

EFL STUDENTS' RESPONSES ON TECHNOLOGY-MEDIATED TASK-BASED LANGUAGE TEACHING IN SPEAKING CLASSROOM: A NARRATIVE INQUIRY

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Abstract

The purpose of this study was to explore EFL students responses on Technology-Mediated Task-Based Language Teaching where English Foreign language students must complete the speaking instruction task to know whether EFL students had positive or negative response on technology-mediated TBLT in speaking classroom. A total of 5 senior high school students participated in this study and were assigned to create a video production in English using their cellphone camera about procedure text topics assigned by teacher. This study was using qualitative research with narrative inquiry, this research narrate trough oral and written, which are semi-structured interview as an oral narrative and students' narrative frame as a form of written narrative. The finding showed that four out of five students had positive responses on technology-mediated TBLT in speaking classroom. It proven by the develop of students' motivation or self-confidence on speaking and the number pf students' vocabulary size. However, there was a student that response it negatively where the semi-structured interview showed that technology-mediated TBLT was inconvenient for her in speaking classroom, because of the external problem that she faced with the cellphone. Therefore, it can be said that the result of this study is EFL students had positive responses on technology-mediated TBLT in speaking classroom.

Keywords: Task-Based Language Teaching; Technology-Mediated Task-Based Language Teaching; Speaking Classroom

INTRODUCTION

Speaking is one of the four skills that have to be mastered by students in learning English, especially for English Foreign Language (EFL) students. By being an interactive process that occurs between the speaker and listener, speaking involves the productive and receptive understanding skill (Huriyah et.al, 2019). It should be mentioned that speaking is a complex skill that need various components and variables to have a great students' speaking abilities; such as fluency, accuracy, and pronunciation (Brown, 2007). Considering that Indonesia is an English as a Foreign Language (EFL) country, the three components above is a problematic issues that faced by indonesian students in English speaking abilities. At school, speaking is one of the subskills that being thought for three years with the expectations that students will be able to communicate well (Suadiyatno et al., 2020). In addition, when students speaks in English they need to mastery the vocabulary and the mastery of phonology elements, grammar and discourse to reach the fluency, accuracy, and pronunciation of speaking. Therefore, speaking is quite difficult to be mastered by the students because they tend to lose the confident and motivation to speak, so they do not feel the needs to speak in class. A study conducted by Bani Younes & Albalawi (2016) and Amoah & Yeboah (2021) found that many English foreign language learners still find difficult in speaking. According to them, there are two factors affecting the difficulties of speaking, those are linguistics and psychologicals. Both study found

that psychological factors have more negative effect on EFL learners' speaking. Therefore, it is very important for teacher to create a conducive environment that will help reduce some psychological factors and increase students' motivation. In Indonesia context, speaking skill tends to be the problematic issue. Based on the earliest observation made by researcher while conducting a teacher training program at one of high school in Karawang, the researcher found that there were several problems faced by students in speaking classroom. Being an English foreign learners, students have difficulty on both fluency and English vocabulary knowledge in speaking class. It was causing them lack of motivation which the students avoid to learn to speak English. Therefore, it can be said that both linguistic and psychological occupies the biggest factors of students' difficulties in speaking. Furthermore, Teaching strategies also contribute to the difficulties of speaking as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill (Al-Hosni, 2019). Task-Based Language Teaching can be one solution to these problems. Task-based Language Teaching (TBLT) is an approach that used task as a teaching strategy to learn English. Being a learner-centered approach, TBLT views language as a communicative tool. In the same vein, Long (1985) and Ellis (2003) stated that TBLT is also considered as the branch on one of communicative language teaching. Furthermore, it was said that communicative language teaching is considered to have powerful pedagogical implications because it could help develop language speaking, comprehension skills, writing skills, vocabulary and intercultural competence (Lai and Li 2011; Payne and Whitney 2002). TBLT has considered as a development in communicative approach, in which communicative task serve as major component of the technique and units around which a course can be constructed (Littlewood, 2004). In addition, TBLT aims to develop learners' communicative competence by engaging them in meaning-focused communication through the performance of tasks (Ellis, 2003). Furthermore, Task-Based Language Teaching aims learners to build their language skills as they work toward mastery of the course's main tasks by completing a series of pedagogic tasks, which are designed to give them the language practice they need to ultimately accomplish the course's final objectives, or target task (Gonzalez-Lloret and Nielsons, 2014). Moreover, since TBLT have undertaken on the authentic and real-world communication tasks, Page & Mede, (2018), Wu et al., (2016), Ji & Pham, (2020), Widodo, (2017) stated that TBLT has been beneficial to enhance language students' learning motivation and involvement. Implementing learning technologies and TBLT can maximize the EFL learning goals. As cited on Lai & Li (2014) and Ziegler (2016), the integration of TBLT and online learning technologies has been assumed as a useful instructional framework that can gain many benefits and full potentials. One of the online learning technology that can be used in TBLT is video-making task. Video-making task could be include as one of the communicative task. The use of video for educational purposes has long been influenced by researchers because it helps in developing research skills, encouraging collaboration and working in groups, developing problem solving skills, increasing the use of technology, organizing themselves, and improving their language skills (Allam 2006; Xerri 2018). In this regard, technology-mediated TBLT can generate the learners to be determined and encouraged to perform their English skills with their real-world communicative tasks (Eslami & Kung, 2016). Therefore, this integration between technology and TBLT has been influence on students' learning motivation and opportunity in practicing oral language skill (Chen, 2021). Previous researchs found that the effects Technology-Mediated TBLT on speaking performance in Indonesian ESP context did improve on speaking performance based on the interactive pre-task but did not significantly improve on their online presentation after receiving (Mulyadi et al., 2021). In the same vein, Chen (2021), Fang, et al (2020), Rahayu (2020), Widiastuti (2022), Jaramillo (2022) found that the effect of Technology-Mediated TBLT also has significantly effective in EFL learning and it helps improves the students' speaking abilities and expanded their repertoire of learning experiences.

