

# Innovating in English Language Using Task-Based Language Teaching to Teach Eighth Graders of SMP Negeri 6 Purworejo to Analyze Simple Past and Past Continuous Tense in Recount Text

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## ABSTRACT

*This research is a qualitative study. A type of qualitative study, known as basic interpretative study, is aimed to describe a phenomenon and to develop plausible explanations in regard to interpret the phenomenon (Ary, Jacobs, Sorensen, & Razavieh, 2010). The subjects of the study are the teacher and the students of VIII SMP Negeri 6 Purworejo. The data obtained are divided into two parts. The first data are to answer the first research question. It is the implementation of TBLT to teach the students to analyse simple past and past continuous tense in recount text, including the teacher's actions and the students' learning activities, collected using observation checklist and field note. The second data are the students' responses toward the implementation, collected using a close-structured questionnaire. The close-structured questionnaire consists of nine questions, asking opinions toward the learning topic, the learning indicators, and the learning progress of the students.*

*The data were analysed in descriptive manner. Analysing qualitative research consists of organizing and familiarizing, coding and reducing, and interpreting and representing (Ary, et al., 2010). The researcher firstly tried to organize the data into two categories, the data that are likely for the first and the other ones for the second research question. Secondly, the researcher sorted the data to code and reduce it. This is to precisely categorize the data based on the research questions. Finally, the researcher did steps of interpreting and representing. Interpretation is bringing out the meaning, telling the story, providing an explanation and developing plausible explanations, while representation is about how the data are presented (Ary, et al., 2010). This leads the researcher to firstly provide the description of the data and at the same time bring some elaboration referred to related theories and findings developed.*

**Keywords:** Task-Based Language Teaching, Simple Past and Past Continuous Tense, Recount Text

## A. BACKGROUND

Innovation in English Language Teaching (ELT) is essential for adapting to the evolving needs of learners in a globalized world. This abstract explores the transformative approaches that educators are employing to enhance language acquisition and engagement. By integrating technology, such as digital tools and online resources, teachers can create interactive and immersive learning experiences. Additionally, learner-centred methodologies, including project-based and task-based learning, empower students to take an active role in their education. Collaborative learning fosters



communication skills and builds confidence among peers. Despite challenges such as resistance to change and resource limitations, the implementation of innovative strategies in ELT holds the potential to significantly improve teaching effectiveness and student outcomes. Continued research and professional development are necessary to equip educators with the skills and knowledge to embrace these innovations fully.

Eighth graders in Indonesia are supposed to be able to analyse linguistic components in recount text, including grammar, outlined in the Merdeka Curriculum. Teaching grammar usually includes explaining the rules and providing some examples. However, this may be inadequate to enable the students to analyse the examples and therefore to use the grammar rules appropriately in different conditions. Teachers need to assure that the students genuinely learn in order to accomplish that objective. Task-Based Language Teaching (TBLT) approach is a preferable teaching resolution. It provides exercises to the students, aimed to teach the students the accurate use of grammar.

This study was a qualitative study, with two objectives, on VIII of SMP Negeri 6 Purworejo. The objectives are to describe the implementation of TBLT to teach the students to analyze simple past and past continuous tense in recount text and to record the students' responses toward it. The instruments are observation checklist, field note, and questionnaire. The data of how the teacher implemented the approach were collected using observation checklist and field note, and the students' responses were recorded using a close-structured questionnaire.

The data obtained described that the teacher applied the similar task using three different texts in three meetings. The class was facilitated to have learning in five steps: observing, questioning, exploring, associating, and communicating. The teacher guided the students to do each step chronologically as outlined in the Merdeka Curriculum. Tasks were given in exploring activity that the students were asked to analyse simple past and past continuous sentences in the text given.

The implementation of TBLT to teach the students to analyse simple past and past continuous tense in recount text was running well and resulted positive responses of the students. In conclusion, TBLT approach is useful to enable the students to analyse simple past and past continuous tense in recount text. The implementation was based on the learning steps of Bloom from understand to analyse and the learning steps of the Merdeka Curriculum from observing to communicating. Teachers could, at least, view this as a good choice for teaching grammar. Researchers or teachers as researchers, on the other hand, could make use of this study to develop further investigation on grammar teaching and learning using TBLT approach.

## **B. METHODOLOGY**

This research is a qualitative study. A type of qualitative study, known as basic interpretative study, is aimed to describe a phenomenon and to develop plausible explanations in regard to interpret the phenomenon (Ary, Jacobs, Sorensen, & Razavieh, 2010). The subjects of the study are the teacher and the students of VIII D SMP Negeri 6 Purworejo. The data obtained are divided into two parts. The first data are to answer the first research question. It is the implementation of TBLT to teach the students to analyse simple past and past continuous tense in recount text, including the teacher's actions and the students' learning activities, collected using observation checklist and field note. The second data are the students' responses toward the implementation, collected using a close-structured questionnaire. The close-structured questionnaire consists of questions, asking opinions toward the learning topic, the learning indicators, and the learning progress of the students. The data were analysed in descriptive manner. Analysing qualitative research consists of organizing and familiarizing, coding and reducing, and interpreting and representing (Ary, et al., 2010). The researcher firstly tried to organize the data into two categories, the data that are likely for the first and the other ones for the second research question. Secondly, the researcher sorted the data to code and reduce it. This is to precisely categorize the data based on the research questions. Finally, the researcher did steps of interpreting and representing. Interpretation is bringing out the meaning, telling the story, providing an explanation and developing plausible explanations, while representation is about how the data are presented (Ary, et al., 2010). This leads the researcher to firstly provide the description of the data and at the same time bring some elaboration referred to related theories and findings developed.

