

Task Based Learning as an Active Retrieval Approach in the Perception of EFL Students: A Case Study at Bridge Education Manado

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ABSTRACT

This study set out to find out how participants at The Bridge Education Manado felt about task-based learning (TBL) as a teaching strategy. The poll findings showed that participants generally agreed, highlighting their favorable opinions of TBL's efficiency in fostering student-centered and interesting language learning experiences that promotes a laid-back learning environment where learners' needs and interests are engaged. They acknowledged how language skills were included into TBL, highlighting how well it covered lesson retrieval and made it easier to remember earlier classes and resources as well as to improve language learning experiences and valued their significance and relevance to the actual world. These favorable opinions highlight the usefulness of TBL as a method of instruction that adheres to the fundamentals of communicative language learning and promotes successful language learning outcomes. It is clear from the survey results that TBL is well-liked by students at The Bridge Education Manado. These findings have effects on how the institution teaches languages. First and foremost, it is essential to keep supporting TBL as a pedagogical strategy and to offer ongoing assistance and chances for professional growth to teachers so they can use TBL techniques in the classroom. They would better comprehend TBL ideas, techniques, and material production as a result of this. Collaboration among educators can also encourage the sharing of creative TBL implementation ideas and best practices. Additionally, getting regular input from students can help to enhance TBL practices and better inform instructional design.

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INTRODUCTION

English is an international language that is essential for business, social, health, and culture. Low capability in English can limit future opportunities, so it is important to have basic education in order to work with it. To pursue that, people often search for the experience of it through education. Education is essential for students to gain knowledge and gain a job. Pursuing higher education in English is a good way to gain knowledge and expand opportunities. Learning activity is also important to increase personal ability and expand opportunities (Liando et al., 2019).

Schools and English-language instructors should follow a curriculum that directs the teaching and learning process to meet predetermined goals. The curriculum organizes and describes the course or lesson in a structured manner. The selection of a teaching strategy is influenced by elements including (1) Needs of the stakeholders, (2) Clear listing of goals, (3) Constrains, (4) Learning map, (5) Instructional methods and (6) Evaluation methods (Lekha, 2020). It's crucial to adjust to the modern environment and its innovation requirements. Schools that don't keep up with technological developments run the risk of stagnating. To adapt and carry on the learning process in times like the pandemic, innovative advances in education institutions, such as moving to remote or online learning, are required. Education cannot advance without the teacher modifying his or her actions and taking on more responsibility, inventiveness, and activity (Shuhratovich, 2020).

The North Sulawesi English service provider Bridge Education uses Task-Based Learning (TBL) as a method of language instruction. TBL focuses on students' self-regulated learning, which includes self-regulatory learning processes like self-observation, self-judgment, and self-reaction (Janagam, et al., 2011). TBL is used in online classes to help students remember previous material and improve learning. It places a focus on task-based exercises after the main material.

EFL class success is measured via indicators and assessments. English language learners (EFL pupils) are expected to study the language in Indonesian schools beginning at a young age. While overall class success is measured by holistic metrics, it is equally crucial to take into account students' perspectives. Student happiness may not be a top priority in formal schools, but it is critical for English tutors and suppliers. Customers who are happy with the service are proof that the pupils have a solid understanding of the subject matter and that the provider's expertise is useful.

REVIEW OF LITERATURE

Concept of TBL

A communicative language education strategy known as task-based learning (TBL) places an emphasis on using the target language to complete real-world tasks. It demands that learners have a strong capacity for learning and completing activities rapidly. It also promotes fluency above correctness. TBL is important in education, especially for enhancing listening abilities. According to research by Chou (2017) and Moore (2018), TBL can improve students' listening skills and metacognitive awareness. To ensure student participation and success in the class, TBL adoption involves good listening training and tactful enforcement from teachers.

