A Review: Integrating Content-Based and Task-Based Approach for Teaching and Learning

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Abstract

Giving Indonesian learners the tools they need to communicate effectively in English is the main goal of English language instruction there. But research has shown that the communicative English skills of Indonesian school graduates remain low. In order to improve students' communicative abilities in Indonesia more quickly, this conceptual review paper seeks to highlight the viability of the CBLT and TBLT approach. In this literature study method, researchers looking for data or information related to the potential benefits, enhance the function, efficacy, and significance of CBLT and TBLT in language learning environments by refining language teaching methodologies and the processes involved in learning a second language. The results of this research provide the information from some previous study of CBLT and TBLT in improving students' English Skill. The conclusion from this research is that the learning process have a positive perception of the use of CBLT and TBLT approach in learning English. It has many benefits to support students' learning process because CBLT and TBLT approach encourages intrinsic motivation in students, encourages natural learning, and helps them build language skills that can help them become more proficient communicators more quickly.

Keywords: Communicative language teaching, Content-based, Task-based, Performance based teaching

Introduction

Numerous approaches are linked together in language instruction so that formal or informal courses can still achieve the goal of teaching and learning in the classroom. Methodologies play a major part in teaching and in helping instructors figure out how to set up the classroom so that students can understand what the teacher is trying to teach them. Regardless of whether a technique is teacher- or student-centered, it always revolves around who is at the central idea of instruction and learning (Namaziandost et al., 2019).

The main goal of English language instruction in Indonesia has been to develop communicative competence for many years, according to several national curricula in the country (Maulana, 2021). Not just on grammar and other linguistic components, English language education in Indonesia is designed to support Indonesian students in communicating in the language. However, it was found that the low level of English communicative competence among Indonesian school graduates was still caused by the pervasive use of traditional teacher-centered approaches that placed an emphasis on the grammar or forms of the English language, as well as the absence of applying and using the target language in the classroom. (Maulana, 2021, p. 70). Bahasa Indonesia is often utilized by instructors to teach English in the classroom, therefore very little English is used there aside from the occasional greeting before classes begin and after pupils are discharged (Musthafa, 2001). Furthermore, the majority of Indonesian teachers continue to favor the conventional grammatical translation teaching

approach rather than encouraging their pupils to utilize the target language (Kustati et al., 2018). As a result, a large number of seniors in high school still struggle with effectively expressing their ideas, thoughts, and feelings (A. Gani et al., 2015, p. 17). It was stated that graduates of English-taught schools in Indonesia were unable to communicate effectively in the language (Musthafa, 2001). These days, methods of teaching and learning emphasize student practice above educator instruction. Because understudies play a major part in the education process, the educator acts as a facilitator, offering advice on how to complete tasks and maintain control during the lesson.

The aim of this conceptual review article is to support the use of task- and content-based language instruction as an effective approach to teaching English in order to meet the national curriculum of Indonesia's requirement for communicative competence. It judgmentally examines the advantages of using TBLT in Indonesian and other comparable EFL situations in three areas: students' intrinsic motivation, their natural learning, and their language proficiency. Although TBLT has been the subject of several research- and conceptual-based publications in a variety of EFL contexts, there are really very few that provide a comprehensive explanation of its advantages across the three domains and deal with its detractors and Indonesian application. Indeed, the primary sources of its critiques were a misinterpretation or ignorance of the task idea and the false belief that Task-Based Language Teaching (TBLT) is a strict rather than an adaptable approach to teaching languages. It is anticipated that this paper will help Indonesian educators better understand how to accelerate the communicative competence of Indonesian students by highlighting the flexibility, affordability, and affordances of CBLT and TBLT. The use of Task-Based Language Teaching (TBLT) and Content-Based Language Teaching (CBLT), the main goal of English language instruction in Indonesian formal education is to help students successfully acquire a second language.

This collection of published research and studies was made in order to offer a variety of theoretical viewpoints on how students acquire L2 through CBLT and TBLT. The review concentrated on current qualitative research on L2 achievement that employed two of the aforementioned linguistic techniques on diverse participant groups in a range of cultural contexts around the globe. Owing to the review's narrow focus, works that make significant theoretical advancements in second language teaching methodologies and their applicability in many contexts have not been included. The author gathered and examined the information from earlier discoveries, which included: Maulana (2021), Namaziandost (2019), Surya (2017), Jannah (2022), Pratiwi (2023), Zúñiga (2016), Cook (2009), and Tejada (2022).

