The Task-Based Language Teaching As Method In Google Classroom Application For English Learning Approach

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Abstract. The application of the TBLT (Task-Based Language Teaching) learning method implemented in the Google Classroom Application in the English language course can provide a new experience for students. English is a compulsory subject that must be taken by students taking undergraduate level at higher education. The observations show that the students have weaknesses in writing and speaking abilities at Islamic Institution of Al-Falah Assunniyah Kencong – Jember on Islamic Studies of second semester 2020/2021 academic year. The objective of this study is to know the student's experiences of using The TBLT (Task –Based Language Teaching) as a method in Google Classroom application for English learning approach. Therefore, this study used qualitative research which identifies in-depth investigation. The findings reveal that by using this learning approach give some benefits that allow students and teachers to facilitate the teaching and learning process. It is also suitable for Google Classroom Application for English learning approach.

1. Introduction

English in both private and public tertiary institutions are compulsory course that must be taken by students while taking the diploma 1 level. Indonesia government regulation No. 20 is explained that foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills [1]. In addition, English is an international language spoken throughout the world. It is the most widely spoken language in the world where this language is the mother tongue for more than 400 million people around the world and every day millions of people use English at work, life and social [2]. It cannot be deny that the position of English is the Lingua Franca for the countries in the world. This means that English is a language to communicating between countries in the world. Therefore, teaching and learning activities have a concept in every activity that will and have been implemented. One of them is the task which given by the educator.

This study is conducted on the second semester of students in religious studies at Islamic Institution of Al- Falah Assunniyah Jember 2020/ 2021 academic year. The researcher want to know the student's experiences of using the TBLT (Task –Based Language Teaching) as a method in Google Classroom application for English learning approach. This is done because of the online learning with Google Classroom application at the Islamic Institution of Al-Falah Assunniyah Jember is a new thing. The google classroom application combined with TBLT will have a positive impact on students. The use of TBLT will make the online class more than just assignments. As a means of communication, language must be mastered properly in order to be communicating with other people. In Islamic colleges, foreign language is one of the subject have to be taken by college student [3]. Because, education is the process of learning. It is a process of interaction between students and educators and learning resources in a learning environment. In addition, media is a major tool in the teaching and learning process. With the media, of
course, the learning process will be more effective [4]. One of the E-learning applications that are
effectively used as an online learning media is Google classroom application. Worldwide the use of
technology in education serves several purposes. Among them, from a pedagogical perspective, experts
highlight that it helps improve efficiency and efficacy in the classroom [5]. The creativity of students is
very much needed in completing the tasks given. As the nation's next generation, students are required to
be able to compete in the global world. So that students' mastery of English in the world of work is taken
into account.

In higher education the teaching and learning process must be continue to run well despite the
stipulation of ministerial regulation No. 40 of year 2020, which prohibits face-to-face teaching. E-learning
is an information and communication technology to enable students to learn whenever and wherever [6].
Lecturers and students work together to make the class run well. Electronic learning or e-learning began
in the 1970s [7]. It means that E-learning used a long time ago. In his book Harmer explained:
``Elements which refer to the language features that learners should have knowledge
about, such as knowledge of vocabulary, grammar, and fluency” Based on this theory,
students are required to master speaking ability, vocabularies, grammar, and fluency in
pronunciation. This shows that students must really understand the speaking concept in
order to complete the given assignment properly” [7].

Based on this theory, in speaking ability students are required to be able to master vocabularies,
gramma, and fluency in pronunciation. It shows that students must really understand the speaking
concept in order to complete the assignment well given. Described by Harris in Parmawati said that:
``There are six types of media as follows: a. Drawing or drawing lecturer modes. b. Still
image c. Audio recording d. Motion pictures and TV e. Real objects, simulations and
models f. Programmed and computer-assisted instructions” [8].