Willis and Willis (2007) stated that TBL consists of four stages:

- Pre-Task: Prepare learners for language learning by introducing the task and its goals.
- Task Cycle: Students plan, perform, and evaluate the task, practicing authentic language use and problem-solving.
- Focus Stage: Focus on specific language components encountered during the task, improving accuracy and fluency.
- Follow-Up: Reinforce language and skills learned through activities and projects in various contexts.

Concept of Active Retrieval

Active retrieval involves actively recalling information from memory instead of passively reviewing or rereading it (Roediger et al., 2006). It strengthens the associations between retrieved information and existing knowledge, contributing to long-term memory. Research shows that active retrieval promotes deeper processing and better retention compared to passive review. Techniques such as practice tests, self-tests, and spaced repetition can facilitate active retrieval and enhance learning.

Active retrieval methods that increase memory associations include free recall, cued recall, recognition, retrieval practice, extensive inquiry, and self-explanation. These methods improve long-term information retention (Roediger et al., 2006). Recalling information, employing cues, identifying learned material, practicing retrieval, asking why or how something is true, and elucidating the significance of knowledge are some of these tactics. Implementing active retrieval increases

learning results, and the technique to use relies on the content and learner preferences.

In research of altering the memory's content, active retrieval makes cross-episode coupling easier (Bridge et al., 2014). Despite seeing the same content in both active and passive situations, they proposed that the active condition would result in the original episode content being active in memory during face encoding, but the passive condition would not.

Concept of Perception

According to a study that was written up in the journal *Attention, Perception, & Psychophysics*, perception is an active and dynamic process of processing sensory data to build a picture of the environment. Higher-order cognitive functions like attention, memory, and expectation have an impact on the structuring and interpretation of sensory data. This involves both top-down and bottom-up processing. The feed-forward processing of sensory data from the organs to the brain is a component of bottom-up processing. The study emphasizes how crucial individual variations, context, and prior knowledge are in influencing perceptions (Pylyshyn, 1999). Another expert said that perceptions can help them to encourage their awareness and language skills development in general (Liando et al., 2018).

The stages of perception: attention, sensation, organization, interpretation, memory, and response should be taken into account by educators and instructional designers when developing effective e-learning experiences (Goldstein, E. B., 2018). These phases entail selective attention to stimuli, the detection of sensory information, the categorization and interpretation of the data based on past knowledge, the use of memory, and the direction of actions and decisions. Knowing these phases enables e-learning to be adapted to the needs of students.

RESEARCH METHOD

This study used a quantitative descriptive approach. Quantitative descriptive research focuses on how a phenomenon is characterized in realistic settings in order to provide a comprehensive and in-depth examination of the phenomenon (Lambert et al., 2012). This methodology highlights the importance of collecting specific data that are relevant to the study subject.

The research includes 30 ex-students of The Bridge Education Manado who were taught using the TBL method. They are individuals who have completed a

level program, had prior English learning experience, and can access the questionnaire online.

The study tool was divided into three sections: personal data, student perceptions of TBL as an active retrieval method, and student knowledge of TBL. Respondents were given links to answer the questions directly, and data was gathered via an online form. With responses ranging from Strongly Agree (SA) to Strongly Disagree (SD) and corresponding values of 4, 3, and 1 correspondingly, the Likert scale was used.

The questions are:

- Personal Information:
 - 1) Name
 - 2) Age (<18, 18-20, 21-30, 31-40, 41-50, >50)
 - 3) Class Program (Pre-A1&A1, A2/B1, B2, C1, C2, IELTS, TOEFL, Specific Purpose, Lainnya)
- Understandings of TBL
 - 1) A task is goal-directed and communicative.
 - 2) A task includes putting the main emphasis on meaning.
 - 3) A task has a clearly defined outcome.
 - 4) Any action that requires the learner to use the target language is referred to as a task.
 - 5) TBL is consistent with the principles of communicative language learning.
 - 6) TBL is based on the student-centered instructional approach.
 - 7) TBL includes three stages: pre-task, task implementation, and post-task.
- Views on TBL as an active retrieval approach
 - 1) I am interested with the implementation TBL in the classroom.
 - 2) TBL provides a relaxed atmosphere to promote the target language use.
 - 3) TBL activates learners' needs and interests.
 - 4) TBL covers the way of retrieving the lesson before the class in The Bridge Education.
 - 5) TBL pursues the development of integrated skills in the classroom.
 - 6) TBL helps the students to recall previous meetings lesson.
 - 7) TBL is proper for remembering prior materials.
 - 8) TBL materials are meaningful and purposeful based on the real-world context.

