Task Types in EFL Listening Class: Realizing Learners' Prospects

Nurita, Khoirul Anwar, & Ulfatul Ma'rifah
Universitas Muhammadiyah Gresik
(khoirulanwar@umg.ac.id)

Abstract

Selection of task types in learning listening certainly affects the quality of learners' necessities. The seven types of tasks offered by Willis (2007) are often not simply applicable because different class characteristics always present different burdens in determining the right types of task. The goal of this study is to describe learners' prospect of task types in teaching listening skill at EFL class for university students. A listening class consisting of thirty students which had experienced different task types in four years was chosen. To achieve the objective, the researchers collected the data by observing the teaching learning process and interviewing both the teacher and the learners. The result of data analysis revealed that there were four types of task implemented in the listening class, those were; listing task, sharing personal experience task, comparing task and creative task. The class used listing task by asking the learners to mention the information they have got from the short video. Comparing task was implemented by asking the learners to match the information between the video and what they have got. In sharing personal task, the class asked the learners about their personal experience that was related to the discussed material. The last was creative task in that learners were to find their own video about the topic they have decided and asked the learners to present their video in front of class by telling the audience about the content of the video. In short, the final end of employing task types is on helping learners grasp their learning prospects so in designing the task types the class has to stick to the objective of the task, the materials and level of difficulty and the learners' capability.

Keywords: Different task types, EFL listening

It has been widely known that listening is one of an effective way in acquiring new language (Krashen, 1982) as people mostly spend their time for about 40-50% to listen in their everyday communication (Gilakjani, 2013). Regardless of the meaning of listening that has been revealed by many researches, two factors of difficulties are encountered by the learners' especially in University level toward listening skill, those are linguistic factor and non linguistic factor (Yan, 2006). Linguistic factor entails lack of vocabulary, unclear pronunciation, different accent of the speaker (Underwood, 1989) and the speed of speaker (Abdalhamid, 2012). Whereas, another factor that impede the understanding of learners in listening is non linguistic factor that include physical condition such as incovenience classroom and psychological variables such as anxiety and frustation that occur when the learners listen unclear vocabularies (Hamaouda, 2013).

Therefore, the progress of teaching should be capable of reducing the difficulties

that impede learners in mastering the listening ability (Nunan, 2004). Some factors directly affect the learners' intention to learn English such as the teacher and the technique or strategies in the proses of teaching (Harmer, 2002). Thus, qualified teacher supported by good planning and sufficient facilities are needed to maximize the progression of teaching.

It is known that in teaching listening, the learners mostly deal with task rather than lecturing process (Ardila & Camacho, 2013). The regular procedure of task in listening gets the students to practice their listening skill (Ismailia & Barmaid, 2016). However, it is the fact that the task implementation in listening has not reached the optimal output yet. Some teachers do not prepare good planning before delivering the task. Whereas many aspects should be considered in designing task because of various outcomes from dissimilar types of task (Azemzadeh, 2014). Commonly, the teacher delivers the tasks without concerning the learners' need. Sometimes, the monotonous task delivered by the teacher also becomes the aim why the employment of task in listening class has not given the maximum performance (Toyib, 2012). Generally, the teacher uses information gap task type, such as filling in the blank, form filling, and selecting. So skills in listening is perceived of passive (Ellis, 2003). While there are many tasks of types that can be applied in listening class, for example, opinion gap or reason gap which give much opportunity for the learners to listen others opinion that may be beyond their ability (Richards & Renandya, 2014). Indeed, the learners are learning to listen then they are able to listen to learn (Wineburg & Scneider , 2010). So, the listening class will be more active and interactive.

As classified by Willis, there are six main types of task with almost any topic from the aspect of the actual use of language (Willis & Willis, 2007).

