
Integrating TBLT to Improve Speaking Performance of Vocational Senior High School Students in Semarang

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ABSTRACT

One of the challenges of Teaching English as Foreign Language (TEFL) is to make students speak communicatively to fulfil their needs. Task-Based Language Teaching (TBLT) is one of the effective language teaching methods to improve their speaking skill as they were given the opportunity to practice the language through their tasks. This action research integrated TBLT into Vocational Senior High school students, in Semarang. On the cycle, students show their active participation in the group discussion. In the second cycle, students show their willingness to communicate. This result reflects students' acceptance toward TBLT as they feel that the task and the discussion help them improving their speaking performance.

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1. Introduction

One of the common issues related to Teaching English as a Foreign Language is the commonly applied structuralism and behaviorism approaches to teacher-centered perspective to make students master grammar and produce correct forms. It usually made students accustomed to passively follow what teachers told them to do to avoid creating errors that might reduce their score. When English is used as an addition to other languages, it might be widely taught and learnt but tends to be neither official nor the first language of a majority of the population (Kachru, 1985). Thus, students do not have enough opportunity to practice the language outside their classroom.

What students commonly do in class were mastering grammar, understanding given vocabularies, imitating word pronunciation by drilling, and producing grammatically correct sentences or utterances. This way of teaching makes students produce what it is called as 'robotic' language. Moreover, students normally feel that they have already failed at learning the language and then stay passive when they are embarrassed for making grammatical errors or producing different pronunciation from the native speaker due to their local dialect or accent. They do not realize that as long as they do not change the meaning, their message will be understood by the listeners.

Learning a foreign language, like English for Indonesian, is challenging. They must understand vocabularies with different spelling and pronunciation and master a more complex grammar than Indonesian. Finally, they must be able to use their English competence and skills to understand what people say, to speak the language, to comprehend reading texts and to write in English. The implementation of structuralism and behaviorism approaches (Brown, 2004) with a teacher-centered perspective is beneficial to force students to memorize grammar, produce grammatically correct sentences or utterances, obtain vocabularies and imitate its pronunciation like native speaker.

However, to some extent, it limits students' creativity since they were conditioned to study the material given in the classroom and produce what is being required. It might reduce their willingness to communicate in English whenever they have the chance to do so as they feel reluctant to speak without being ordered or requested.

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Another problem resulting from a teacher-centered perspective bearing hierarchical relation of teacher-students commonly found in Asian countries is students' independence towards their teachers in developing their language skills. They tend to wait for teachers' instruction to study, request explanations of what is being taught, and even ask the correct answer for the given exercises. It happens as they often doubt their own understanding of what is being given or learnt. They believe more on what their teachers said. This condition reflects students' low self-confidence or self-esteem toward their self-achievement. These problems arise educators' awareness of another language teaching methodology that is more effective than what has been used for quite some time.

TBLT with a student-centered perspective is selected as one of the effective methods to let students develop their knowledge and creativity. It makes students learn the materials with their peers in groups by the help of their teachers as facilitators. It is expected to develop students' self-learning habit that is useful for them to expand their knowledge, improve their competence, and build their self-confidence since they are proud of their self-achievement.

TBLT itself is a teaching approach focusing on particular language instruction given by teachers for students to be able to do language tasks related to their language need (Long, 1985; Norris, 200). It is different from the communicative language teaching approach that gives tasks to students as part of the linguistic concept that must be taught based on the available syllabus (Yalden, 1987). TBLT gives tasks to students without detailed explanation so that students can learn the language by doing tasks that are closely related to their daily activities using the language they study. It means that their language experience in the classroom will be very useful for their real-life language needs. Nevertheless, years of implementing casual language teaching tend to make teachers accustomed to traditional language teaching creating a particular teaching style related to their perception of teaching a language to students (Aliasin, et.al., 2019) which is not easy to be changed. Therefore, the implementation of TBLT must be carefully discussed with the education institution employing English teachers who will integrate this method in their classrooms.