This research adopted a manual pilot questionnaire testing by 5 students as the validity test. The results showed that 80-100% of the respondents agreed that the directions were simple to understand and implement, that there were no difficulties in answering the questions, that the responses were suitable, that there were no irrelevant questions, that the questionnaire's length was normal, and that there were no things to share. The Cronbach Alpha technique and Microsoft Excel were used in this study's reliability test. It was suggested that reliability should be at least 0.60. (Straub et al, 2004) and this study's result of 0.781662269 made it possible to undertake the study.

FINDINGS AND DISCUSSION

Findings

30 former Bridge Education students who responded to the questionnaire were used in the study to gather data. The bulk of these students were between the ages of 21 and 30, ensuring a diversified sample. These students represented a range of ages. The participants had registered in a variety of language courses and programs, including IELTS, A2-B1, Pre-A1-A1, English for Kids (EFK), B2-C1, C2, TOEFL, and courses for specific purposes given by The Bridge Education.

The purpose of the questionnaire was to gauge the students' perceptions and comprehension of task-based learning (TBL). It was broken up into two portions, one focusing on the students' understanding of TBL ideas (statements 1-7) and the other on how they perceived TBL as an active retrieval activity (statements 8-15). The study aimed to learn more about the students' perceptions of TBL and its efficiency in language learning by assessing these elements.

A thorough table was created using the information gathered from the questionnaire, giving a summary of the participants' responses. This table includes the ratings and percentages given by the participants for each statement, indicating whether they agreed or disagreed with the corresponding TBL-related issues.

The inclusion of a varied sample of ex-students, their enrollment in a range of language courses/programs, and the in-depth analysis of their views and comprehension of TBL all contribute to the validity and dependability of the study's conclusions. This information offers important insights into how The Bridge Education's students experienced TBL, and it will be helpful for future studies and the creation of efficient methods for teaching foreign languages.

Table 1. Overall information derived from responses provided by respondents to the questionnaire

Statements	SA	A	D	SD
	(Strongly Agree)	(Agree)	(Disagree)	(Strongly Disagree)
1	15	15	-	-
2	16	13	1	-
3	18	11	1	-
4	18	11	1	-
5	12	17	1	-
6	14	16	-	-
7	14	15	1	-
8	14	15	1	-
9	11	29	-	-
10	10	20	-	-
11	6	22	1	1
12	17	13	-	-
13	14	14	2	-
14	14	14	2	-
15	12	17	1	-

Table 2. Analysis of overall responses towards the questionnaire

Scale	Percentage
4 - Strongly Agree	45.56%
3 - Agree	51.56%
2 - Strongly	2.67%
1 - Strongly Disagree	0.21%

The study of the overall replies to the questionnaire given to the participants offers insightful information about their views and perceptions. A varied spectrum of respondents from various origins, life experiences, and levels of language proficiency participated in the study. A majority of participants—51.56% of the respondents—said they agreed with the claims made in the questionnaire, demonstrating a generally favorable attitude on the subjects covered. This high level of agreement among the participants indicates a shared understanding and agreement on the participants' points of view.

Furthermore, an impressive 45.56% of respondents said they strongly agreed with the claims, indicating a strong support for the theories and concepts presented in the poll. The great level of conviction and confidence in their ideas and attitudes regarding the topic is highlighted by the high percentage of "strong agreement." It implies that the participants held strong beliefs and favorable assessments of the subjects under consideration in addition to their agreement with the claims.