The Concept of Content-based Teaching

According to Namaziandost (2019, p. 1279), CBLT is a vital approach in language instruction. It is a strategy that combines teaching language and content. Situations that are content-based assist in directing learners' focus away from language forms and into accomplishments and uses of language (Dalton-Puffer, 2011, p. 195). Since it is more broadly categorized as communicative language teaching (CLT), rather than instructor-focused, it is student-focused. Learners in these homerooms are successfully engaged in the learning process and acquire knowledge via hands-on experience. According to Namaziandost et al., (2019) The European Commission views the integration of language and content learning is "a brilliant method for gaining ground in a foreign language". CBLT effectively increases students' proficiency in the English language while also demonstrating the skills necessary for success in their chosen fields. As a result, it is believed to be a successful strategy of demonstrating ESP that also emphasizes learning English through substance explicit instruction.

The Concept of Task-based Language Teaching

According to Jannah (2022, p. 81), with the TBLT method, language is not seen as a subject to be researched or controlled, but rather as a tool for communication. TBLT uses language to focus on the objective task or the real world. TBLT uses language to base itself on the real world or objective task (Iswari et al., 2017, p. 114). Because this approach is student-centered, it requires the participation and ingenuity of the students in speaking exercises. As previously explained, TBLT places a strong emphasis on practical exercises. This indicates that TBLT places a strong emphasis on student participation and communication when they complete a task and use the proper language at the appropriate moment. Students are encouraged to work impulsively and creatively when using TBLT. In task-based language teaching (TBLT), a series of communicative actions that must be completed in

the target language is specified rather than a list of language elements (Willis & Willis, 2018, p. 173).

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Source	Method of Investigation	Research Aims	Context and Participant
Maulana (2021)	A conceptual review article	To promote task-based language instruction (TBLT) approach's viability in order to hasten students' communicative proficiency in Indonesia.	It critically examines some potential advantages and tackles some potential objections to using TBLT in Indonesia, drawing on a wide range of theories and research findings.
Namaziandost (2019)	Classroom action research	To look at how TBLT and CBLT affected Iranian pre-intermediate EFL students' reading ability.	40 Iranian EFL pre-intermediate learners from an Iranian private English language school. The students were all female and ranged in age from fifteen to seventeen.
Surya (2017)	The phenomena is presented using development research and descriptive qualitative research design.	The idea of teaching English Integrated Skills to first-semester students at Mulawarman University's English Department using Task-Based Learning.	The data that should be gathered relates to educational activities and includes subjects, teaching materials, teaching-learning activities, and course objectives and description.
Jannah (2022)	A quasi-experimental method	to compare which strategy is more successful to utilize in listening classes and to determine whether using the TBLT and CBI approaches is beneficial in helping students gain better listening skills in English.	34 learners from SMA Negeri 10 Makassar's eleventh grade.
Pratiwi (2023)	A case study one group pretest-posttest design.	Analyze the methods used in a hybrid reading and writing course that combined information and communication technologies (ICT) with task-based learning (TBL).	159 students took reading and writing courses over the course of six semesters.
Zúñiga (2016)	A case study research design	To employ task-based language instruction as a means of incorporating language skills and assisting students in enhancing their English communication abilities.	Six out of the 25 students consented to participate in the study. The age range of the participants, who were young learners, was 16 to 22.
Amat (2022)	mixed methods review	gave a succinct overview of significant research on second	Previous studies on content-based language

		language acquisition in connection to the two philosophies of language instruction: task-based language teaching (TBLT) and content-based language teaching (CBLT).	instruction (CBLT) and task-based language instruction (TBLT).

In a recent study, Maulana (2021) critically examined some prospective advantages of using TBLT in Indonesia and addressed some potential critiques, based on a large variety of ideas and study results. It makes the case that TBLT fosters spontaneous learning, increases students' intrinsic drive, and helps them build language skills, all of which can hasten their communicative proficiency.

A study conducted in (2019) by Namaziandost, data analysis using paired and independent samples t-tests revealed that both groups (i.e., TBLT & CBLT) showed significant improvement in the students' reading skills from the pretest to the posttest, with the task-based language teaching group outperforming the content-based language teaching group in the posttest. It is possible to draw the conclusion that, although both task-based and content-based language teaching techniques can be helpful in teaching pre-intermediate Iranian English language learners reading comprehension, the task-based approach is more effective.

Surya (2017) found that the task-based learning approach satisfies the following criteria: it places students in real-world situation, provides meaningful activities, designs tasks where students use language to communicate, prioritizes meaning over form, fills in information gaps, accomplishes learning objectives, it contains three distinct stages: the pre-task, task cycle, and post-task.

Additionally, Jannah (2022) found that: (1) students' listening comprehension is improving after receiving treatment using the TBLT approach, as evidenced by the noteworthy variations between the pre- and post-test results for the first experimental group; (2) Students' listening comprehension is increasing after receiving treatment using the CBI approach, as evidenced by the significant differences between the pre- and post-tests; and (3) There's nothing noteworthy difference between the two group conducting experiments pre- and post-tests. Based on the findings, it can be said that employing the TBLT technique has the same effect on students' listening achievement as using the CBI approach.

