

TEACHER CHALLENGES IN IMPLEMENTING TBL (TASK-BASED LEARNING)

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ABSTRACT

Task-Based Learning (TBL) is one of the language teaching approaches that emphasizes the use of meaningful tasks to improve students' communication skills. This study aims to identify the challenges faced by teachers in implementing TBL in the classroom. The method used in this paper is descriptive qualitative through literature review and analysis of previous studies related to TBL implementation. The findings show that teachers experience several obstacles, including limited understanding of TBL concepts, lack of time management, students' low participation, large classroom sizes, and insufficient teaching resources. In addition, teachers often face difficulties in designing appropriate tasks that match students' proficiency levels. Despite these challenges, TBL remains an effective approach in enhancing students' engagement and communication abilities when implemented properly. Therefore, teacher training, adequate facilities, and institutional support are necessary to maximize the implementation of TBL in language learning.

Keywords: Task-Based Learning; teacher challenges; language teaching; classroom implementation.

ABSTRAK

Pembelajaran Berbasis Tugas (Task-Based Learning/TBL) adalah salah satu pendekatan pengajaran bahasa yang menekankan penggunaan tugas-tugas bermakna untuk meningkatkan keterampilan komunikasi siswa. Studi ini bertujuan untuk mengidentifikasi tantangan yang dihadapi guru dalam menerapkan TBL di kelas. Metode yang digunakan dalam makalah ini adalah kualitatif deskriptif melalui tinjauan pustaka dan analisis studi sebelumnya yang berkaitan dengan implementasi TBL. Temuan menunjukkan bahwa guru mengalami beberapa kendala, termasuk pemahaman yang terbatas tentang konsep TBL, kurangnya manajemen waktu, partisipasi siswa yang rendah, ukuran kelas yang besar, dan sumber daya pengajaran yang tidak memadai. Selain itu, guru sering menghadapi kesulitan dalam merancang tugas yang sesuai dengan tingkat kemampuan siswa. Terlepas dari tantangan-tantangan ini, TBL tetap menjadi pendekatan yang efektif dalam meningkatkan keterlibatan dan kemampuan komunikasi siswa jika diimplementasikan dengan benar. Oleh karena itu, pelatihan guru, fasilitas yang

memadai, dan dukungan kelembagaan diperlukan untuk memaksimalkan implementasi TBL dalam pembelajaran bahasa.

Kata Kunci: Pembelajaran Berbasis Tugas; tantangan guru; pengajaran bahasa; implementasi di kelas.

A. Introduction

English is considered one of the most important international languages used in communication, education, business, and technology. In many countries, including Indonesia, English is taught as a foreign language at different levels of education (Sri Andayani, 2022). The main goal of English teaching is not only to help students understand grammar and vocabulary but also to enable them to communicate effectively in real-life situations. Therefore, teachers are expected to apply teaching methods that can improve students' communicative competence and encourage active participation in the classroom (Boy Jon et al., 2021).

Over the years, various teaching approaches have been developed to support language learning. One of the approaches that has gained significant attention is Task-Based Learning (TBL). TBL is an approach that focuses on the use of meaningful tasks as the core component of the

learning process (Asyifa, 2025). In this approach, students learn the language by completing tasks such as solving problems, discussing topics, giving opinions, conducting interviews, or working collaboratively in groups. The emphasis is placed on communication and interaction rather than memorizing grammatical rules. Through these activities, students are encouraged to use the target language naturally and meaningfully (Alvardo Meija et al., 2023).

Task-Based Learning is believed to provide several advantages in language teaching. First, TBL can increase students' motivation because learning activities are usually related to real-life situations and practical communication. Students become more engaged because they are actively involved in completing tasks instead of only listening to teacher explanations (Iedaini, 2025). Second, TBL helps students develop critical thinking and problem-solving skills through collaborative activities. Third, this approach creates a student-

centered learning environment in which teachers act as facilitators and guides rather than the only source of knowledge. As a result, students have more opportunities to practice their speaking and communication skills confidently (Iskandar & Weda, 2021).