Listing

Listing task is the type of task which demands the learners to generate the list based on the task criteria (Mao, 2012). Listing task is effective to activate the learner's prior knowledge. It is the type of task which includes in brainstorming, let the learners draw on their individual knowledge and experience through surveying, books referring and fact finding (Kasap, 2005). It seems derivate, but practically, this task gets the learners to explore their ideas. Moreover, listing task can help the teacher identify how the learner has mastered the task, since it demands the student to explore their individual knowledge and experience.

Ordering and sorting

There are four types include in ordering and sorting task; ranking items or events in chronological or logical order; sequencing the items, actions or events based on the personal value or specified criteria ;categorizing the items in certain groups or classifying them under given headings; classifying items in different ways, where the categories themselves are not given (Kasap, 2005).

Comparing

In comparing task, the learners insist on identifying the common point or the differences among the sources or version by comparing the information from the similar nature. The learners are involved in three processes in this comparing task, matching the information to categorize the specific points and relate them, figuring out the differences along with the similarities in common (Kasap, 2005).

Problem solving

Tasks of problem solving encourage the learners' intellectual and reasoning capacities to end at an answer to a provided problem (Mao, 2012). The process and time to solve this task commonly takes time. It depends on the task complication which has designed by the teacher. Usually this task provides real-life problems that involve expressing

hypotheses, describing experiences, comparing some alternatives and evaluating and agreeing a solution (Branden, 2006). Completion tasks are frequently rested on the extracts from texts, where the learners predict the ending or piece together clues to guess it. The things related to case studies, which are more complex, need an in-depth reason of many criteria, and sometimes need some fact-finding and investigating (Kasap, 2005).

Sharing individual experiences
Tasks of sharing exchanging personal experiences allow learners to deliver more freely about themselves and share their experiences with others (Mao, 2012). For example, after reading a selected material about one's daily activity, the students can be inspired to tell their own daily activity. The result of exchanging personal experience's task is not as other task that is directly goal-oriented (Jalilifar & F, 2008). It is closer to informal social conversation. However, this task may be more complex to get working in the classroom.

Creative tasks
Creative tasks are frequently viewed as the projects which let the learner works in pair or group so as to generate their own product imaginatively (Mao, 2012). It can be in form of videos, short stories, magazines, posters, etc. Team work and organizational skill are needed here, as commonly this task is accomplished in group (Samuda & Bygate, 2008). Creative task has more stages than other task and entails the blend of the previous task type above like as, listing, sorting and ordering, comparing, problem solving, even sharing personal experience. Sometimes, the learners are needed to do out-of-class research (Kasap, 2005).

Types of task also have closely connected with the hierarchy of cognition from Bloom Taxonomy. This is a structured hierarchy used to categorize the skills from the lowest until the highest level. To achieve the higher level,

the lower level should be fulfilled (Utari, 2015). This taxonomy classifies the educational goals into three areas or intellectual behaviors; they are cognitive, affective, and psychomotor. This classification is used by the instructor, teacher and lecturer as basic concept to categorize the educational objectives, test preparation and curriculum.

Bloom's Taxonomy has a lot of criticisms during practices of education. Therefore in 2001 Anderson et.al proposed revised taxonomy bloom that brings about some changes for terminology, structural and emphasizing (Forehand, 2017). Cognitive domain of Revised Taxonomy Bloom is classified into:

Remembering
Remembering is the lowest thinking level in the taxonomy. It demands the learners' perform previous materials being learned by remembering fact, basic concepts, terms and answers (Sideeg, 2016).

Understanding
In this stage the learners are required to develop understanding messages from ideas and facts by translating, comparing and interpreting description and then delivering the main points. (Munzemaier, 2013).

Applying
The capacity to conduct or use a procedure and solve problems to new conditions by applying obtained awareness, facts, skills plus rules in this stage. Some action verbs that can be applied are; grade, divide, organize, modify, subtract, compute, add, solve, change, dramatize, solve, produce, design, complete, sketch, and operate (Krathwohl, 2002).

