Implementing Task-Based Language Teaching (TBLT) in Teaching Sport English

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Article Info	Abstract
Article History *Received: May 9, 2025* *Revised: May 15, 2025* *Published: May 19, 2025* **Keywords** *ESP;* *Sports English;* *Task-Based Language Teaching.*	*This study explores the implementation of Task-Based Language Teaching (TBLT) in English instruction for students majoring in Physical Education. The primary objective is to enhance students' ability to use technical sports terminology, deliver clear instructions, and build speaking confidence in professional contexts. A quasi-experimental design involving 30 participants was employed, comprising a pre-test, TBLT-based instructional intervention, and a post-test to measure fluency, accuracy, and comprehension improvements. Both quantitative data (test scores) and qualitative data (observed student performance) were analyzed. The results indicate significant improvement in students' ability to communicate training-related instructions effectively. Nevertheless, challenges such as limited vocabulary and issues with sentence structure were observed. The study recommends incorporating structured feedback, supplementary learning materials, and a specialized sports glossary to address these. Overall, TBLT proves to be an effective approach for integrating English language development into sports education. Future studies may consider applying this model to other sports-related disciplines.*

INTRODUCTION

English has become the world language utilized widely across the globe of sport, not merely in communications of athletes, coaches, and officials but also across other official materials and regulations. Lubis, Fitri, and Ridwan (2024) say English proficiency is necessary in the period of globalization as it serves as a vehicle for international communication across fields. In global competitions such as the Olympics, World Championships, and professional competitions, English is employed as the official language for technical directions, interviews, and team communication among teams from different countries. Additionally, the majority of sports literature, including manuals, research journals, and match reports, is carried out in English, making it an essential skill for everyone involved in the sport industry. Thus, physical education students wishing to be sport professionals, coaches, or educators need English communicative proficiency in order to be competitive internationally. Thariq et al. (2020) argue that "Mastering English is a key ability for students to face academic and professional challenges in the age of globalization."

In international sporting competitions, the players, coaches, and managers usually use English as a lingua franca. When they get involved in competitions such as the Olympics, World Championships, and other professional tournaments, they have to understand instructions, rules, and interact with organizers, referees, and players from other countries. Coaches use English to provide tactical guidance to the players, while officials use it in deciding match decisions and also in technical coordination. Post-match press conferences, interviews, and pre-

match briefings are also typically conducted in English. Sari et al. (2024) state that English proficiency not only opens up access to knowledge and information but also provides greater opportunities in professional life. Therefore, English learning is an important skill for all international sportspersons to communicate effectively and professionally.

Physical education students have to learn English communication skills so that they may improve their prospects in their profession in the field of sports. As there has been more globalisation of sport, most professions in the industry require knowledge of English, e.g., serving as an international coach, world games referee, fitness trainer in international sports academies, or even a player playing abroad. Zahraini (2023) states that PJKR students need English for Specific Purposes (ESP) materials specific to their field so they can understand learning materials in English. Moreover, scientific articles, training programs, and professional certifications in sports often use English as the prevailing language. Good English communication skills allow students not only to interact with foreign students but also to stay updated on the most recent trends in sports science and build professional networks abroad. Lourido-Badía (2023) adds that English for Specific Purposes (ESP) materials in sports science need to be contextually developed to maximize learners' performance and language skills effectively.

Task-Based Language Teaching (TBLT) is a way that focuses on using language to achieve authentic communicative tasks. The methodology is based on helping the learners develop language skills through direct experience in their real-life context or professional practice. Based on Arifin et al. (2023), "The use of Task-Based Language Teaching (TBLT) in English speaking practice can develop the communicative competence of students by working with realistic activities authentically." In TBLT, the learning is not just on grammar and vocabulary in abstract situations but on the employment of language in order to communicate for some communicative purposes. This method gives more authentic and interactive learning environment, as students apply the language to scenarios that come closest to reality. Thus, TBLT is proved to be effective for developing learners' fluency, accuracy, and confidence in communication, particularly in business environments such as sports. Sabaruddin and Amir (2022) describe how TBLT technique allows students to use English meaningfully so that they will be more fluent and confident speakers.