The same is true for Pratiwi (2023), who completed coursework in writing and reading. The study's findings indicated a notable increase in the learning outcomes of the learners. Students rated the course positively, giving it a 4.02 out of 5 (excellent level). Students' success and pleasure in a hybrid environment are greatly increased when TBL and ICT are integrated into a reading and writing course. This study helped to shed light on how reading and writing instructors could integrate technology and TBL into their lessons, especially in hybrid learning environments.

Furthermore, according to Zúñiga (2016), using TBLT was a good method to help students become more self-aware and create a classroom environment where both the teacher and the students actively engaged in the teachings. By developing meaningful tasks that aided in the acquisition of new vocabulary, implementing practical activities that enhanced learning, and refuting misconceptions about how to acquire each skill, the students took charge of the learning process and realized how important it was to participate responsibly in class activities.

In addition, according to Amat (2022), there is substantial data supporting the efficacy of both (TBLT) and (CBLT). Based on the data and findings presented in this publication, we conclude that CBLT and TBLT can significantly boost second language learners' motivation in a language classroom. Learners of second languages can find learning to be a simple process when task/activity- based instruction is combined with the interdisciplinary integration of L2.

Methods

This article is a conceptual review. As to Hulland's (2020) definition, conceptual review is "a thoughtful synthesis of and reflection upon existing research in a specific domain". For the purpose of identifying important discoveries, gaps, tensions, inconsistencies, or to suggest future study directions, it gathers, evaluates, and integrates the body The current literature (secondary data analysis), which comprises hypotheses and outcomes from empirical study on a certain subject and area (Hulland, 2020). The outcomes of a conceptual review might be used to enhance, reconsider, or even swap out viewpoints on the social phenomena that are being discussed. (Hulland, 2020).

In order to determine the main advantages and frequent objections to using the TBLT technique in

both other and Indonesian comparable EFL contexts, the researcher gathered, compiled, and evaluated the body of material already in existence. It seeks to advance the practicability, flexibility, and affordances of using TBLT in Indonesian English language instruction so that educators may utilize it to hasten the communicative competence of their Indonesian students. This study is conducted at many stages. First, the study's scope and emphasis are determined. Second, a selection, integration, and synthesis of pertinent material is made. The outcome of the review of literature is then applied to formulate claims.

Result and Discussion
1. Content Based Language Teaching (CBLT)

The study's conclusions presented in this article demonstrate how CBLT promoted language development in the following ways:

a. By CBLT approach, students acquired language and material that was meaningful, interesting, and satisfied both current and upcoming demands.
b. It made use of the students' background knowledge on some of the subjects to help them acquire the language.
c. CBLT established specially created language learning and teaching activities that encouraged collaboration and interacting with others.

According to earlier research, implementing the CBLT strategy in the classroom increases student learning outcomes and offers a few advantages. Additionally, it suggests some benefits, such reaching it simpler for learners to incorporate course rand real-world scenarios into their education objectives. The CBLT strategy encourages language acquisition in a number of ways, including by inspiring for pupils to learn since the material they were studying was interesting, practical, and related to their immediate and long-term needs.

2. Task-Based Language Teaching (TBLT)

According to earlier research, implementing the CBLT strategy in the classroom increases student learning outcomes and offers a few advantages. Additionally, it suggests some benefits, such making it simpler for students to incorporate course materials and real-world situations into their learning objectives. The TBLT strategy encourages language development in a number of ways, including by inspiring students to learn since the material they were studying was fascinating, applicable in real-world activities, and related to their immediate and long-term needs.

According to the TBLT methodology, TBLT in a language classroom will significantly increase students' enthusiasm to learn the second language. By developing exciting tasks that aided in the learning of new terminology, the students took charge of the learning process and realized how important it was to participate responsibly in class activities.

Conclusion

The author concludes that both Strong evidence is provided by task-based language teaching (TBLT) and content-based language teaching (CBLT). these approaches are effective in helping students develop their communication skills because they are relevant and involve communicative language in real-world activities. These conclusions are based on the findings of previous studies that have examined these approaches. In a language classroom, it enhances the motivation of second language learners. Learners of second languages can find learning to be a simple process when task/activity-based instruction is combined with the interdisciplinary integration of L2.

The study's findings indicate that when using TBLT to support skills integration in an EFL setting, English teachers should keep in mind that the methodology's use is significant because it encourages language learning organically, which inspires students to participate in class activities.

Acknowledgments

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