Analyzing
This stage covers the efforts to analyze information into pieces by understanding some reasons. Make conclusion and search the proofs for generalization. Some useful actions verbs are detect, identify, interrelate,

discriminate, breakdown, infer, develop, relate, distinguish, categorize, separate, and subdivide (Munzemaier, 2013).
e. Evaluating
The capacity to deliver and defend ideas by making correlation from valid ideas and works (Krathwohl, 2002).

Creating
The highest order of thinking skill in the reviewed taxonomy bloom is to create. In this stage the learner should be able to collect information by gathering patterns and then propose other alternatives ideas.

Revised Bloom Taxonomy is classification of cognitive level hierarchy that is assumed that before achieving the higher level, the lower one should be fulfilled. So, before the students understand the concept they should remember the concept first. Before executing the theory, the learners should understand the theory. Before they are going to securitize the concept, they should apply it first. So does the next level, before the students try to check or evaluate the theory, they should analyze them so that they can create or develop another concept or theory.

However, severe criticisms are given to this pyramid illustration. Students cannot necessarily recall knowledge without first understanding it or, those students do not necessarily need to apprehend a procedure in order to apply it (Paul, 1993). Other criticisms conveyed by Anderson and Krathwohl (2002). They asserted that the three skills of higher order thinking (analyze, evaluate and create) are equal. Giving credence to Anderson and (Krathwohl, 2002), some agree that Bloom's pyramid should be turned upside down, because pushing the students to climb the pyramid step by step lead the students to boredom and rote learning. Therefore the pyramid should be reoriented. The objective of learning is new knowledge so they argue about placing knowledge at the bottom of the pyramid. It degrades both knowledge and

the purpose of learning. This statement also supported by Booker cited in Munzemainer (2013), he stated that it is unnecessary to force the students follow up the pyramid and also Bloom's framework is not internally consistent, the objective should be performance-based. Case (2013) stated that assessing students' ability to complete the "higher order" activities does not normally imply that students have comprehended the "lower order" task. Moreover, he suggested rather than presume that "higher order" activities will always be more challenging than "lower order" tasks, teachers can adjust almost any level of question by shrinking its difficulty (but not its level) and simultaneously increasing the support offered to students. The teachers are separating the problems of the "higher order" activities for students, not reducing "higher order" activities from our educational practices.

Hence, it is assumed that applying dissimilar types of task are considered as one way to help the teacher in teaching listening process (Fleming, 2014). Researchers have conducted to either investigate the effect of using task type in enhancing macro skills or find out the relationship of task type toward many areas. Such as Fallahi et.al (2015) that investigated the consequence of two task types, those were information gap and opinion gap toward the learners' reading comprehension. It was found that both task types improve the learner's reading comprehension. The positive connection was shown by Tabrizi and Rezai (2016) which examined the different type of task on listening comprehension. It took 50 students of Shokooh Institute of Shahreza. They treated the experimental group using matching tasks and selection tasks (Tabrizi & Rezai). Another study also was done by Rezazadeh et.al in 2011. They really search the prominance of task type in language written production. To carry out this study, 168 students in Iran are selected. It is shown that the students with group-task instruction significantly higher compared to argumentative group task especially on fluency

and accuracy (Rezazadeh, 2011).

As reviewed by the researchers above, most previous studies that relate to task type concern on investigating the usefulness of using task type correlated with various variables. So far, the researchers do not find any study which attempts to explore the employment of the task itself, especially in listening, which has explained by Tabrizi and Rezai (2016) that until recently, the skill comprehension of listening has been ignored both concerning with its role in language teaching and the creation and development of useful techniques and procedures for teaching the listening skill (Ghoneim & Mohamed, 2013). Whereas, for the sake of having a better appreciation of levels and types of engagement, one should have a clear picture of various task types (Hugo & Catharina A, 2013). A lot of tasks influence outcome of education differently, therefore of EFL have to select appropriate tasks and audiences.