Task-based language teaching (TBLT) is an approach to foreign language learning and teaching
methodology in which classroom tasks constitute the main focus of instruction. The primary focus of
classroom activity is the task and language is the instrument which the students use to complete it. The
task is an activity in which students use language to achieve a specific outcome [9]. Methods which
enable students to communicate actively in effective and meaningful activities in the classroom are
believed as the answers to solve this problem. Those classifications are found in Task-Based Language
Teaching [10]. In TBLT, students are encouraged to do tasks spontaneously and creatively. The tasks are
usually in form of performance tasks and problem solving since the purpose of TBLT is making students
more active by themselves [11]. The students can easily in understanding the materials and doing the
tasks. Because, the highest achievement in class is the result of the successful method used. Task based
learning is a modern learning method that gives a natural context to communicate. This method shifts the
traditional learning method that has long been carried out. It also combined the best ideas in communicate
[12]. Therefore, the teacher must be able to provide learning methods in the classroom that are in
accordance with the conditions at hand. By using TBLT (Task-Based Language Teaching) is a task-based
learning method that makes students more creative and innovative in doing assignments. So, the students
do not only do assignments and collect, but rather in the context of learning which prioritizes the process
of doing assignments [13].

Hence, the implementation of TBLT (Task-Based Language Teaching) as a Method in Google
Classroom Application for English learning approach should be analysed more deeply.

2. Methods
This study used a qualitative research which identified in-depth investigation. The researchers used
observation and interview in collecting the data. The qualitative research is a research procedure that
descriptive data procedures in the form of written or spoken words from people and observable behaviour
[14]. At this stage the researcher observed and interviewed the students. They were the students on
the second semester of religion studies at the Islamic Institution of Al- Falah Assunniyyah Kencong. It was
3. Results and Discussion

3.1 The Definition of TBLT (Task Based-Language Teaching)

The implementation of the TBLT approach can be applied in online learning or in the classroom. This method is a task-based learning approach. Students are given a learning material that contains an order to complete a certain task. According to Baihaqi TBLT (Task Based-Language Teaching) is a foreign language learning, and teaching approach and teaching methodology in which class assignments are the main focus of teaching. The main focus of class activities is assignments, and language is the instrument students use to complete them. Assignment is an activity in which students use language to achieve certain results [15]. These activities reflect real life and students focus on meaning, and they are free to use whatever language they want. In his book Nunan explained:

"My own definition is that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end" [16].

The explanation of Nunan's opinion above is concrete evidence that students must be really comprehending, manipulating and producing the tasks they will make. According to Richards & Rodgers Task-Based Language Teaching (TBLT) is a language teaching method that uses tasks as a core unit to plan and compile instructional materials in language teaching. The TBLT approach method designed in learning is a learning material plan that is implemented in the teaching and learning process. So, students will get a learning experience that is more focused on intellect, and their own ideas [17].

According to Testiana TBLT is a teaching method that provides discussion space for students to be able to exchange ideas with their peers, through group discussions or partners. What is commonly called "Talk on Task and off Task" [18]. The term "Talk on Task and off Task" above means that from the tasks done by students, it can be seen how students can appreciate their creativity and develop their ideas in writing. The tasks given by students also vary, but most of these tasks are a form of text writing. The form of implementing the TBLT (Task-Based Language Teaching) learning model is not only in the form of text writing tasks, but can be in the form of products that can be further evaluated by educators. It depends on the task orientation given by the educator and the context of the material that has been previously reviewed in online and offline classes. Faizun showed the advantages of using TBLT (Task-Based Language Teaching) are as follows: a) it is very effective in the focused learning process from teacher to student, b) it give students a different way of understanding language as a tool rather than as a specific goal, c) it can bring teaching from abstract knowledge to real-world applications, d) An assignment helps in meeting urgent needs of learners and provides a framework for creating classrooms, attracting and being able to meet student needs, and e) The (TBLT)Task Based Language Teaching enables more meaningful communication [19].

Therefore, the application of the TBLT (Task-Based Language Teaching) learning method can be implemented in offline learning in the classroom and online learning. With the hope that students can take an experience value which is appreciated in the form of assignments in accordance with the content of the material provided.