On the other hand, just 2.67% of the participants showed a predisposition towards extreme disagreement with the questionnaire's statements. Even though it represents a small percentage of the participant group, this opposing viewpoint provides insightful information about various perspectives and divergent beliefs. In a similar vein, only 0.21% of respondents said they strongly disagreed, demonstrating a distinct minority with opposite viewpoints.

These results demonstrate that participants' attitudes toward the questionnaire's content were generally favorable. The overwhelming majority of comments that were strongly in accord attests to the general agreement and favorable opinion of the subjects discussed. This convergence of opinions suggests that the questionnaire was well received and that the participants felt the claims to be pertinent, significant, and supportive of their own experiences and ideas.

The study of the total responses captures the perceptions and attitudes of the participants and offers useful information for future research, program development, and instructional design. Understanding the perspectives of the participants can help educators and organizations to customize their teaching methods, attend to learners' requirements, and create an atmosphere that encourages positive learning experiences. The research advances knowledge in the fields of education and language learning, deepens our comprehension of student preferences and views, and guides effective teaching strategies.

Table 3. Responses from the first section of the items on the understanding of students towards TBL

Statements	Scale	Frequency	Percentage
A task is goal-directed and communicative.	4	15	30.0%
	3	15	30.0%
	2		
	1		
A task includes putting the main emphasis on the meaning.	4	16	53.3%
	3	13	43.3%
	2	1	3.3%
	1		
A task has a clearly defined outcome.	4	18	60.0%
	3	11	36.7%
	2	1	3.3%
	1		
Any action that requires the learner to use the target language is referred to as a task.	4	18	60.0%
	3	11	36.7%
	2	1	3.3%
	1		
TBL (Task-Based Learning) is consistent with the principles of communicative language learning.	4	12	40.0%
	3	17	56.7%
	2	1	3.3%
	1		53.3%
TBL is based on the student-centered instructional approach.	4	14	46.7%
	3	16	
	2		
	1		
TBL includes three stages: pre-task, task implementation, and post-task.	4	14	46.7%
	3	15	50.0%
	2	1	3.3%
	2		

Table 4. Analysis from the responses of the first items section of the students' understanding of TBL

Scale	Percentage
4 - Strongly Agree	50.95%
3 - Agree	46.67%
2 - Strongly	2.38%
1 - Strongly Disagree	

The study of the first section's replies, which focused on how well the students understood task-based learning (TBL), offers insightful information. A sizable majority of participants—46.67%—said they agreed with their comprehension of TBL, demonstrating a good awareness of the idea and process. Additionally, 50.95% of respondents said they understood TBL very well, demonstrating a high level of assurance in their knowledge of the methodology. Just 2.38% of respondents tended to strongly disagree with their interpretation of TBL. Notably, no responses were given that suggested a substantial disagreement. These results imply that most students have a positive grasp of TBL, demonstrating a firm grounding and awareness of the principles and practices related to this teaching strategy.

Table 5. Responses from the second section of the items on the perspective of the students of TBL as an active retrieval activity

Statements	Scale	Frequency	Percentage
I am interested with the implementation TBL in the classroom.	4	14	46.7%
	3	15	50.0%
	2	1	3.3%
	1		
TBL provides a relaxed atmosphere to promote the target language use.	4	11	35.7%
	3	19	63.3%
	2		
	1		
TBL activates learners' needs and interests.	4	10	33.3%
	3	20	66.7%

	2		
	1		
TBL covers the way of retrieving	4	6	20.0%
the lesson before the class in The	3	22	73.3%
Bridge Education.	2	1	3.3%
	1	1	3.3%
TBL pursues the development of	4	17	56.7%
integrated skills in the classroom.	3	13	43.3%
	2		
	1		
TBL helps the students to recall	4	14	46.7%
previous meetings lesson.	3	14	46.7%
	2	2	6.7%
	1		
TBL is proper for remembering	4	14	46.7%
prior materials.	3	14	46.7%
	2	2	6.7%
	1		
TBL materials are meaningful and	4	12	40.0%
purposeful based on the real-	3	17	56.7%
world context.	2	1	3.3%
	1		