## **C. FINDING AND DISCUSSION**

The three-day-implementation was on 4-6 period of the school time. It began at 07.20 and ended at 08.40 a.m. The teacher implemented TBLT for grammar teaching, simple past and past continuous tense, in recount text, using four texts as the materials. The students actively participated in the class. They passed activities guided by the teacher in five major steps, observing, questioning, exploring, associating, and communicating. Observing includes understanding the gist of the text. Some students read sentences in the text loudly while some other were listening to the



spoken text. After that, teacher asked the students to identify simple past and past continuous sentences in the text. It was recorded that the students questioned about recount text, what makes it different from other kinds of text, how events are described in recount, and how recount would appear in Indonesian. The third activity is exploring. The students were analysing the two forms in groups. They were asked to classify each word or phrase of the sentences in the text given into its function and to transform the sentence pattern, such as from positive into negative and interrogative. The students did the task with the aids of group discussion but were going to submit the work individually. Fourthly, the students did peer correction with another group and for had a whole class discussion guided by the teacher for negotiating the best answer in associating activity. At the last, the students concluded what the text tells them about in detail. It was communicating activity, by which they communicate their understanding about the text after thoroughly analyse each of the sentences.

In the step of observing, the teacher found some errors of the students' in pronunciation when they were reading the sentences aloud. The teacher gave feedback to correct them. The students were also checking dictionary for some less familiar words, thus they could understand what the text tells them about. The questioning step had been passed subconsciously by the students. Some students asked to the teacher about recount text. The teacher invited the whole class to try to answer. It led to a short discussion of the whole class. The students, while trying to get the best answer, were formulating questions in their mind about recount text.

The teacher turned down only to justify their ideas. In exploring stage, the students were doing the task of analysing the sentences in the text. there were about 10 sentences to deal with. The task consists of classifying each word or phrase into its function and to transform the sentence pattern, such as from positive into negative and interrogative. The students did it cooperatively in groups as they had some discussion with their mates. However, each student wrote their own work on a piece of paper. The task is to be submitted individually. The students associated their work with others' and with the teacher's comments in associating step. The teacher gave them time to do peer correction with another group. After that, he led a whole class discussion to negotiate for the best answers. He gave the students time to correct their work, based on the feedback. The last step is communicating. The teacher invited the students to mention what the text tells them about. the students were supposed to mention any details of the events in the text. This was aimed to review they understanding about the text after analysing each of the sentences. The 5 students of VIII D had four recount texts as the learning materials, all of which use simple past and past continuous tense and tell plausible events to

the students. The titles of the texts are “Holiday in grandparent’s house”, given in the first meeting, “My Grandma’s Birthday” and “Holiday in Ketawang beach”, given in the second meeting, and “My Holiday was Funny”, for the last meeting. After the implementation ended, the teacher passed the close-structured questionnaire to each student. There were 32 students as the respondents. Most of the students stated that grammar is difficult but important to learn. They also stated that the tasks helped them to pass the learning indicators and to progress learning simple past and past continuous tense from the first to the second meeting, and from the second to the third meeting. The implementation was done by the teacher in five steps. The teacher led the class to have observing, questioning, exploring, associating, and communicating in the three meetings. The teacher did, as what Vacca (1981) suggests, managing the class to do the task in groups. He also told the class to report their work individually. He conducted some discussions with the whole class about the work to do some correction. The teacher even made use of the three activity kinds offered by Vacca (1981), individual, small-group discussion, and whole class work. The other thing was that the teacher gave additional scores for whoever participating in the class discussion. That was a creative way of conducting a class, which Oller (1983) stated could maintain high student interest. Analysing stage, according to Bloom (1956), has three previous stages of cognition, those are know, comprehend, and apply. The teacher had conducted activities for the three cognition process before he asked the students to do the analysing task. The activities were reading the text for knowledge stage, observing the text for understanding the meaning, and observing simple past and past continuous sentences in the text while also questioning how events are described in recount text and how the text used in Indonesian for application process. The class had done the work of analysing simple past and past continuous sentences in the recount texts given, which inferred that they had also successfully passed the first four stages of cognition process on the topic. More importantly, the teacher had implemented more than one concept of learning for his teaching program. He utilized taxonomy of Bloom (1956) and scientific approach, outlined by the government for the Merdeka English teaching Curriculum, which includes steps of observing, questioning, exploring, associating, and communicating, together with Task-Based Language Teaching (TBLT) approach.

The teaching implementation had gained the students’ responses. Most of them agreed that the tasks given enabled them to progress learning about simple past and past continuous tense in recount text from meeting to meeting. It was likely the transformation drills that enabled the students to analyse simple past and past continuous sentences in the recount texts given well, as what Stevick (1982) noted. The task of classifying words or phrases in the sentences was aimed to help the students more aware of parts of speech used and therefore to transform the sentences from positive into



negative and interrogative. The teacher got benefits combining taxonomy of Bloom (1956) with the learning steps outlined in the most recent English teaching curriculum, the Merdeka Curriculum in the implementation. On the other hand, the students did respond positively toward the approach of TBLT, that they were helped to achieve the learning goal through doing the tasks.

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