According to students’ perspective, the technology-mediated TBLT also held positive attitudes on speaking skills (Chen, et al, 2018; Widiastuti, 2022). They also stated that the collaboration task in technology-mediated TBLT have a positive result on students’ speaking skills. However, Butarbutar (2021) has been found that both student and teacher were having difficulties in the implementation of technology-mediated TBLT. Based on the previous research above, Technology-Mediated TBLT seems to be best applied In EFL speaking classroom because its real-world, communicative, collaborative, and interactive task. Various research has been stated that TBLT has a significant result on speaking performance in ESP context, and those researchers conducted this topic in university EFL context but less on EFL secondary learners context. Furthermore, most of the previous studies used quantitative research methods, hence this research will try to use qualitative research methods and more focused on EFL students’ responses of their experience towards the use technology-mediated TBLT in speaking classroom. However, the most important thing in learning carried out by the teacher is about student’s responses. There are two types of response; positive and negative (Borich, 2000). Through student responses, teachers can evaluate the learning that has been carried out (Ahmad, et.al, 2021). In the present research response seen is the response of students after completed the task carried out by the teacher.

METHOD

The researcher required qualitative research as a research approach. In Addition, Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2005). To get an exposure of students’ response, this study employed a narrative inquiry. In the narrative inquiry, the researchers situate individual stories within the participants’ personal experiences and their cultural and historical contexts (Clandinin & Connelly, 2000). In this study, the researchers used interview as a form of oral narrative to produce an oral interpretations of the experience of students’ language learning. Moreover, narrative frame also used as data collection techniques to attain the purpose of triangulation data. Furthermore, the researcher recorded the result and validated it through member checker. Data were selecting and interpreting in qualitative data using thematic analysis proposed by Creswell (2012).The participants were consist of four female students and one male student from eleventh grade, who are age 16 and has experience of completing the task-based speaking instructions in Technology-Mediated TBLT in this school.

Table 1. Participants Characteristics

No.	Name (pseudonym)	Grade	Title Project
1.	Kevin	11	How to make a glass of sweet iced tea
2.	Dewi	11	How to make a glass of ice coffee
3.	Siti Khadijah	11	Tutorial how to wear pashmina scarf
4.	Chantika	11	How to make a glass of ice moccachino
5.	Kaila	11	How to make a glass of ice chocolate

RESULTS AND DISCUSSION

Results

There are two general finding patterns of this study. It consists of positive response and negative response of EFL students. The detailed findings are presented here.

1. EFL Students has a positive response on Technology-Mediated TBLT in speaking classroom

In this study, there are several factors that can say that students have a positive response to technology-mediated TBLT in speaking classroom. These factors are students have a positive perception of technology-mediated TBLT, students' motivation and self-confidence increase after using technology-mediated TBLT in the speaking classroom, and finally there is an increase in the size of new vocabulary.

Before knowing students' responses to technology-mediated TBLT, students were asked first about their opinion about how important learning to speak English is. The five students answered that learning to speak English was very important.

(So important. Because that practically, English will be beneficial for the future jobmarket or in university life. Inshaallah, if there is opportunity to study abroad, it will be very useful for me.)