Table 6. Analysis of the responses from the second section of the items on the perspective of the students of TBL as an active retrieval activity

Scale	Percentage
4 - Strongly Agree	40.84%
3 - Agree	55.84%
2 - Strongly	2.91%
1 - Strongly Disagree	0.41%

The thorough analysis of replies to the second group of questions, which examined students' perceptions of task-based learning (TBL) as an active retrieval activity, led to significant and remarkable discoveries. The results show a strong

tendency toward favorable assessments among the participants, with a sizable majority, or 55.84%, approving TBL as a successful active retrieval approach. This resounding endorsement demonstrates the participants' understanding of TBL's effectiveness in aiding memory retention and consolidation, validating its significance in fostering meaningful learning experiences.

Furthermore, the significant percentage of respondents (40.84%), who strongly agreed with TBL as an active retrieval activity, underlines the strength of support for TBL's advantages in consolidating and retrieving taught information. This support demonstrates a high level of belief and confidence in TBL's efficacy as a process for recalling and consolidating knowledge. The fact that the participants recognized TBL's capacity to actively include learners in the retrieval process demonstrates how well it can help with knowledge retention and application.

It is important to note that just a small minority, or 2.91% of individuals, strongly disagreed with TBL being used as an active retrieval activity. Despite the existence of this opposing opinion, TBL has received largely good feedback as an active retrieval approach. Additionally, just 0.41% of individuals strongly disagreed with this viewpoint, highlighting the slight disagreement regarding TBL's efficiency in encouraging active retrieval.

These findings add to the body of knowledge already available on TBL and offer concrete proof of students' positive attitudes toward it. The strong agreement replies and high agreement percentages illustrate the benefits of TBL as an active retrieval activity, highlighting its potential to improve information consolidation and recall. Teachers and institutions can use these findings to inform instructional practices, curriculum creation, and pedagogical techniques by acknowledging the favorable opinions about TBL. A more effective and engaging learning environment can be created by using TBL as a preferred technique for encouraging active retrieval, which will lead to better learning outcomes and student satisfaction.

Discussion

The thorough analysis of the questionnaire responses supplied by 30 previous students of The Bridge Education in the discussion section of the study exposes their perspectives and comprehension of task-based learning (TBL). The findings of this study are analyzed and debated while taking into account pertinent hypotheses and prior research.

The theory put forth by Liando et al. (2019) is one that is taken into consideration in the discussion. This hypothesis holds that students participate in educational activities to enhance their English ability and increase their possibilities. According to this theory, students understand the importance of TBL in promoting a student-centered and engaging learning experience, which is consistent with the favorable perceptions of TBL seen in the study.

The study's participants acknowledged that TBL enables them to actively engage in tasks, improving their language proficiency and allowing them to use it practically in everyday circumstances. Students can apply their language knowledge and skills in meaningful ways by participating in TBL. The participants greatly liked this aspect of practical application since it helped them see the worth and utility of their language skills outside of the classroom.

The study's findings on students' opinions of TBL are consistent with the idea put forth by Liando et al. (2019), according to which students participate in learning activities to increase their language proficiency. The results indicate that TBL can be a useful strategy for encouraging active participation, language skill development, and the use of language knowledge in practical contexts.

The debate also takes into account how these results line up with earlier TBL studies. The advantages of TBL in fostering communicative competence, learner autonomy, and motivation among language learners have been recognized in earlier studies. The commentary offers a thorough examination of the questionnaire replies by citing pertinent ideas and other research, highlighting the significance and potency of TBL in language learning environments.

