for future speaking instruction, particularly in vocational or technical education contexts where communicative competence in English supports both academic and career success.

CONCLUSION

The implementation of Task-Based Language Teaching (TBLT) for non-English major students has proven to be an effective instructional strategy to enhance speaking participation. This method not only supports students in developing their spoken English but also encourages more meaningful interaction in the classroom. Throughout the learning cycles, students showed active involvement in completing tasks, participating in discussions, and engaging in communicative activities. Their increased enthusiasm and willingness to express themselves demonstrated the success of this approach.

The success of TBLT in this context can be attributed to several important factors. Clear and structured task instructions from the teacher allowed students to understand what was expected of them. The learning environment fostered motivation by providing meaningful and relevant content, while also offering opportunities for students to ask questions and address difficulties they encountered. This contributed to a more student-centered atmosphere where learners felt confident using the language, regardless of accuracy, as long as communication occurred.

The findings of this study imply that TBLT can be a powerful tool for language instruction, particularly for learners outside English-related disciplines. When appropriately applied, TBLT allows students to draw from their existing knowledge and communicate with greater authenticity. It also helps reduce anxiety and builds learner confidence, both of which are essential for improving speaking proficiency. Therefore, English instructors are encouraged to incorporate task-based strategies into their classrooms and to design communicative tasks that reflect real-life situations relevant to their students' academic and professional needs.

Future research may expand on the results of this study by investigating the long-term impact of TBLT on different language skills or by comparing its effectiveness with other instructional methods. It would also be valuable to explore how TBLT can be integrated into online or blended learning environments, especially with the growing use of educational technology. Further studies on teacher readiness and challenges in implementing TBLT would help in developing more effective training and support systems for educators. Overall, this study affirms the relevance of TBLT as a learner-centered and communicative approach that significantly contributes to

improving students' speaking performance and engagement.

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