After knowing the background of the students above, it can be said that they all think that learning to speak English is a very important thing to do.

a. Students' positive opinion on technology-mediated TBLT

However, the five students' opinions on technology-mediated TBLT in the speaking classroom were different. There are four students who have a positive response to technology-mediated TBLT. These results can be seen in the following interview transcript.

- Q3** : What is your opinion on using video-making task as the method in speaking classroom?
- Siti** : It was good, because it is easier to understand.
- Chantika** : My opinion about the method of learning to speak using this video making project is very good. Because I can speak English fluently, then I know more about the basics.

Similar to the previous two students regarding their opinion on task-based language teaching, the remaining two students, namely Kevin and Dewi also thought that technology-mediated TBLT in speaking classroom was an interesting method to their speaking practice. They also think that technology-mediated TBLT was good and useful to improve their speaking abilities, such as the fluency and proper words pronunciation.

b. The increase of Students' motivation and self-confidence to speak

Following the positive results from students' opinions, some participants also said that they realized that their motivation to learn to speak English using technology-mediated TBLT increased. As stated in the results of an interview with one of the following students.

- Q8** : In your opinion, does the task of making videos increase your motivation to learn to speak English?
- Chantika** : Yes, of course, because this video-making project makes my (perception) about English is more exciting and fun.

Apart from increasing students' motivation to speak English after introducing the technology-mediated TBLT method, it is also known that several students who participated in this study said that they experienced an increase in their confidence to speak in English. As written in the results of the student's narrative frame which writes down the experiences of students after completing the speaking task.

Table 2. Student's Narrative

Dewi's Narrative

Dewi is one of students that participated on this paper as a respondent. She is a sixteen years old EFL high school who is in grade 11. Before she experience technology-mediated TBLT in speaking classroom, she had some problem in her speaking, such as do not know how to pronounce a good English words and only focused on grammar. It caused her lacking in her self-confidence to speak in English. Moreover, she also said that the lack of vocabulary size caused her has difficulties on speaking. However, after the use of technology-mediated TBLT she acknowledged that she became more fluent in speaking. According to her, technology-mediated TBLT helped her with self-confidence in speaking, so her motivation to speak in English increased.

c. The increase of Students' vocabulary size

The increase in the size of vocabulary in students can be seen in the results of narrative from students' experiences after using technology-mediated TBLT in speaking classroom. Some students said that before they knew about technology-mediated TBLT, they had difficulties in speaking. The difficulties are the lack of knowledge of vocabulary, then lacking of words' pronunciation, and lacking of their self-confidence to speak in English. However, from the results of students' experiences written in the students' narrative above, it can be said that after students were familiar with technology-mediated TBLT, students experienced a significant increase in the number of vocabulary sizes they had. It can be seen in the narrative of the following students.

Table 3. Students' Narrative

Students' (pseudonym)	Students' Narrative
Dewi	Dewi is one of students that participated on this paper as a respondent. She is a sixteen years old EFL high school who is in grade 11. Before she experience technology-mediated TBLT in speaking classroom, she had some problem in her speaking, such as do not know how to pronounce a good English words and only focused on grammar. It caused her lacking in her self-confidence to speak in English. Moreover, she also said that the lack of vocabulary size caused her has difficulties on speaking. However, after the use of technology-mediated TBLT she acknowledged that she became more fluent in speaking. According to her, technology-mediated TBLT helped her with self-confidence in speaking, so her motivation to speak in English increased.

Kevin	Kevin is one of the students that participated in this research. He is study in one of the high school in Karawang who is currently at grade 11. Before he experienced the video-making task in speaking classroom, he has no experienced in speaking. He faced some problem in speaking, such as do not know how to pronounce the good English words and its' grammar. He also lacking in vocabulary. Therefore, for that reason, he lose his confident in speaking. After he used the video-making task in his speaking classroom, he said that it made an improvement on his speaking even though it was just a little improvement. The reason for that statement was that video-making task made him practice the words' pronunciation and increase his confident to speak. For the future, he acknowledge he would love to practice his speaking with video-making task again.
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2. EFL Student has a negative response on Technology-Mediated TBLT in speaking classroom

However, after seeing and examining the results of the interview transcripts, the researcher found that there was one participant who had a negative response to the technology-mediated TBLT in speaking classroom. This can be seen from the results of the interview, which said that students felt that technology-mediated TBLT did not make her better when learning English. Then the results of the interview stated that the students' opinion about technology-mediated TBLT was the finding that it could be said that the student had a negative response to technology-mediated TBLT. The following are the results of interviews from students.

- Q3** : What is your opinion on using video-making task as the method in speaking classroom
- Kaila** : It was relatively interesting and difficult at the same time.