To realize the program, TBLT must be implemented by conducting need analysis. It is done to: (1) determine students' needs, (2) select teachers who are willing to use it properly (not only using task as exercise) since teachers' role is crucial in implementing this method (Branden, 2016), (3) run an evaluation involving schools and students' opinion toward its use, and (4) make some adaptations whenever teachers or students feel that it is needed to run the class well. Therefore, teachers can minimize the socio-culture barrier of implementing TBLT for EFL learners with traditional teaching approach like Japanese students (Burrows's, 2008), that has been investigated by Cutrone and Beh (2018) resulting a new socio-cultural perspective showing a good effect of TBLT for students' willingness to communication (WTC). When TBLT is properly implemented, it will be effective to improve students' speaking skills, particularly for practical or technical daily needs as it is done by Somawati, et.al (2018) for vocational college students requiring a more practical teaching methodology for their real-life activities.

This research shows how TBLT is integrated into the EFL class of Vocational Senior High school students in Semarang, majoring in Electrical Power Installation Engineering. It is aimed at improving their speaking performance as electrical power installation technicians by exposing students with the example of technician real-life speaking activities.

2. Methods

In this research, the researchers follow 5 (five) cycle steps of Davidson, Martinsons, and Kock (2004) that can be used and developed by the school when the research ends. They are: (1) diagnosing, (2) action planning, (3) action taking, (4) evaluating, and (5) learning. Since TBLT relies on tasks as the main teaching tool and focuses on the use of 'purposeful and functional' language (Ellis, 2009), teachers must first understand what students need in their real-life situation. Thus, teachers should hold a need analysis prior to the lesson to diagnose the problem and determine the solution that suits the need. The next step is planning the teaching methodology using TBLT and then applying it in class. At the end of the class, teachers evaluate the whole lesson to get feedback for the next learning cycle.

Twenty out of all second-grade students of Vocational Senior High school in Semarang, majoring in Electrical Power Installation Engineering, experienced TBLT in their English Class, on Wednesday, April, 15th and 22nd, 2020, for three hours, from 1 p.m. to 4 p.m. These students were purposely selected because they will have an internship program in various institutions as technicians who work with people who speak English. Thus, the implementation of TBLT is aimed at improving their speaking performance before the internship program.

In the first cycle, the researchers held a need analysis discussion a week prior to the class with the high school headmaster and the English teacher to observe the casual classroom management, diagnose the problems arising in their class, and determine students' needs. For the action planning, on the pre-stage, the researchers will open the class using Bahasa Indonesia like the usual English class to introduce TBLT so that the students understand what they will experience in class. On the action taking, TBLT is implemented by giving the materials, grouping the students, and commanding them to work in groups and perform in pairs. After the whole lesson was done, the researcher evaluated the lesson on reflection session by discussing students' speaking performance and requesting students' opinion toward TBLT. In the last session, the researchers summarized what students had already learnt and shared some adaptations that were used for the next cycle on the next meeting.

In the second cycle, the researchers held the second need analysis with the headmaster and the English teacher to share the first cycle result and determine the adaptations for the second cycle. For the action planning, on the pre-stage, the researchers directly opened the class using English and introduced the adaptations on the second cycle. On the action taking, TBLT was implemented by applying the adaptations. On the evaluation, the researcher evaluated the lesson that had been adapted and asked students' opinion toward the second cycle of TBLT. In the last session, the researchers summarized the lesson and expected the students to keep giving input for the development of the next cycle with their English teacher for the next class.

3. Results and Discussion

Teaching English for vocational high school students is challenging since students need a more practical language use to hold simple conversation when they graduate from high school and work as labor. Students not only need to master English grammar and expand their vocabularies but also need to comprehend how to speak English with their boss, coworker or customer. Therefore, practical things related to real life communication is important for them to perform the dialog.

For students with language practical needs, Lloret and Nielsen (2014) share their experience of implementing TBLT for US Border Patrol Academy (BPA) students who will work using Spanish with immigrants at the borders. It is done by discussing what scenes should be selected and given as examples with language instructor and senior BPA officer, giving the real-life videos of BPA officers handling daily border affairs, and giving task in the form of formative speaking performance with native-speaker in a role play observed, evaluating and assessing the students' performance. This research applies similar ways to expose what students will face when they graduate and work as a technician by giving audio and role-play examples. In this research, TBLT is integrated into their English speaking-class in two cycles as follows.