Despite its benefits, the implementation of TBL in classrooms is not always successful. Many teachers experience difficulties in applying this approach effectively. One of the common problems is teachers' limited understanding of TBL principles and procedures. Some teachers are still more familiar with traditional teaching methods that focus heavily on grammar instruction and textbook exercises. Consequently, they may find it difficult to design meaningful tasks that match students' needs and language proficiency levels (Hermayawati & Nurhayati, 2023).

Another challenge is related to classroom management and time allocation. TBL activities often require more preparation and classroom time compared to traditional teaching methods. Teachers need to organize group discussions, monitor student interactions, and provide feedback during task completion (Sudarsana,

2024). In large classrooms, managing students during communicative activities can become more complicated. In addition, some students may feel shy, passive, or afraid of making mistakes when using English in front of their classmates. These conditions may reduce student participation and affect the effectiveness of TBL activities (Jiahong & Ghafar, 2024).

Limited teaching resources and institutional support also become important issues in implementing TBL. Some schools may lack adequate facilities, authentic learning materials, or professional training programs for teachers (Sharipova & Akhmedova, 2025). Without sufficient support, teachers may struggle to apply TBL consistently in their classrooms. Therefore, understanding the challenges faced by teachers is necessary to improve the implementation of Task-Based Learning in language education (Nur & Suriaman, 2021).

Based on these issues, this paper aims to discuss the challenges experienced by teachers in implementing Task-Based Learning in English classrooms. It also explores possible solutions that can help

teachers overcome these obstacles and improve the effectiveness of language teaching and learning processes.

B. Method

This study employed a descriptive qualitative method to analyze the challenges faced by teachers in implementing Task-Based Learning (TBL) in English language classrooms. The descriptive qualitative approach was chosen because it allows the researchers to explore and describe educational phenomena in detail through the interpretation of existing information and findings. The data used in this study were obtained from various sources, including books, academic journals, articles, and previous research studies related to TBL, language teaching methods, and classroom implementation. The selected references were relevant to the topic and provided information about teachers' experiences, classroom conditions, and factors influencing the effectiveness of TBL.

The process of data analysis involved several steps, namely collecting, reading, identifying, classifying, and interpreting the

information from the selected literature sources. The researchers focused on identifying the common problems and challenges encountered by teachers during the implementation of TBL in the classroom. After the data were analyzed, the findings were presented descriptively to provide a clearer understanding of the issue. Through this method, the study aimed to provide comprehensive information about teacher challenges in implementing TBL and possible solutions to improve the teaching and learning process.

C. Findings and Discussion

The findings of this study show that teachers face various challenges in implementing Task-Based Learning (TBL) in English language classrooms. Although TBL is considered an effective approach to improve students' communication skills and classroom participation, its implementation often encounters practical difficulties. Based on the analysis of several studies and references, the challenges experienced by teachers can be classified into several important points.

Limited Understanding of TBL Concepts

One of the most common problems faced by teachers is the limited understanding of the concepts and principles of Task-Based Learning. Some teachers still do not fully understand the stages of TBL, such as pre-task activities, task cycles, and language focus activities. As a result, they sometimes apply TBL incorrectly or combine it with traditional teaching methods that focus mainly on grammar explanation and memorization (Rahman & Karim, 2024).

In addition, designing appropriate tasks is not an easy process. Teachers must create meaningful activities that encourage students to communicate actively in English. However, many teachers experience difficulties in selecting tasks that match students' language proficiency levels, interests, and classroom conditions. If the tasks are too difficult, students may lose confidence and motivation. On the other hand, if the tasks are too simple, students may not develop their communication skills effectively.

The findings indicate that teachers who receive professional

training and workshops about TBL tend to implement the method more successfully. Therefore, teacher development programs are essential to improve teachers' understanding and teaching competence related to TBL.

Time Management Difficulties

Another major challenge in implementing TBL is time management. Compared to traditional teaching methods, TBL activities usually require more classroom time because students need opportunities to discuss, collaborate, solve problems, and present their work. In many schools, English lessons are allocated limited time, making it difficult for teachers to complete all stages of TBL effectively (Priyanti & Artini, 2023).

Teachers also spend considerable time preparing learning materials, designing tasks, organizing group activities, and evaluating students' performance. These preparations can increase teachers' workload, especially for teachers who already have many teaching responsibilities. As a result, some teachers prefer using conventional teaching methods because they are considered more practical and easier

to manage within limited classroom hours.