According to the study, teachers have the freedom to select the structure or technique of the learning process within a curriculum based on a number of variables (Lekha, 2020). The fact that participants had a favorable opinion of task-based learning (TBL), which satisfies these requirements, implies that TBL may be a practical instructional strategy. The Bridge Education Manado should therefore think about including TBL in their curriculum by considering the needs of stakeholders, clearly defining goals, addressing constraints, creating a learning map, using appropriate instructional methods, and establishing appropriate evaluation methods.

Self-regulation is a crucial component of successful language learning, as underlined by Janagam et al. (2011). TBL encourages students to actively monitor, evaluate, and respond to their own learning process, which promotes self-control and independence. Students can set objectives, track their progress, and evaluate

how they did during tasks by using TBL. Through their active participation, they can take control of their education and acquire important metacognitive abilities.

The Bridge Education Manado can offer direction and resources for goal setting, self-monitoring, and self-reflection to aid students in developing self-regulation methods. For each TBL assignment, teachers can work with students to help them set specific goals and give them resources to monitor their progress. Teachers can also guide students in reflection exercises so they can assess their performance, pinpoint areas for development, and formulate plans for next tasks. The Bridge Education Manado can encourage students to develop self-regulation abilities within the framework of TBL. This will enable them to become more independent learners.

Although official English instruction is only introduced in junior high or senior high school, the value of English education in Indonesia is acknowledged as early as kindergarten and elementary school (Sakkir et al., 2021). The positive attitudes toward task-based learning (TBL) that were seen among the study participants may have been influenced by this early exposure to English language acquisition. Due to their prior experience with English, the participants were able to understand the applicability and usefulness of TBL content in practical settings.

Early exposure to English in kindergarten and primary school lays the groundwork for pupils to acquire fundamental language abilities and familiarity with the language. The fact that TBL enables the use of language knowledge and skills in purposeful tasks may have helped them understand the importance of TBL. Students at The Bridge Education Manado can take advantage of TBL's advantages from an early age by incorporating it into the foundational levels of language instruction.

There are many benefits to incorporating TBL into language teaching early on. It encourages a fun, student-centered learning environment where young students can actively engage in activities that are relevant to and applicable to their everyday lives. TBL gives young children the chance to utilize their English in real-world situations, developing their language abilities and promoting their proficiency in the language. TBL can also aid in the development of critical thinking, problem-solving, and collaborative abilities. Early involvement in TBL can help youngsters develop these abilities and lay a solid foundation for their overall language and cognitive growth.

The Bridge Education Manado can give students a cogent and progressive language learning experience by utilizing the early exposure to English education in

Indonesia and incorporating TBL into the curriculum. Starting TBL at a young age enables kids to gain vital skills for their future academic and professional efforts, increase their language abilities, and establish a positive attitude toward language learning.

Task-based learning (TBL) allows students to utilize the language in real-world situations, which fosters fluency and authenticity in language use (Ahmad, 2020). The idea that TBL assignments give students relevant and authentic settings to use the language matches precisely with the favorable assessment of TBL as an active retrieval activity seen in this study. Students can improve their fluency and confidence in using English by completing assignments that simulate real-life communication.

In task-based learning, which emphasizes fluency over accuracy, the idea of authentic evaluation is equally essential (Butarbutar, 2021). The fact that TBL was seen favorably by participants in this study as an active retrieval exercise shows that they value the emphasis on meaningful language use and communication rather than just focusing on grammatical perfection. It shows how much students treasure the chance to communicate clearly and genuinely in the language.

Designing assessment techniques that complement the authentic quality of TBL tasks is crucial to improving the TBL implementation at The Bridge Education Manado. Rather of relying simply on conventional grammar-based tests, authentic assessments should give pupils the chance to use their language skills in real-world situations. This could entail testing students' capacity for task completion or successful communication in particular contexts, with an emphasis on the use of language for practical objectives.

The Bridge Education Manado can provide a more thorough and well-rounded language learning experience by integrating authentic evaluation methodologies into TBL implementation. These tests will evaluate students' language proficiency as well as their ability to use their language abilities in real-world scenarios. This method encourages students to concentrate on fluency and efficient communication, which results in a more genuine and significant language learning process.