3.1. First Cycle

3.1.1. Diagnosing and Action Planning

The first need analysis discussion with the headmaster and English teacher resulted in 2 (two) problems and 2 (two) needs. The two problems are: (1) the teacher usually starts the class using Bahasa Indonesia to open the class and explain today's lesson and (2) students are reluctant to speak voluntarily. Meanwhile, the two needs are: (1) students need to understand vocabularies related to electricity and electronic devices and master grammar related to things happening at the moment of speaking and (2) students need to be exposed with real-life experience of being a technician. Therefore, students can speak English well as a technician who works with people using English.

As an action planning, the researchers opened the class using Bahasa Indonesia to follow the common procedure of opening and closing the class. For the second cycle, the researchers helped students open the class using English. To avoid misunderstanding, the researchers explained the class management using Bahasa Indonesia. For the second cycle, the researchers made agreement with the students to fully use English in class. To fulfil the vocabulary and grammar needs, the researchers provided materials related to the need by taking audio recording played and simulated in a role-play as examples of technicians working with people who speak English. To stimulate the students' willingness to communicate, the researchers divided the class into groups, told them to discuss the materials in groups, and asked them to perform a dialogue in pairs.

3.1.2. Action Taking

3.1.2.1. Pre-Stage (15 minutes)

In the pre-stage, as teachers, the researchers allowed the students to open the class using Bahasa Indonesia as a common procedure of opening the class. Teachers then started the class using the same language to inform the students about a new teaching procedure. They also made students agree to use English only during the lesson. This agreement is important to ensure the students to use English in the discussion although it may cause difficulties if their English competence and self-confidence are low and they are not accustomed to hold English discussion in the class as most teachers explain the materials for them.

To hold the discussion, teachers divided the students into 5 (five) groups consisting of 4 (four) students so that they can practice working in pairs for the speaking performance. For the first cycle, teachers allowed them to work with their close friends to make students feel comfortable. For the second cycle, the teachers grouped them based on their assessment in the first cycle to make them work with peers with various English competence. Teachers distributed the materials containing vocabularies related to electricity and electric devices and also Present Continuous/Progressive Tense as the grammar point along with its exercises. Teachers prepared an audio recording of a dialogue between a technician and his/her employer or client. Teachers also performed a role play of the dialogue to give examples to the students to perform their speaking ability.

As the pre-stage, determining how the lesson is organized, the teachers should make students understand well about the materials, the task, and the class management before the class starts. Thus, teachers can open question and answer sessions in Bahasa Indonesia if there are any questions related to the class management. This is important to organize a class different from ordinary class.

3.1.2.2. Instruction and Example (30 minutes)

In this step, teachers share an audio example and perform a role play on how to install/reinstall/uninstall electronic devices. On the second cycle, these two examples were substituted with a video example showing the real-life situation of the technician working with people using English. While listening to the audio and observing the role play, the students were asked to discuss the vocabularies and the grammar point to make them understand what it is and how to use it in a conversation. Students were also asked to prepare a dialogue to be performed like the dialogue on the audio and role play examples.

3.1.2.3. Discussion (60 minutes)

In this step, the teachers asked the students to discuss the materials, do the exercises, and develop a dialogue to learn the language structure, understand the language use, and comprehend the language function. The dialogue was performed based on the script they created in the discussion showing their language knowledge and creativity as their learning target. In the discussion, the students talked about vocabularies related to electronic devices, electricity, and Present Continuous/Progressive Tense as the grammar point. They also did the exercises and compiled a dialogue script reflecting their comprehension of the language form and meaning. The teachers moved around the class and gave

clues/hints when students' needs help with their exercises and dialogue. For students who use Bahasa Indonesia or stay passive to avoid creating errors when speaking English, the teachers encouraged them to be active as their participation in the discussion that became part of assessment.

3.1.2.4. Performance (45 minutes)

This final session is determining since it shows how students achieve their learning target. Two students of each group were chosen to perform a dialogue. Most students who represented their group to perform the dialogue had a high self-confidence resulting from their comprehension of the materials after the discussion and the practice with their peers. In the first cycle, the teachers allowed the students to look at their notes. In the second cycle, the students were forbidden to do so. The students' speaking performance was assessed using the following critical action assessment rubric.

