

**Developing EFL Task-Based Language Instruction in an
Indonesian Primary School Context
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Abstract

This study addresses two related current issues in the field of teaching English as a foreign language (EFL). First, it deals with the need to investigate the use of task-based language instruction in a natural classroom context where tasks are developed from a syllabus and used in an actual course. Second, it addresses the need to develop task-based language instruction in EFL contexts. The ultimate goal of this study is to develop task-based language instruction that is effective in teaching EFL to Indonesian primary school learners.

The main objectives of this study are to develop effective tasks and explore their characteristics, obtain a preliminary understanding of the implementation of task-based language instruction, and develop an appropriate lesson unit design in EFL task-based language instruction to beginner primary school learners in Yogyakarta Special Territory, Indonesia. Action research was carried out for two terms of four months each involving two parallel Year Four Indonesian primary school learners. Data were collected using observation, questionnaire, journal, test, audio recording, and documentary techniques. Qualitative and quantitative data analyses were applied.

This study suggested the following. First, tasks that engaged learners in processing short or simple language and producing single words and sentences were effective for primary school learners who were beginning to learn EFL. Second, task-based language instruction was effective in promoting short and long-term gains as suggested by the learners' high average scores in all the achievement and long-term gain tests and in engaging learners in multiple language learning processes. Finally, this study indicated that a lesson unit design made up of a variety of tasks that were sequenced according to the learners' cognitive and performance demands (Nunan, 1985) was applicable.