Task-Based Language Teaching (TBLT) methodology has been discovered to promote fluency and speaking ability in different language learning environments, such as English for Specific Purposes (ESP). Arifin et al. (2023) state that through Task-Based Language Teaching (TBLT) in English learning may enhance learners' speaking ability by utilizing tasks based on actual communication contexts. Contrary to conventional approaches centered on rote learning of language structure, TBLT engages learners in the production of the language in profession-specific tasks. In the ESP setting, such as English for sport, business, or engineering, this approach allows learners to practice communication specific to their professional needs. It is asserted by Saswati and Arifin (2024) that the TBLT method enhances the development of students' speaking skills via the emphasis on language use in real activities, which develops their fluency and ability in communication positively. According to some research, TBLT has been found to help learners attain more naturalistic speaking skills, enhance their confidence in communication, and prepare them for real contexts of communication in English.

Sport is a field which relies heavily on active communication both on and off the field. Coaches, players, and officials must be able to provide training instructions effectively, ensure there is an understanding of game strategy, and communicate effectively with their teams and support staff. Additionally, in a professional setting, athlete interviews, press conferences, and tactical discussions are all often conducted in English, especially at an international level. Good English communication skills not only enable one to be more capable of giving instructions and transferring strategies but also result in more opportunities in the globalized world of sports. A

teaching method that allows students to learn English by doing real tasks and, therefore, for example, Task-Based Language Teaching (TBLT), becomes highly relevant to teaching sports. TBLT motivates students to be more confident in English communication through the use of real and purposeful task-based communication.

Task-based learning in sports enables learners to use English in more realistic and usable situations. Using tasks that mimic real tasks within the sport industry, such as giving training instructions, describing movement skills, or conducting interviews with athletes, students can develop greater functional language knowledge. According to Erfiani and Neno (2021), employing TBLT in English teaching allows learners to utilize the language in real-life situations actively, thereby improving their ability to communicate. By practicing this way, they not only master the language but also become confident in effective communication in the workplace. Moreover, language use in actual contexts allows learners to observe the short-term rewards of the abilities they are learning, which enhances their interest and motivation in learning.

Physical education students are widely faced with challenges of expressing themselves in English in the sporting context. Among the most common is understanding and use of specialized sporting jargon in English, which proves to be a limitation when communicating with foreign coaches or players. They also struggle to relay training instructions efficiently and clearly, especially when required to describe game techniques or strategies in a foreign language. A lack of confidence in the use of English at work further compounds the issue, and they hesitate to actively communicate in international settings. There is therefore a more practical Task-Based Language Teaching (TBLT) type of learning that should be undertaken to enable students to overcome these challenges by involving them in real communicative tasks in the sports business. Kim and Namkung (2024) observe among the most significant benefits of TBLT is that it can assist in developing the students' communication capacity through compelling them to utilize the language.

This research tries to apply Task-Based Language Teaching (TBLT) to English instruction to physical education students, namely to badminton training instruction guidelines. Through task-based approach, the students will use English in actual situations actively, i.e., when giving clear and effective training instructions. Besides, this research also tries to explore the effectiveness of the TBLT method in enhancing the students' speaking skill as well as comprehending technical terms in the field of sports. Through the participation of the students in real-life communicative activities, this study hopes to determine how effective TBLT can be in making the students speak more fluently and confidently. In addition, the research will analyze the advantages and disadvantages of using TBLT in English language acquisition in the field of sports. The determination of challenges like difficulty in comprehension of technical vocabulary or lack of practice in the active use of English will act as a starting point for designing more efficient pedagogical practices in the future. Thus, this study is supposed to enlighten us on how TBLT can be applied to facilitate more practical English learning in the physical education context.

RESEARCH METHOD
Participants
The subjects of this study are 30 students of the Physical Education, Health, and Recreation (PJKR) Study Program of Universitas Negeri Makassar enrolled in the English for Sports course. The students were selected using purposive sampling with the condition that they already have basic badminton playing skills.

Instruments
Data were gathered using:
- Pre-Test and Post-Test: To measure the improvement of students in providing instructions.
- Rubric for Assessment: Oral examination against four assessment dimensions (fluency, linguistic accuracy, sentence structure, and clarity of instructions) on a scale of 1-10 for each dimension.
- Observation: Carried out during the learning process to analyze student engagement and advancement.
- Interviews: Some students were interviewed to explore their experience with TBLT.