Action	Plus	Minus
<i>A1. Perform English Accuracy</i> Success criterion: students opening, closing, offering, and negotiating are appropriate to the situation of technicians who work with people speaking English.		
<i>A2. Perform English Fluency</i> Success criterion: students speak fluently without too many pauses.		
<i>A3. Pronounce English Clearly</i> Success criterion: students pronounce new vocabularies well and their way of speaking is understandable.		
<i>A4. Creativity</i> Success criterion: students create a topic different from the audio and role play examples		
<i>A5. Self Confidence and Willingness to Communicate</i> Success criterion: students confidently and voluntarily speak in the discussion		

Table 3.1. Speaking Performance-Based Assessment Evaluation Rubric.

3.1.3. Evaluating (30 minutes)

In this last step, the students got feedback from the teachers and peers related to their vocabularies understanding and use, grammar usage and its use, and speaking performance. Those three language learning achievements show students to understand language form, meaning and function. The peers' feedback shows students comprehension of the materials that enable them to see their peers' error along with its correction. In the first cycle, the students still imitated the audio and role play examples as there were no new topics to be talked about in the dialogue. The students also kept waiting for the teachers to point them to speak instead of voluntarily appointing themselves to speak. The following table shows the speaking performance assessment of 5 (five) pairs of students. The scores range from Excellent (100-90), Good (89-80), Fair (79-70), to Poor (69-60).

Students	Action	Score	Action	Score	Action	Score	Action	Score	Action	Score
Pair 1	A1	76-74	A2	78-76	A3	80-78	A4	68	A5	71-70
Pair 2	A1	76-78	A2	80-82	A3	80-82	A4	70	A5	69-71
Pair 3	A1	77-75	A2	77-75	A3	78-76	A4	65	A5	70-70
Pair 4	A1	78-76	A2	80-78	A3	82-80	A4	70	A5	72-70
Pair 5	A1	74-76	A2	76-78	A3	78-80	A4	66	A5	68-70

Table 3.2. Speaking Performance Scoring.

3.1.4. Learning

In the reflection section at the end of the lesson, the teachers summarized what students had already learnt, what learning target they had already achieved, and what they would need for the next lesson. For this cycle, the students had already possessed vocabularies related to their expertise as technicians and mastered grammar related to the on-going process. Using their comprehension, they

were able to do the exercises and perform a dialogue. Teachers then requested them to share their feelings about the lesson. This sharing serves as a beneficial input for teachers to hold a better lesson using TBLT on the next cycle. The following table shows the students' opinion toward TBLT on the first cycle and their wants for the next cycle that has been translated into English by the researchers.

No.	Students Opinion	Number of Students	%
1.	I want the teacher to explain the materials for me.	5	25
2.	I wish the teacher would allow me to use a cellphone to find the information I need since the teacher does not explain in detail about the lesson.	5	25
3.	I want to read notes while speaking.	4	20
4.	I want to use Bahasa Indonesia when I do not know what to say in English.	8	40
5.	I like discussing the materials with friends.	14	70
6.	I am afraid of making error when speaking	2	10
7.	I do not like to discuss the materials with my friends.	6	30
8.	I like the example. I know how I will work as technicians.	12	60

Table 3.3. Students Opinion towards TBLT Implementation on the First Cycle.

From Table 3.3, the researchers see that students embrace TBLT well as more than half of the class like to discuss the materials with their friends and like to have the audio and role play examples. However, some students still want teachers to explain more. Otherwise, they want to be permitted to get more explanation using their cellphone. Some others still want to use their first language whenever they cannot find the exact word to say something in English. Others want to read notes while performing dialogue and feel reluctant to speak to avoid making errors while speaking. Based on the students' assessment, evaluation and reflection, the researchers hold the second need analysis with the headmaster and English teacher to make necessary adaptations for the second cycle.

3.2. Second Cycle

3.2.1. Diagnosing and Action Planning

The second cycle shows that there are 2 (two) problems and 2 (two) needs. The two problems are: (1) students want to use other sources to get information, (2) students are still reluctant to speak voluntarily. Meanwhile, the two needs are: (1) students need to get new vocabularies related to electricity and electronic devices and master grammar related to a process and (2) students still need to be exposed to real-life experience of being a technician. The learning target is still the same with that of the first cycle, that is, students speak English well as technicians who work with people using English.