Furthermore, unexpected classroom situations may also affect time management. For example, students may take longer to understand instructions, discussions may become less focused, or technical problems may occur during classroom activities. These conditions can reduce the effectiveness of TBL implementation and prevent teachers from achieving learning objectives completely.

Students' Low Participation and Confidence

Student participation is an important element in Task-Based Learning because students are expected to communicate actively and interact with others during task completion. However, the findings reveal that many students are still reluctant to participate actively in classroom activities. Some students feel shy, nervous, or afraid of making mistakes when speaking English in front of their classmates (Alvarado Meija et al., 2023).

Lack of vocabulary and limited grammar mastery also become factors that reduce students' confidence. Students often worry that their friends

may laugh at them if they pronounce words incorrectly or make grammatical mistakes. Consequently, they choose to remain silent during discussions or rely on more active group members (Listyani, 2021).

Differences in students' language abilities also create challenges during group work. High-achieving students often dominate discussions, while lower-level students become passive participants. This imbalance may reduce learning opportunities for weaker students and make group collaboration less effective. Therefore, teachers need to monitor classroom interactions carefully and encourage equal participation among all students.

To solve this problem, teachers can create supportive classroom environments where students feel comfortable expressing their ideas without fear of criticism. Teachers may also use simpler tasks, provide vocabulary support, and encourage cooperative learning strategies to increase students' confidence and participation.

Large Classroom Size

Large classroom size is another significant obstacle in implementing TBL effectively. In many schools, one

classroom may contain more than thirty students. Such conditions make it difficult for teachers to monitor students' progress, manage group activities, and provide individual attention to each student (Mudinillah et al., 2024).

During task-based activities, classrooms often become noisy because students are required to discuss and communicate actively. While interaction is an important aspect of TBL, excessive noise may create classroom management problems and reduce students' concentration. Teachers may also experience difficulties ensuring that students use English consistently during discussions, as many students tend to switch to their first language.

Moreover, evaluating students' performance in large classrooms requires additional effort and time. Teachers may find it challenging to assess every student's communication skills fairly and accurately. Consequently, some students may not receive sufficient feedback to improve their language abilities.

To overcome this challenge, teachers can divide students into smaller groups, assign clear

responsibilities to group members, and establish classroom rules to maintain discipline during activities. Effective classroom management strategies are important to ensure that TBL activities run successfully even in large classes.

Limited Resources and Institutional Support

The implementation of Task-Based Learning also depends on the availability of adequate teaching resources and institutional support. However, not all schools provide sufficient facilities to support communicative language teaching. Some schools may lack multimedia equipment, authentic learning materials, internet access, or comfortable classroom environments (Boy Jon et al., 2021).

In addition, many teachers have limited access to professional development programs related to TBL. Without proper training and institutional support, teachers may feel unprepared to implement this approach effectively. In some cases, school curricula and examination systems still focus heavily on grammar and written tests, which may discourage teachers from applying

communicative teaching methods such as TBL.

Administrative demands and heavy workloads may also reduce teachers' motivation to innovate in their teaching practices. Therefore, support from schools, educational institutions, and government authorities is very important to improve the quality of TBL implementation.

Overall, the findings indicate that although Task-Based Learning offers many advantages for language learning, teachers still face numerous challenges in its implementation. Proper teacher training, sufficient learning facilities, supportive classroom environments, and effective classroom management strategies are necessary to maximize the effectiveness of TBL in English language teaching (Hartono & Rahayu, 2024).

E. Conclusions

In conclusion, Task-Based Learning (TBL) is an effective approach in English language teaching because it encourages students to communicate actively, participate in meaningful activities, and develop their language skills

through real-life tasks. However, the implementation of TBL still presents several challenges for teachers, including limited understanding of TBL concepts, difficulties in time management, low student participation and confidence, large classroom sizes, and inadequate teaching resources and institutional support. These challenges can affect the effectiveness of the teaching and learning process if they are not addressed properly. Therefore, teachers need professional training, appropriate teaching materials, effective classroom management strategies, and support from educational institutions to implement TBL successfully. With adequate preparation and support, TBL can create a more interactive, communicative, and student-centered learning environment.

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