Regarding to the significance of applying kinds of task category and considering the use of task in learning process especially in listening skill, it is necessary to carry out further studies about the convention of task category in the class. Then, up to now, studies which try to investigate the task types used by university students implemented in listening class are not highly concerned. Therefore, considering the case above the researchers are interested to conduct this at university level because it is assumed that teaching listening process in University level is offered discretely and arranged systematically.

Method

To achieve the objectives of this study the researchers use descriptive qualitative as the research design (Ary, Jacobs, Sorensen, & Razavieh, 2010), because this research is allowed to characterize the existence of phenomenon in nature (Creswell, 2005) in this case is task types implemented in listening skill at university students.

The researchers choose a class consisting of thirty students at Univeristy of Muhammadiyah Gresik as the source of data. The class has been guided by an experience teacher who has taught English seven years and she has applied different task types in listening for four years.

To obtain the data the researchers used observation and interview. The researchers observe the teaching process in listening. The researchers use recording tool to record the teaching process to analyze what kind of task categories used and the implementation in listening skills. After that the researchers transcribe the teaching process to observation transcription, so the researchers can interpret the data in detail (Gall, 2003). Further, to get detail information that cannot be revealed in observation, the researchers also interview the teacher (Sukmadinata, 2011). The researchers interviewed the teacher about the consideration of applying certain task types in listening skill (Lambert & Lambert, 2012). After that the researchers transcribed the interview's result in script, so it will be easy to be analyzed then the data was reduced, displayed and drawn into conclusion.

Results and Discussion

Task Type Used by the Teacher and Its Implementation

Depend on the observation administered by the researchers, it is found that the teacher applied four task types those are, listing task, distributing individual experience task, comparing task, and creative task.

Findings from Observation at the First Meeting

The class used listing task in the first meeting. It was used as brainstorming to warm up the learners. In the first meeting, the class began by running a video about student's life style in Korea. After playing the video twice, the question and answer session was to the learners to mention the information they had got from the video and guessed the topic that

would be discussed for the meeting.

Teacher: Guys, I have a video for you, please pay attention. Are you ready?

Learners: Yes Miss. (after playing the video...)

Teacher : So, what did you get from the video?

Learners: Uhh.. it's different Miss, it's extreme than Indonesia, etc.

Teacher: Different from Indonesia? In term of what?

Learners: The class method, the activities, we don't need to clean the teacher's room, no self-study and others. And also the time Miss, I don't like because we cannot gather with family if we go home at 9 p.m

Teacher: So, you don't like their video, their life style because you don't have time to gather with your family? Others?

Learners: Yes, the same Miss.

Teacher: So, do you know what our topic is today?

Learners: School life..

Teacher: Are you sure it is school life? Well. it's about school life also, but i would like you to know their life style. So this is the example of students' life style especially in South Korea.

Based on the observation above, it could be seen that to introduce the topic which the class was going to discuss in teaching listening. The class did not inform directly but using a video as the brainstorming and let the learners guessed what the topic was. This activity could activate the learners' personal knowledge through the information given from the video. Besides, since the class provided visual aid, it got the learners to be aware of more, because the learners did not need to imagine and they could see them directly through the video.

Comparing tasks

The class occupied comparing task in the first meeting while observing the teaching process. The learners told the main point from the video that had been watched, then the teacher matched the learners' idea. The teacher played the video about Moslem life style. She played the video twice, because when the teacher questioned the learners whether it was enough or not to get the information from the video and they responded that it was not enough yet. After playing the video, the teacher instructed the learners to mention and tell the information they had identified from the video together with the things that they could learn from the video. Then, the teacher gave chance for the learners to mention and tell what information they had got from the video voluntarily. The instruction was:

Teacher: Ok, so I have another video, please watch and I'll ask you some questions and retell about the video (After playing the video)

Teacher: So, what can you learn from the video? How many minutes do you need? 3 minutes Ok!