As an action planning, the teachers allowed students to use a cellphone to get more information related to the materials, exercises and dialogues. The teacher also reminded the students to use English in their speaking, although some students still wanted to use Bahasa Indonesia to express things they did not understand in English. This is aimed at giving students more practice to build their self confidence in speaking and stimulating their willingness to communicate using English. To fulfil the vocabulary and grammar needs, the teachers provided new vocabularies related to electricity and electric devices and new grammar points related to a process. In this cycle, the teachers shared video examples of technician real-life activities to replace the audio and role play examples so that the students were able to see how they really work.

3.2.2. Action Taking

3.2.2.1. Pre-Stage (15 minutes)

In the pre stage of the second cycle, the students opened and ended the class using English since they had already learnt how to do so on the first cycle. This opening and closing was also used for their listening class in the language laboratory. Teachers were then grouping the students based on their speaking performance assessment score on the first cycle to have students with various levels of English

speaking-performance in a group. Therefore, students with high English competence can help their low English competence peers. Students were also prepared to use their cellphone in the discussion. Teachers warn students that the cellphone should only be used during the lesson. This cycle has the same preparation for the pre stage on the first cycle and students had already understood what they did during the lesson from their experience on the first cycle.

3.2.2.2. Instruction and Example (30 minutes)

In this second cycle, the teachers shared a video about different topics to fulfil students' needs as technicians based on the need analysis result. On the first cycle, technicians were describing how to install/reinstall/uninstall electronic devices, while on the second cycle technicians were explaining how to fix/repair electrical problems. Similar to the first cycle, the students were asked to discuss the materials, do the exercises and prepare a dialogue in groups. In this cycle, students were allowed to use their cellphone for getting information they need on the discussion. For the next cycle, it is more beneficial if the students can use the school language laboratory and utilize the computers along with the internet network instead of using their cellphone to minimize them using the gadget for other purposes.

3.2.2.3. Discussion (60 minutes)

Like the first cycle, the students were asked to discuss the materials, do the exercises and develop dialogue in groups. In this cycle, students' dependency toward teachers is minimized since they understand the benefit of discussing the materials. Moreover, they can discuss it with their high English competence peers and be able to find any information they need using the gadget. Their creativity also develops since they find various ideas for the speaking performance on the internet. Although some students with low speaking performance scores still show reluctance to speak, they show an effort to participate in the discussion instead of staying passive or using Bahasa Indonesia like they did on the first cycle.

3.2.2.4. Performance (45 minutes)

The speaking performance in the second cycle shows improvement of students' willingness to communicate and development of students' creativity. Students voluntarily perform the dialogue without being appointed by teachers as they want to show what they had already prepared in the group discussion. However, the students performing the dialogue were mostly the same students doing it as in the first cycle. Thus, for the next cycle, teachers should start to point out different students to perform, particularly those with low English competence to give them the opportunity to speak in front of their peers to get corrective feedback.

3.2.3. Evaluating (30 minutes)

In the second cycle feedback session, students were able to show their language comprehension by giving corrective feedback to their peers. Moreover, students did not imitate the video example since they had already got various ideas to develop in the dialogue from the internet. In this cycle, students show more self confidence in speaking and willingness to communicate since they were eagerly wanting to show what they have got from the internet that has been discussed with their peers in the group. The following table shows the second cycle speaking performance assessment of different 5 (five) pairs of students with the same score's range of the first cycle.

Students	Action	Score	Action	Score	Action	Score	Action	Score	Action	Score
Pair 1	A1	82-80	A2	80-78	A3	80-80	A4	80-78	A5	78-77
Pair 2	A1	80-80	A2	77-78	A3	78-78	A4	78-78	A5	76-78
Pair 3	A1	82-82	A2	82-81	A3	80-80	A4	82-80	A5	77-77
Pair 4	A1	80-80	A2	80-78	A3	78-77	A4	80-80	A5	78-76
Pair 5	A1	79-80	A2	78-80	A3	78-78	A4	78-80	A5	76-77

Table 3.4. Speaking Performance Scoring.

3.2.4. Learning

On the reflection section of the second cycle, students had already obtained adequate vocabularies related to their expertise as technician and master grammar related to the on-going process. It means that they are able to describe a device, offer a service, explain the working process, and negotiate price or working duration. To improve TBLT for the next cycle, students were once again requested to share their opinion toward the implementation of TBLT on the second cycle. The following table shows students' opinion toward TBLT on the second cycle and their hope for the next cycle with their school English teacher that has been translated into English by the researchers.