Previous studies have looked at the efficiency of task-based language education in enhancing listening abilities, as shown by Chou (2017) and Moore (2018). This supports the idea that task-based learning (TBL) can improve listening abilities through interesting and participatory tasks and is consistent with the favorable assessment of TBL as an active retrieval activity seen in this study.

TBL emphasizes the use of language in relevant circumstances, which creates a learning environment that is favorable for the development of listening skills. Through TBL assignments, students are exposed to real-world listening materials such as recordings, conversations, and interviews. Students' capacity to understand spoken language and their listening comprehension skills both improve as a result of this experience.

Students can practice their listening skills in a fun and engaging way thanks to the interactive nature of TBL assignments, which encourage active involvement and participation. Students carefully listen to their peers during group talks, role plays, or simulations in order to respond effectively and have meaningful conversations. Through these encounters, they develop not just their listening abilities but also their entire language and communication skills.

The Bridge Education Manado might incorporate certain listening-focused TBL activities into their curriculum to take advantage of the positive view of TBL as an active retrieval activity and further improve students' listening abilities. In addition to giving students the chance to improve their listening comprehension in various real-life situations, these activities can involve listening to authentic materials, participating in conversations or problem-solving exercises that call for active listening.

The Bridge Education Manado can give students targeted opportunity to improve their listening skills by adding listening-focused TBL exercises. Through such exercises, they can build their comprehension skills, increase their spoken language understanding, and generally improve their communication abilities. Incorporating TBL into the curriculum can also produce a more interactive and engaging learning environment that encourages students to actively participate in the listening process.

Task-based learning (TBL) has four stages, which Willis (2007) developed as a framework for structuring TBL implementation. The pre-task, task cycle, focus stage, and follow-up are these phases.

Activating existing knowledge, teaching pertinent terminology or language structures, and establishing the task's context are all part of the pre-task stage of instruction. Teachers might offer the necessary background knowledge at this time, encourage brainstorming, or assign students pre-task tasks to increase their comprehension and task preparedness.

The primary task is carried out during the task cycle stage. Students use their gained linguistic abilities and knowledge to complete the job individually, in pairs,

or in groups. In order to give students the opportunity to use their language abilities in an interesting and real way, the work should be made to be communicative and relevant.

The attention stage, which comes after the task cycle, offers a chance for reflection and linguistic analysis. Teachers can help students evaluate their performance, talk about the language patterns or techniques they employed, and participate in language-focused activities that highlight certain linguistic aspects or potential improvement areas. Students can solidify their knowledge and increase their comprehension of language use at this stage.

The follow-up phase, in turn, gives students the chance to hone their language abilities and solidify the information they learned during the job. Teachers can create follow-up tasks, extra assignments, or projects that expand on the original assignment and offer chances for more language use and application. After completing the initial job, the follow-up phase makes sure that students continue to improve and integrate their language skills.

The Bridge Education Manado can offer teachers training and professional development opportunities to support the consistent and successful application of TBL. Teachers can improve their understanding of TBL ideas and practices through workshops, seminars, or collaborative learning communities. Designing TBL exercises, scaffolding language learning, giving useful feedback, and facilitating the many stages of TBL are all topics that can be covered in training. The Bridge Education Manado can guarantee that TBL is applied consistently and successfully across their language education programs by providing teachers with the essential knowledge and abilities.

In general, the four TBL stages provide a structured method that helps teachers create and implement projects that promote language learning in significant and communicative ways. Opportunities for training and professional development for teachers can help them better comprehend and apply TBL, which will improve the results of students' language acquisition.

According to Roediger and Karpicke (2006), the idea of active retrieval highlights the significance of engaging in active retrieval practice for long-term memory retention. The fact that task-based learning (TBL) was seen favorably as an active retrieval activity shows that participants understood the advantages of retrieval practice in retaining and recalling taught material. This knowledge supports the implementation of TBL tasks to get students actively retrieving information, improving their memory retention and recall.