Many learners took part in retelling and mentioning the information they found from the video although in the middle of the process some learners needed to be pointed out by other friends in order to deliver their idea. This kind of task was very useful for the learners in order to train and enhance their self-confidence to convey their idea in front of public. Further, it would create an interactive classroom that brought good impact in making a good classroom atmosphere. By having an interactive teaching process in listening class it could change the assumption of listening skill that is considered as a passive skill that caused the lack of learners' cooperation in teaching process.

After listening to the learners' ideas, the class always accommodates feedback by reviewing the information contained in the video. So, the learners could know and correct their own work whether the information they have listed was more or less than the teacher. This task was called by matching information.

In the next implementation, the class directed the students to clarify the information they had got from the second video, but this time the class directed the students to work in pair. It was caused by the level difficulty of the video that was increased and higher than the first video. The native speaker spoke faster, some difficult vocabularies and phrases were found in the video. So, the first the teacher directed the students to find their pair. Then, she requested the students to list the information they could find from the video and wrote it on the paper together with presented the result to their friends. The teacher played the second video that told about the dissimilarities between the American and Japanese. After playing the video twice, the teacher gave them three minutes to write the information on the paper. Then, the teacher carried out a small discussion to review the report in the video. Next, the class requested them to hand in their work and review the video with the learners. The schemata were:

Teacher: So, I'll play the last video for you and retell the video. You have to work with your partner. I'll play the video twice. Is it enough?
Learners: No.
Teacher: Let's just see whether it's enough or not (After playing the video)
Teacher: Ok, so do we need to play it again?
Learners: yes
Teacher: I'll play for the last one. (After playing the video)
Teacher: OK, I'll give you three minutes to work with your partner and I'll ask you to retell the information you get from the video.
Teacher: Stand up please, who will be the lucky number 1? OK

Although the video was quite long and more difficult than before, the learners were still enthusiastic to deliver their idea and present the information they had got from the video. Getting them to work in pair was good idea because they could work effectively and the result was quite good because they could mention much information from the video.

Sharing individual experience tasks
Sharing personal experience task was implemented by the class in the first and second meeting. The class always related the material students were going to discuss to their daily facts, habits or issues around them. At the first meeting after the class run on the video about Korean students' life style and requested the learners to deliver their opinion toward the Korean students' life style that present in the video. Next, the teacher questioned the learners about their life style as the students in Indonesia compared to Korean students' life style. The teacher questioned not only about the learners' life style as the students in Indonesia but also their everyday life style. The teacher questioned about their habit, both plus and minus habit. The schemata were:

Teacher: How if you live in Korea as the students?
Learners: It will be hard.
Teacher: So, talking about life style. What is your life style? Do you have good life style?
Learners: Eh. maybe
Teacher: So, tell me your life style
Learners: Wake up in the morning, praying, reading, cooking, and writing.
Teacher: That's good life style, how about your bad life style?
Learners: Always sleep especially after praying subuh and after eating, lazy to take a bath, eating too much.
Teacher: How do you see life style in Gresik?
Learners: Reciting Al-Qur'an in Sunan Giri cemetery, never queue, and throw rubbish everywhere.
Teacher: What else? Life style only happens in Gresik or Indonesia.
Learners: Go everywhere by motorcycle, never tidy up the slipper in the mosque, sometimes bullying.

This activity could refresh their mind in the teaching process, because the learners did not need to think hard to deliver or convey their opinion. They could directly deliver their opinion as it was related to their own life style. Moreover, they could freely talk in this occasion because it did not limited by material or should be matched with the audio or video.