No.	Students Opinion	Students	%
1.	I want the teacher to give me clues/hints when I cannot find what I need on the internet.	4	20
2.	I like the teacher to allow me to use a cellphone to find the information I need.	18	90
3.	I want to perform the dialogue but my friends do not ask me to do so.	7	35
4.	I translate Bahasa Indonesia into English when I do not know what to say in English.	8	40
5.	Discussing the materials with my friends makes me know more by myself.	18	90
6.	I am not afraid of making errors when speaking English since my friends will tell me how to do it right.	4	20
7.	I do not like group members who stay passive.	12	60
8.	I like the video example. I know how I will work in the future.	17	85

Table 3.5. Students Opinion towards TBLT Implementation on the Second Cycle.

From table 3.5, the researchers understand that students accept TBLT better than what they did in the first cycle. Almost all students like to learn the language by discussing the materials with their friends using a cellphone to help them find what they need including translating Bahasa Indonesia into English when they do not know how to say something in English. They like the video example as they can see how a technician works in their real-life activities. Related to their willingness to communicate in English, it was annoying for them not to be selected to perform the dialogue and they were also being annoyed by peers who are passive in the discussion. At this point, they were not so afraid of making errors since their peers will show them how to do it correctly. From this reflection, the researchers should hold the third need analysis to make adaptation for the next cycle that can be applied and developed by the school. The adaptation should cover the materials, the examples, the task, and the assessment rubric that can be modified to suit the school scoring rubric. It must also suit students' needs of expanding vocabularies, mastering grammar and being communicative in speaking.

Teaching English for vocational school is challenging for the teacher as students need more practical language than academic one to hold simple conversation using English. Students not only need to master English grammar and expand their vocabularies but also need to comprehend how to speak English with their boss, coworker or customer. Therefore, practical things related to real life communication is important for them to perform the dialog.

TBLT is selected as English language teaching instruction approach for students who need to experience real-life language use through classroom tasks (Long, 1985; Norris, 2009). It is effective to train students to understand language form and meaning on their own from implicit instruction that leads them to their understanding of the language function. Teachers will play role as facilitators giving

them feedback to correct their errors, while peers will play role as evaluators giving them peer-review of their speaking performance. The way students learn English with their peers in groups will build their self-confidence since they realize that they can comprehend the materials and perform the task in front of their peers. It will also develop students' self-learning habits as they were asked to learn the materials with their peers and discussed it in groups to solve problems while finishing their task.

Nevertheless, it is not easy to do as Littlewood (2006) experienced 5 (five) problems related to TBLT implementation on East Asian EFL classrooms utilizing CLT and TBLT. To solve the problems, this research made 5 (five) adaptations. First, 'the classroom management with PPP sequences' has already changed by giving implicit instruction, commanding discussion and ordering performance. Second, 'avoidance of using English' was already avoided by having agreement prior to the lesson to fully use English. Third, 'minimal demand of language competence' was already improved by asking students to perform a dialogue after completing the task reflecting their understanding of language form, use and function. Fourth, 'incompatibility with public assessment in demand' was already handled by holding need analysis with the headmaster and English teacher to determine students' needs in line with school needs related to the assessment. Fifth, 'conflict with educational values and tradition' was already minimized by exposing the benefit of integrating TBLT in the classroom for future need, that is, communicative competence for talking with foreigner while doing their job as technician.

As Long (2016) exposed criticism and problem in implementing TBLT, this research is carefully done to minimize those matters such as 'lack of vocabulary and grammar exposure' which was already anticipated by introducing words commonly used in electrical power installation engineering and giving samples of dialogue using Present Continuous/Progressive Tense to talk about things happening at the moment of speaking when they do their job as technician. 'Limited roles of teachers and insufficient role of peers' were already anticipated by ensuring teachers to actively observe students' discussion by giving feedback and making sure that their peers notice the error. It is done by giving them clues or hints about the error and encouraging them to fix it by giving them additional score as reward. Meanwhile, 'inadequate supply of new language' was already anticipated with more activities with different language features and more homework to expand their knowledge and develop their self-learning habit.