3.2 TBLT (Task-Based Language Teaching) Based- Writing Ability

Writing abilities can be in the form of student scientific work projects and speaking abilities in the form of student speaking videos. The analytical description study of this study explains that these two skills are very important for the development of students in taking English courses. In his article Sari also explained...
that the ability to write scientific papers is one of the important abilities for students in order to meet academic demands during their studies, such as compiling papers, compiling observation reports, writing books, to writing theses or final assignments. According to Sari, et al the TBLT (Task-Based Language Teaching) design, there are at least six types of tasks that can be applied to support the success of language learning. The types of tasks are: 1) Ordering lists, 2) Organizing and Sorting, 3) Comparing, 4) Solving problems / problem solving, 5) Sharing personal experiences/ sharing personal experiences and 6) Creative tasks [20].

As for the types of tasks described above, writing scientific papers is a suitable task for the application of the TBLT (Task-Based Language Teaching) learning method. Writing a scientific paper based on an English course contains all the criteria listed above. In writing scientific papers based on the English Course, there are elements that must be considered:

"Scientific Work Scientific work is a writing that contains a study of a particular problem using scientific rules. Scientific rules include the use of scientific methods and the fulfillment of scientific principles, such as: objective, logical, empirical, systematic, straightforward, clear, and consistent. Scientific works can be divided into two, (i) scientific works written based on the results of research, and (ii) scientific works written based on the results of serious thought. Both types (i) and (ii), in writing still use the problem analysis method that is approaching the truth (scientific)” [18].

From the opinions above, it can be interpreted that the form of scientific work based on the English Course is a form of real product which is appreciated in the form of an English language paper which contains real life problems experienced by students. The scientific work must be objective, logical, empirical, systematic, straightforward, clear, and consistent.

3.3 TBLT (Task-Based Language Teaching) Based- Speaking ability
The speaking ability is an application of learning concepts that can develop students' creativity in creating and developing their ideas. So that students can imagine according to what they want but still in a standard rule and according to the topic given by the lecturer. The application of the speaking ability task can be implemented by students' self-speaking who recorded. The students' speaking ability assignments include: a) speaking based situations. b) describing something, c) conversation. With the topic “What is your efforts to avoid Corona virus” Students show their creativity in making a video of self-speaking. The form of assignments should be uploaded via the internet, namely through the Google Classroom application, and you tube. It provided a significant impact to the students of Islamic Institution of Al-Falah Assunniiyah Kencong – Jember. They were really enthusiasm in doing the task. They made a very creative video and it was very interesting to saw. Even though there were still many pronunciation errors in English, they dare to say. And this should be appreciated. The most important thing was their experiences used the Google Classroom application with the TBLT method.

3.4 Students' Experiences on Google Classroom Application
The implementation of TBLT (Task-Based Language Teaching) requires students to be able to observe and understand correctly how the process of implementing the use of Google Classroom application. This platform gave the significant impact on students. The students Experiences in Google Classroom Application can be seen as follows:
The Explanation here:

1. Students said that the used of Google Classroom Application was easy.

2. Students can give high appreciation in Google Classroom Application

3. Students show great enthusiasm in doing assignments or submitting their paper on Google Classroom Application.

Figure 1. The students Experiences in Google Classroom Application

The following were explanation of the image above:

a) Students said that the used of Google Classroom Application was easy.

b) Students can give high appreciation in Google Classroom Application

c) Students show great enthusiasm in doing assignments or submitting their paper on Google Classroom Application.

d) Students improved their confidence in self-speaking.

e) Those pictures proved that students can finish the assignments without any troubles.

4. Conclusion

This study showed that by using TBLT (Task-Based Language Teaching) in Google Classroom Application in English learning approach provided a new experience for both students and teachers. It gives some benefits that allow both student and teacher in conducting teaching and learning processes. The students’ perception in taking English classes with Google Classroom Application: a) students said that the used of Google Classroom Application was easy, b) students gave high appreciation in teaching and learning processes on Google Classroom Application, c) students showed a great enthusiasm in did the assignments or submitted their paper on Google Classroom Application, and d) those picture approved that students could finish the assignments without any troubles. It can be concluded that the TBLT method is very suitable to use in Google Classroom Applications for English learning approach.
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