Instead of passively reviewing or rereading material, active retrieval includes actively retrieving information from memory. TBL assignments give students the chance to actively recall and use their language skills and knowledge in relevant circumstances. Students develop their memory links and improve their capacity to recall and apply that knowledge in the future by working on assignments that call for them to recall and apply what they have learned.

The Bridge Education Manado can place a strong emphasis on the role of active retrieval in TBL activities to improve students' memory retention and recall. Teachers can help students use retrieval techniques that are helpful, such as summarizing essential ideas, self-checking, or coming up with examples that are relevant to the job at hand. It is possible to dramatically improve students' long-term memory retention and the transferability of their language skills by encouraging them to actively retrieve and use their language knowledge during TBL exercises.

Additionally, the study emphasizes the importance of individual variations in perceptions as well as the role of context and prior knowledge (Pylyshyn, 1999). This acknowledgement highlights the significance of using a learner-centered strategy while implementing TBL. The Bridge Education Manado can make an effort to recognize and accommodate the various requirements and preferences of pupils.

Teachers can create a more engaging and individualized learning experience by tailoring TBL exercises to correspond with individual learning styles, interests, and past knowledge. Giving students the freedom to choose or alter assignments in accordance with their interests and preferences encourages motivation and engagement in learning.

In a prior study, Hadi (2013) looked into how Iranian EFL students perceived task-based learning (TBL). The present study at The Bridge Education Manado may have been conducted in a different setting, but the positive perception of TBL seen in both studies points to a shared attitude among students toward the methodology. This convergence of results suggests that favorable impressions of TBL may be pervasive across various situations for language learning.

In addition, a 2010 study by Aliakbari et al. examined the merits of using role-playing in task-based language training. It has been discovered that including role-playing exercises in TBL tasks improves students' language proficiency and fosters genuine communication. The Bridge Education Manado may take this research's findings into consideration as they consider including role-playing components in

their TBL tasks. They can give students chances to utilize language realistically, hone their speaking skills, and strengthen their interpersonal skills by doing this.

CONCLUSION AND SUGGESTION

Conclusion

The study's discussion section found that the participants had favorable opinions on task-based learning (TBL), which were consistent with earlier studies and theories. The results show how effective TBL is at fostering a student-centered and interesting learning experience, encouraging language fluency and authenticity, and improving English integrated abilities. The effectiveness and applicability of this teaching strategy are further enhanced by the incorporation of active retrieval activities and role-playing components inside TBL exercises. The acceptance of individual differences, the significance of context and prior knowledge, and the necessity of a learner-centered approach in TBL implementation highlight the need for this method. The study demonstrates the possible universality of favorable sentiments about TBL across various situations for language acquisition and offers insightful information about how students view TBL from a broad range of perspectives.

Suggestion

There are two main recommendations to improve the task-based learning (TBL) implementation at The Bridge Education Manado based on the thorough analysis and discussion of the questionnaire results. First and foremost, it is essential to offer instructors training and professional development opportunities that are centered on TBL concepts, task design, feedback techniques, and the incorporation of active retrieval and role-playing exercises. By giving instructors the required tools and training, they may successfully apply TBL in the classroom and give students meaningful, interactive learning experiences.

Second, it's critical to adapt TBL exercises to account for personal preferences and variances. Teachers can create TBL exercises that cater to various interests and levels of prior knowledge by taking into account the unique requirements and learning preferences of their students. Students can participate more actively in the learning process by providing for flexibility and customisation, which boosts motivation, involvement, and language competency.

The Bridge Education Manado can improve the usefulness and efficacy of TBL in fostering language acquisition and skill development by putting these recommendations into practice. A dynamic and learner-centered environment that encourages student engagement and achievement will be created by including tailored TBL tasks and ongoing professional development for teachers.

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