As a real-world project, Bygate (2020) believes that TBLT is potential to be developed into a more comprehensive way of language teaching. It can be done by developing important aspects, like: (1) integrating it as part of the curriculum, not only a particular treatment, (2) exposing its effectiveness as language learning since language competence can also be achieved through discussion, and (3) consider it as one of language teaching approach by involving teacher in training and research related to it. Although it is not easy to do since some educators still considered TBLT as teaching instruction, the researchers believe that the benefit of TBLT in improving students' communicative competence will bring it into a higher level of language teaching approach, particularly for learners who need practical use of language.

To adapt the current situation of English language teaching related to different cultures in Asia, Ji and Pam (2020) made interesting adaptations to make students feel comfortable experiencing the new teaching instruction such as applying a design-based research by creating three teaching cycles with adjustment to each subsequent cycle. Due to the limited time allocation to hold the English class, the researchers only applied two simple cycles with minor adjustment that is possible to be developed by the school.

For students with language practical needs, Lloret and Nielsen (2014) share their experience of implementing TBLT for US Border Patrol Academy (BPA) students who will work using Spanish with immigrants at the borders. It is done by discussing what scenes should be selected and given as examples with language instructor and senior BPA officer, gave the real-life videos of BPA officers handling daily border affairs, and giving task in the form of formative speaking performance with native-speaker in a role play which will be observed, evaluate and assessed by their instructor and senior officer. This research applied similar ways to expose what students will face when they graduate and work as technicians by giving audio, role-play and video examples.

4. Conclusion

Integrating TBLT is beneficial for learners who need practical exercise related to their learning target for example possessing speaking skill for negotiation, having writing skill for business correspondence, mastering reading skill for reviewing article or obtaining listening skill for news note-taking since it involved task as basic tool to learn language which can be purposively design to imitate the real-life activities needed for such expertise that can adapt the learners language learning situation. Nevertheless, proper need analysis, suitable materials choice and student's understanding on how to perform a class with TBLT is important to achieve the maximum learning target. Or else, TBLT will be merely tasks given to students as exercise to be done by hoping that they will understand the materials and achieve the competence themselves, which is improper to do. TBLT is aimed at giving clues to students on how to be independent -supported by teachers- in learning so that they understand well what they learn and can use (perform) it in a real-life situation as it has been simulated in the classroom.

The way students were given an opportunity to study themselves by discussing the materials with their friends will develop a good self-learning habit to minimize students' dependency towards teachers due to the long use of traditional language teaching. Building self-confidence in speaking can be done afterwards when students feel that they can reach their best achievement through the process. The way students were evaluated by their peers should give them a good self-correction habit. The whole process should prevent them from staying passive in the classroom because they were afraid of creating error while learning a language. They should realize that creating error while learning can be minimized by being active in the discussion as there are a lot of beneficial inputs that empower them with better understanding of language form, meaning and function.

This research limitation lies on the limited need analysis that should also involve students who share their need of learning English for their expertise. It should also be equipped with video recording the real-life situation of a senior electrical power installation engineering technician working in the field to let students see what really happens on the job field. It will be more efficient if students were also equipped with electronic devices to search for examples of English usage related to their expertise to support their creativity and expand their English knowledge. This way will also support students' development of self-learning habits. Last but not least, three hours is not adequate to conclude that TBLT has been implemented well and bears a good result for students and also teachers. Both of them need more time to experience it and obtain the learning result by formative and summative assessment to get a precise measurement.

As Ji and Pam (2020) suggest to adapt TBLT when learners feel uncomfortable or unfamiliar with a method that is different with their common teaching-learning process and social-culture background, this research also put some adaptations for the similar purpose. The TBLT integration in this research is in line with what Lloret and Nielsen (2015) did in which learners were instructed to do tasks in the form of assessed speaking performances imitating US BPA real-life conversation when they do their duties in US borders dealing with immigrants speaking only Spanish. It starts by showing them video of their seniors performing their duties as their daily activities that were carefully selected based on the need analysis discussed with senior US BPA officers. These applications of TBLT show that it is beneficially duplicate and easily adapted at any environment as long as the core of TBLT that are using task as the main teaching tools discussed by students and their peers and highlighting language function based on learners' practical needs is well implemented.

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