

Portraying ownership in English learning in task mobile-mediated Language Teaching: voice from Indonesian EFL students

¹Misdi, ²Nunung Nurjannah, ³Aisyah, ⁴Anna RS Tambunan, ⁵Chafita Nur Azmi

misdirina@gmail.com

¹²³⁵Department of English Education, Universitas Swadaya Gunung Jati, Cirebon-Indonesia

⁴Department of Language Arts, Universitas Negeri Medan-Indonesia

Abstract

Last two decade has witnessed English learning emphasizes on language skills. To this, task-based language teaching is recognized as a powerful approach to empower EFL students to enhance their skills. Albeit many studies have been conducted to investigate this areas, whether the tasks provide learning ownership to the students is still rarely reported. Thus, this study aimed at portraying the ownership in English learning in task mobile-mediated language teaching settings during the Covid-19 pandemics. Grounded in qualitative case study, the current research utilized questionnaire and interview in collecting participants' points of views on the enactment of task-based language teaching situated in a vocational high school in Cirebon city in Indonesia. The results reveal students felt their English learning which was facilitated in mobile learning import and therefore, they have sense of learning ownership. The results of the study imply the importance of establishing sense of learning ownerships during English learning, e.g. task-based language teaching, to provide sense of security in learning English.

Key words: *Task-based language teaching, learning ownerships, sense of security*

INTRODUCTION

The spread of Task-based Language Teaching (hereafter TBLT) in Asia (see, Chou, 2019) has led Asian schoolings including Indonesia (see Coultas & Booth, 2018) to make adaptation for their national English curriculum in order to provide students meaningfulness in their learning experiences (Chou, 2019; Khoram & Zhang, 2019). Initiated in last two decade since Carless (2004) successfully implemented the TBLT based approach in Bengalar, India, TBLT enactment has attracted language educators due to its feasible classroom design, e.g. communicative

enactment (Bygate, 2016) to facilitate the students using their English for making their business run in English. Previous studies indicate TBLT successfully impressed the students positively for their English learning (see, e.g. Dao, Xuan, Chi, & Iwashita, 2019; Liu, Mishan, & Chambers, 2018). In this perspective, the students customize to expose their English for their daily practices, e.g. asking and giving services. In short, the students activate their English resources for making meaningful English communication (Coultas & Booth, 2018). To this extent, therefore, this current research aims at providing further viewpoints how vocational students perceive their English learning which is situated in TBLT approach during their Studying from Home (SfH) due to Covid-19 outbreak. A research question guides this study is: How do the vocational high school students perceive their TBLT-situated English learning in terms of learning ownership viewpoints?

METHODS

The current research was situated in a vocational high school in West Java, Indonesia. Using a case study, questionnaire and interview were conducted to collect the data from a classroom consisting of 34 students. All participants were negotiated and agreed to involve in the study.

FINDINGS

Portrait of students' learning ownership in task-mobile mediated language teaching

Table 1. Students' Learning Ownership

No	Statements	Total Score	TCR (%)	Category
1.	I feel enjoy a challenge while learning English.	110	76.4	Strongly Agree
2.	I take a responsibility for my own learning	118	81.9	Strongly Agree
3.	I build my own strategy to succeed the lesson by relearning course material	109	75.7	Strongly Agree
4.	I make a time management plan to prepare for exam.	114	79.2	Strongly Agree
5.	I choose one or more option to learn challenging material in each lesson via memorization	108	75.0	Strongly Agree
6.	I feel confident to present a presentation in front of the class with my group.	108	75.0	Strongly Agree
7.	I really prepared myself to present a presentation to get maximum results.	111	77.1	Strongly Agree

8.	I have my own way to get rid of nervousness to express opinions in front of the class.	111	77.1	Strongly Agree
9.	I feel anxious about past failures in learning English.	111	77.1	Strongly Agree
10.	I begin to understand what strategies are suitable for me if the learning goal is not achieved.	105	72.9	Agree
11.	I can set goals that state "what will I learn or do, when, and how will I measure my abilities".	108	75.0	Strongly Agree
12.	I have found a strategy to overcome the difficulties of completing the assignment given by teacher in class.	105	72.9	Agree
13.	I have found a way to solve difficulties that I found while completing assignments in class.	106	73.6	Agree
14.	I can control my own learning and I know when to seek help.	116	80.6	Strongly Agree
15.	I assume that failure in learning is a common thing and I always take the values from it for the next learning.	118	81.9	Strongly Agree

n=34

The findings indicate students' viewpoints about their Task-based English Learning. English interaction which was mediated in mobile-learning as its platform has positively perceived as the students made self-evaluation on it. As Dao, Xuan, Chi, & Iwashita (2019) and Liu, Mishan, & Chambers (2018) revealed, TBLT enactment gives fruitful learning experiences. This approach is also interesting to discuss among the language educators as it provides learning meaningfulness due to its authentic learning as clearly seen in the following students' explanation.

Learning English during a Study from Home is much easier to understand for me. The atmosphere is also very influential for understanding the learning, I feel more relaxed, I also do not feel tense than learning in class tense for fear of being asked questions by the teacher. At that time, I learned about Biography Text, the material was very useful because I was able to know more about someone's biography or my idol's personality. I got up in the morning and waited for the material was given during the lesson hours, after that I could do it casually without confusing what to answer, I also asked my parents and discussed them with the family, always look optimistic when presenting English even though it is not my daily language and I did the task given by the teacher correctly. I was very excited when learning English during "how to make" chapter or about the Procedure Text. Based on my experience, at first, I did not understand anything about English, then from that chapter, it

made me motivate to learn English. For me, learning English is challenging. I often talk with family or closest people either through face to face or via gadgets using English words/sentences

The students enjoyed their English learning as a journey at home. The ease of mobile access has assisted them surf and execute their English tasks. They found it useful for their future. From this viewpoint, they engaged in their English home-tasks. It is truly learning as they talked to their family in English for making some daily discourse. When this situation occurred in all houses during SfH, English learning will be more fantastic as challenges, joys, excitement are faced to provide not only real activities as the tasks themselves but also psychological aspects of learning. To sum up, the implementation of task-mobile mediate language teaching successfully train the students in communicative engagement (Chou, 2019; Khoram & Zhang, 2019) as active inductors of having learning ownership.

CONCLUSION AND RECOMMENDATION FOR FURTHER RESEARCH

Mobile-mediated task-based learning has impacted positively on the students' sense of learning ownership. However, as covid-19 outbreak occurs, on-site observation of face-to-face classes was unable to conduct and thus, in-depth interview was not realized. Therefore, the further research investigating on this area in in-depth interview is needed.

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