The Findings from Observation at the Second Meeting

Listing task
Other listing task also implemented by the class in the second meeting. The same as the previous meeting, the class provided video to warm up the learners before discussing the main topic for the current meeting. The class provided a video about behind the scene of making animation or effect for movie. There was no speaker or narration in the video. It only contained sound such as instrumental music, because the teacher used the video as the brainstorming in order to guide the learners predicting the topic that was going to discuss. Thus, the teacher only instructed the learners to watch the video only. After playing the video, the teacher questioned the learners about what did they see in the video. Many opinions conveyed by the learners toward the video. At last, the teacher invited the learners to predict the topic for the present meeting. The schemata were:

Teacher: Ok guys, first, as usual I will play a video for you, after that I will ask and you have to guess what is our topic for today. So, just watch! (After playing video..)
Teacher : Ok, so what is our topic for today?

From the explanation above, it could be noticed that the class invited the learners to take a part in each step of teaching learning process. Starting from introducing the topic, the teacher did not mention it directly. The class directed the learners to guess the topic, so

it stimulated learners' knowledge and gathered their attention to involve in teaching learning process. By giving the learners many chances to communicate or deliver their opinion. It would increase their confidence which bring the good impact on their ability in listening process.

Comparing task
In the second meeting the class also implemented comparing task. The cloass applied comparing task to assess learners' listening comprehension. First, the teacher had informed the learners that there would be two videos played. She gave clues that the video was about a beautiful actress and a handsome actor. Then she requested the learners to watch the video and mention the information they have got from the video. The instructions were:

Teacher: So guys our focus is on entertainment in movie. I have the next 2 videos both of them are about interview, interview of movie an actor and an actress. OK, so the first interview and then after that I will ask you. OK, ready?

The learners were enthusiastic to recall the information they had got from the video. The enthusiasm could be caused by the video that told about the movie that still up to date and became the teenager's favorite movie. Besides, the appearance of famous actress also attracted learners' attention. Therefore, it could be assumed that the use of visual media such as video assisted the teaching process in listening. After having small discussion about the first video the class moved to the next video.

The same as the previous activity, the teacher took on video about the interview of famous actor. The teacher requested the learners to compose the points on the paper then, present it to their friends. So, the teacher at first played the video twice, but the learners said that they needed to listen more, and then the teacher played it once more. Next, the

teacher requested them to hand in their paper and examine the information they had found together. The schemata were:

Teacher: Ok, so this is the last video it is about actor now. He is handsome in my opinion. Just guess. Please retell the information that you get and also don't forget to write it on the paper

Teacher: OK, how many minutes do you need to hand in the information, 3 minutes? OK. (after playing the video)

Among many different task types applied in listening, comparing task was the most used task. It could be assumed that the teacher emphasized on evaluating the learners' listening understanding and knowing how far the learners understand the video with different accent and complex sentences in English language.

Sharing individual experience tasks
In the second meeting, the researchers also found the class applied sharing personal experience task in listening class. After the run the topic of listening class about entertainment, the teacher questioned them about the things that could entertain them while they were watching television or movie. The schemata were:

Teacher: Ok, so now it's about entertainment. There are many kinds of entertainment, for example movie and then.
Learners: Music, comedy
Teacher: Ok, when you watch TV then what makes you entertain?
Learners: News, gossip, sinetron (TV drama)

Many answers were conveyed by the learners. They looked enthusiastic to answer the teacher questions about entertainment especially movie. In this task, the teacher tried to have communication with the learners. The class invited the learners to involve in learning process, so it could make them enjoy and feel

comfortable in teaching learning process and increased their confidence to be active in the classroom.

The Findings from Observation at the Third Meeting

Creative task
Creative task was found by the researchers in the third meeting of observation. In listening class, the teacher designed creative task by asking the learners to find their own video related to the world issues and present the video individually in front of the class. As its name, this task demanded the learners to be creative, therefore the teacher asked the learners to find their own video to be presented. The presentation was done by some procedures, those were; the presenter displayed the video at maximally twice, the learners must invite other learners to give comment, retell or feedback toward the content of video had played, after having other learners comment and feedback the presenter should conclude them and verify the information that had told by the other learners the last, the presenter retold the things that they could learn from the video. Below was the instruction from the teacher:

Teacher: Ok, so that's all about entertainment for today. So guys next meeting our topic is about world-wide issues and also next meeting you will be the teacher, the teacher and the audience. I will give you assignment. Due to the next meeting the topic is about world wide issues find a video that tell you about world issues, world news. Next, present it. Play the video, ask your students to give feedback like what I always do and after you have the students' feedback, you may give conclusion, any questions?
Learner: Should it be English?
Teacher: Yes, it should be in English that are talking about world issues. Ok, so

this assignment is chosen randomly in one day we cannot finish that but all if you should be ready. Any questions? If there is no questions I'll see you next meeting.

In the next meeting, the activity ran very well. The presenters did their duty as instructed by the teacher, even there were some mistakes that were corrected by the teacher. So did the audience, most of them paid attention toward the presenter and the video played, even many audiences were taking note to list the information they have got from the video. Below is part of presentation process:

Kristanti: Assalamualaikum wr.wb
Learners: Waalaikum salam wr. Wb
Kristanti: I will play this video twice and get the point.
Kristanti: Yes miss (After playing the video)
Kristanti: Who wants to share the comment? Should I point you?
Learners: Don't (do that .red) miss
Kristanti: Yes, ok
Wildan: This video about japan, that robotic can move, speak, run, like human. The robot can help the person stand, and exercise.
Kristanti: Ok thank you. Anyone else? Ok I want to tell you about this video. This video tells about the function about the robot in Japan. It was made by professional phi logy, for the first it is robot to be guiding of habits with dancing, singing, story-telling, touching and the old man say that he is so happy when doing exercise with this robot The second one is the human with robot names Erica he just say Japanese and can communicate by blinking his eyes, smiling and response other people, and this robot for guiding the museum. Then, there is a device which uses someone disability to walk again and do practice. So the conclusion is this robot which makes our work to be

easier but there are big impacts for us if we use robot for everything for example the future of our job will be decreased and changed by robot. So we must study about anything especially about technology. Because not only our body now to be used in the future. So the important thing is we want to learn anything even though not our ability. Thank you.
Learners: You're welcome.

Delivering this type of task was very useful to be applied in listening skill, because two skills could be improved automatically, those were listening and speaking. Not only in term of skill but also psychological. It could improve learners' confidence to speak and also measure their listening comprehension. The learners also could learn how the way to be a good presenter that could attract other learners and dominate the teaching learning process, so the audience would focus only to the presenter's performance. However, implementing this kind of task was time consuming. It needed extra time to take score for each learner because she or he should present it individually one by one.

The researchers deepened the findings of observation by interviewing the teacher to get detail information especially the implementation of different task types used in listening skill particularly about the reason of the teacher applied listing task using video as explained in the following:

Researcher: Why did you ask your students to mention and retell the information?
Teacher: For giving brainstorming which aims to excavate the learners' ideas and opinion, and interest toward the topic As well as to know their interest toward the video that has been played.

Based on the interview above it could be assumed that the teacher tried to dig up and discover learners' ideas, opinions and

interest by giving the video that was related to the topic at that day then, asked them about the information they have got from the video and related it to the topic they were going to discuss in listing task. The teacher decided to use video as the brainstorming because it was related to the topic, further the teacher has filtered and selected the video that was suitable to be used as brainstorming before she taught. She added that video which could be used for brainstorming was short video about two minutes and able to attract learners' attention to avoid learners' boredom. In comparing task, the teacher described about the argumentation why the teacher requested the students to identify the information they had got from the video and to retell them in front of their friends. She said that it related to the objective of the task itself, those were to identify, analyze and conclude the information, at the end it was used to assess the important aspect in listening that was learners' comprehension. She got the learners to be accustomed by presentation so it could encourage the learners to comprehend. Therefore, the teacher played two videos that had different level of difficulties. The first video had lower level of difficulty concerning sentence complexity, accent and speed of the audio. It was used to train the learners to understand and the teacher did not take score, while for the second video, the teacher was able to take score.