Data analysis procedures
Quantitative data was analyzed with a paired sample t-test in order to see whether there was any significant gap between the pre-test and post-test scores. Descriptive analysis was employed to analyze qualitative data gathered by means of interview and observation in order to confirm the results of the study.

$$\bar{X} = \frac{\Sigma Xi}{n}$$

$\bar{X} = $ average score
Xi = individual score from each assessment aspect
n = number of assessment aspects

Calculating the Difference (d)
$d_i = X$post-test,$i - X$pre-test,i
d_i = selisih skor post-test dan pre-test untuk mahasiswa ke-i

The t-value is calculated and cross-referenced with t-table value for the significance level ($\alpha = 0.05$). The pre-test and post-test difference is significant if p-value < 0.05.

Pre-Test
Before the implementation of TBLT, a pre-test was conducted on students to try out their initial ability to give badminton training instructions in English.
The pre-test consisted of:
- Written Test (30%): 5 multiple-choice questions multiple choice and 2 essay questions on badminton terms and elementary strokes in English.
- Oral Test (70%): The students had to provide training instructions for warm-up exercises and basic badminton strokes in English.

Implementation of TBLT
Learning procedure occurred in four sessions with the following situations:
- Session 1: What is badminton vocabulary in English, and examples of training directions.
- Session 2: Students practiced giving simple instructions under the lecturer's guidance.
- Session 3: Pairs simulation wherein the students provided training instructions to each other.
- Session 4: Independent practice in which students gave instructions and were recorded for assessment.

Post-Test
After the implementation of TBLT, students were given a post-test with the same format as the pre-test to assess their improvement in instructional skills.

FINDINGS AND DISCUSSION

According to the pre-test scores, students had uneven starting ability in providing badminton training instructions in English. A total of 30 students had an average pre-test score of 58.3 out of a scale of 100, with a score range of 45-70. According to the rubric analysis, sentence structure and language accuracy scored the lowest, while fluency and clarity of instructions were still in the fair rating.

The pre-test data showed that the average scores for the four aspects were:
- Fluency: 6.1
- Language Accuracy: 5.5
- Sentence Structure: 5.2
- Clarity of Instructions: 6.5

Average Total Score per Student: $\frac{6.1+5.5+5.2+6.5}{4} = 5.825$

$$\frac{5.825}{10} x100 = 58.3$$

After four sessions of implementation of Task-Based Language Teaching (TBLT), post-test scores showed significant improvement. Mean post-test score raised to 78.5, and the scores ranged between 65 and 90. Paired t-test revealed post-test and pre-test score difference as significant ($p < 0.05$), which reflects that the implementation of TBLT was satisfactory enough to develop students' skills for delivering badminton training instructions in English.
- Fluency: 8.0
- Language Accuracy: 7.6
- Sentence Structure: 7.3
- Clarity of Instructions: 8.5

Average Total Score per Student: $\frac{8.0+7.6+7.3+8.5}{4} = 7.85$

$$\frac{7.85}{10} x100 = 78.5$$

The variation in the mean sscores between the pre-test and post-test: 78.5−58.3=20.3

The obtained *t*-value is 69.49
The t-table value for a degree of freedom of 29 (n-1) at a significance level of $\alpha = 0.05$ is 2.045. Since the t-value (69.49) is much greater than the t-table value (2.045), the test results indicate A statistically significant improvement was observed from the pre-test to the post-test ($p < 0.05$).

The results of the calculation ratify the use of TBLT in pedagogical instruction of badminton as effective in enhancing the learners' English-speaking skills. The observation that the average gain was 20.3 points indicates the effectiveness of the method in augmenting the fluency, linguistic accuracy, sentence structure, and instructional clarity of the learners. A paired t-test was carried out to determine the significance of the improvement in the scores. The test result indicated that the pre-test and post-test differences were significant at $p < 0.05$.