This reinforced by the reasons why participants responded to this with a negative response. After being asked what made the participants find it difficult, she replied.

“The problem is with the cellphone, because suddenly the memory is full so it's not efficient, then there's also rustling noise because my house is close to the highway.”

As cited in the response above, the reason why students seem to have difficulty with this method is due to external factors such as problems with the phone system and the disturbing sound from the neighborhood. In addition, this participant also mentioned that she used the strategy of translating words one by one from Indonesian to English. This caused the participants to be confused with English sentence structure, which is different from Indonesian. So according to her, technology-mediated TBLT was not very inconvenient.

Based on the findings above, it can be conclude that although the four of them showed positive responses on Technology-Mediated TBLT in speaking classroom, there is a student that perceived negative on it. Student was have some external problem in the process of learning, such as the network problem as well as problem on her gadget system. However, most of the students perceived it positively than negatively. Background knowledge of students and students' interest on English were also factors that can influence students' speaking ability. Therefore, it can be conclude that EFL students responses on technology-mediated TBLT positively.

Discussion

1. EFL Students has a positive response on Technology-Mediated TBLT in speaking classroom

In this study, a positive response means that technology-mediated TBLT was well received by students and has its' role in improving some English skills in speaking classroom. Based on researcher's interview in some representative respondent who has experienced on completing the speaking task in technology mediated TBLT, four out of five respondents were perceived good and quite satisfied in speaking classroom by using technology-mediated TBLT. This is in line with Chen (2019) that EFL students are perceived the technology-mediated TBLT positively. Moreover, the researcher also found out the result from all of the respondents in their written narratives that technology-mediated TBLT can be able to improve their speaking skill to be more fluent and gave them the knowledge on how to pronounce good English words. This finding also in line with Widiastuti, et al, (2022) by watching and evaluating their own speaking performance, students have more in-depth understanding of their performance, which one of them also acknowledge that it was more easier to understand with technology-mediated TBLT, in addition the finding also in line with video-making task enable students to improve their speaking skill (Chen, 2019). Furthermore, they also experienced that technology-mediated TBLT enable to improve their motivation to learn English. They also showed that they have increase their self-confidence to speak, because they were be able to practice their speaking with technology-mediated TBLT. This finding is congruent with Cherrez (2022) that technology-mediated TBLT boosted students' speaking confidence and allowed some level of language creativity. The last but not least, the findings showed that some students in their narrative stated that they were able to increase vocabulary knowledge and vocabulary size, also some students promoted both fluency and accuracy on their words' pronunciation. This finding in line with Fang et al (2020), mobile-assisted TBLT led higher scores on vocabulary test and both fluency and accuracy-oriented strategies can be promoted by engaging students in technology-mediated TBLT.

2. EFL Student has a negative response on Technology-Mediated TBLT in speaking classroom

Regarding the mentioned finding above, there is one respondent who perceived it unsatisfied, felt inconvenient and difficult with the media. This finding is contradictory to the previous research that several EFL students indicated technology-mediated TBLT was easy to use and manage (Cherrez, 2022). This result could be explained that some factors, such as lack of parental facilities support and unsupported teaching and learning facilities (Butarbutar, 2021). Therefore, the findings above are in stark contrast to Chen (2019) who said that students perceived positively towards technology-mediated TBLT.

In the findings above, the student stated that the reason he said that technology-mediated TBLT was very inconvenient was because the strategy used when speaking was to translate one word from Indonesian to English, so it was confused with grammar. This is also very contrary to the theory of technology-mediated task-based language teaching in which students should prioritize meaning and not pay attention to grammar when speaking English (González-Lloret, 2015).

CONCLUSION

In this chapter, the researcher convey the summery of the research that related to the research question “what are EFL students’ responses on technology-mediated TBLT in speaking classroom?”

The five respondents has been responded well to this study. Four out of five students were responses it positively to learning by using technology-mediated TBLT in speaking classroom. It proved by the students’ perception of their experience that written in narrative and their perception of themselves after using technology-mediated TBLT. The four of them said that technology-mediated TBLT was an interesting method to use as a media to practice their speaking. Moreover, according to their experience on their narratives, technology-mediated TBLT helped them to gain their confidence in speaking, also their English word pronunciation and vocabulary size improved alongside the process of task making. However, according to their perception, the four of them had positive responses while the other had a negative response to it. The finding showed that there were two factors that caused her to experience some problem during the task making process. The first is external factors such as such having some network problem as well as problem on their gadget system during the task making process. In addition, the internal factors they also faced were her minimal background knowledge of English and minimal vocabulary size. Therefore, it can be said that they have a positive responses on technology-mediated TBLT.

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