Table 1. Descriptive Statistics of Pre-Test and Post-Test Scores in TBLT-Based Badminton Instruction

Assessment Aspects	Pre-Test (Mean)	Post-Test (Mean)	Improvement
Fluency	6.1	8.0	+1.9
Language Accuracy	5.5	7.6	+2.1
Sentence Structure	5.2	7.3	+2.1
Clarity of Instructions	6.5	8.5	+2.0

These results indicate that the TBLT approach helps students become more confident in delivering instructions and understanding correct language structures in the context of sports.
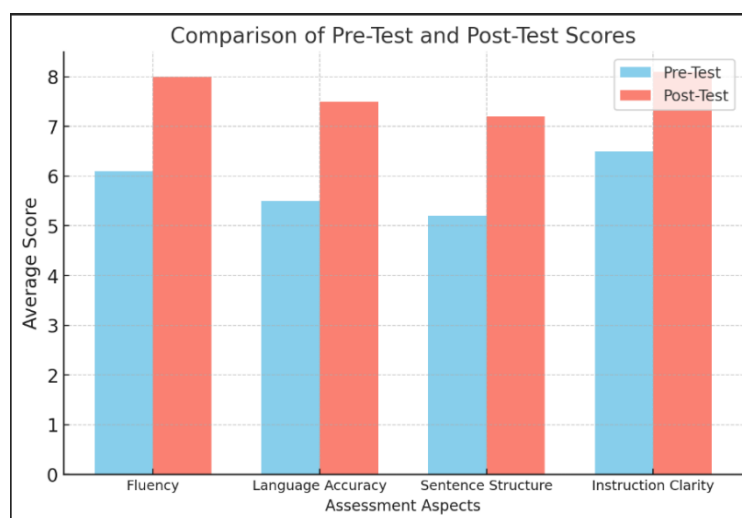
Figure 1. The Impact of Instructional Intervention in TBLT

Observation Results

There were observations under the practice of TBLT that provided enhanced active involvement on the part of the students. There were challenges in getting the right vocabulary selection for some students during the first session. During the fourth session, though, they were able to issue instructions naturally with improved intonation and expression. Paired simulations also encouraged them to take on more active roles in communicating and independently correcting their language errors.

Student Interview Results

Most students stated that the TBLT approach was very helpful in understanding the use of English in sports.
Some of their responses included:
- *"With hands-on practice, I find it easier to remember badminton terms in English."*
- *"I feel more confident speaking because I got used to giving instructions in groups."*
- *"This method is more engaging compared to just learning theory in class."*

Yet, there were still some students who struggled with building complex sentences when providing directions. This suggests that more help, including sentence examples and more feedback, must be provided in subsequent learning sessions.

Discussion

The findings of this study are by previous research, as posed by Ellis (2003) and Willis & Willis (2007), that Task-Based Language Teaching (TBLT) can be effective in building

confidence in speaking capacity in particular contexts. A more recent research work by Lambert, Aubrey, & Bui (2023) also demonstrated that task-based approaches allow learners to use language in real contexts, thereby enhancing their fluency and accuracy. The task-based learning adopted in this study enabled students to implement the language within authentic contexts, improving their oral proficiency. Both pre-test and post-test outcomes showed notable improvement, which tallies with previous studies that purport TBLT improves experiential learning and enhances communicative competence in English.

Despite the great improvement, there were also some issues identified in this research, i.e., difficulty in making complex sentences and shortage of technical vocabulary. These findings are consistent with Efriza et al. (2023), who stated that the most important issues in TBLT are the lack of exposure to technical vocabulary and a shortage of capacity to apply more complex linguistic structures. Therefore, in future applications, more reference materials, a sports glossary, and more systematic feedback should be provided to improve students' comprehension.

CONCLUSION

The use of Task-Based Language Teaching (TBLT) for teaching the English language, such as through contextual tasks, such as the provision of badminton practice instructions, has had positive effects on the students' speaking competence. The exercise places the role of language use in meaningful goal-oriented activities and allows the learners to work with English in an applicable, significant environment. The results, as reflected through improved post-test scores compared with pre-test, show sweeping change in the students' fluency, grammaticality, sentence construction, and lucidity in giving instructions, a critical combination for successful verbal communication. However, the learning process was not altogether seamless. One of the continuous challenges for learners was in creating more complex sentences, especially when required to provide detailed explanations or respond randomly when performing tasks. This indicates that while TBLT encourages active language use, it will require other strategies to overcome more advanced linguistic constructs.

RECOMMENDATION

To maximize the effectiveness of TBLT, the approach is recommended to be combined with other pedagogical supports. Utilization of electronic media, video modeling, interactive software, or feedback devices can provide additional exposure to authentic language use and facilitate better understanding. Furthermore, incorporating reflective tasks, wherein students assess themselves and set goals for improvement, can enhance learning and support metacognitive knowledge. Such blended approaches could not only add to the TBLT experience but also contribute to longer-term language development.

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