The researchers also asked the teacher about the sharing individual experience task that was implemented especially about the teacher's reason asking the learner about their own experience in this case was their daily life. She described that it was expected that they would able to apply it in their everyday life, because what they have learnt will be applied in their everyday life. This task also could be implemented in every level depend on the way the teacher designs the tasks, the instructions and the materials.

The last task applied by the class was creative task by asking the learners to find their video and present it in front of their classmates.

The teacher described that the purpose of listening class was Student Centered Learning. So, the learners should find their problem, fix the problems and expose their solving problem. The presentation itself was aimed to assess their level comprehension toward their own video.

The researchers also asked about the procedure of implementing the different task types in listening skill. The teacher explained:

Researcher: How is the procedure of implementing different task type in listening skill?
Teacher: Usually for basic level they are directed to list the vocabulary or phrase. Then the subsequent level they are supposed to answer the questions and retell together with presenting them.

So, in terms of implementing the different task types, the class started from the easiest one to the most difficult level. Moreover, the difficulty level of listening skill was concerned to be intoduced, in this case was audio or video. So, the higher level of difficulty of audio or video was presented, the higher listening comprehension they had achieved.

The class also presented that implementing different types of task in certain procedure was important, in this case was based on the material difficulty. It should be started from the easiest until the most difficult. So, the teacher was able to know the learners' improvement. Further, she said that it would be difficult if the audio that has high level of difficulty was put in the beginning while the easier was put at the end of meeting, the learners would feel bored and decreased their challenging spirit. To verify the employment of different task type in listening, the researchers also interviewed the learners. The researchers interviewed about the employment of different task type by the teacher in listening class. It was found that the implementation of different task type was useful and beneficial for them. They told that the implementation gave learners more knowledge beyond training their listening comprehension. Further, the

class delivered the material that was interesting and up to date to attract them to focus on the teaching process.

The class implemented listing task by asking the learners to mention the information they had got from the video and delivered their idea toward the video they had watched. The teacher played the simple, short and interesting video because it was used to brainstorm the learners before they were entering the main activity in listening. Further, the teacher applied this task to introduce the topic indirectly. So, the teacher let the learners conclude the detail information from the audio and guessed the topic. The second task was sharing individual experience task. The class applied sharing individual experience task by asking the learners' experience related to the topic they were discussing. She expected that by applying this task the learners could apply it in their daily life also. Further, she explained that this type of task could be applied in every level of listening such as basic, intermediate or advance listening. It depended on the teacher's way in design the task, the instruction and the material as well. In comparing task, the teacher requested the students to explore the both of the main information and detail information they had found from the video. Further, she stated the goal of applying the comparing task was student centered learning which meant the learners were demand to find the problem, solve the problem and present or share their result.

Willis (2007) classified the different task types into six categories those are listing task, ordering and sorting task, comparing task, problem solving task, sharing personal experience task, and creative task. Based on the observation, the researcher found that among six categories of task proposed by Willis (2007), the teacher has implemented four task types. Those are listing task, comparing task, sharing individual experience task and creative task.

This finding supported the previous study conducted by Chusniwati (2014), which was aimed to investigate the task types used by teachers for teaching vocabulary at elementary school in Gresik. The result showed that the teachers also doing severe task types those were, listing task, comparing task, and ordering and sorting task which had combined with game (Chusniwati, 2014). Then, she also found sharing personal experience that combined with worksheet and creative task by giving homework and project to demonstrate. In line with Chusniwati (2014), Rohma in 2014 also conducted the same study entitled "The Implementation of Task in Teaching Grammar for Young Learners" which was purposed to explain the employment of teaching grammar for elementary school (Rohma, 2014). She revealed that the teachers implemented some task types, those were sharing individual experience task, creative task, ordering and sorting task, listing task, and comparing task.

This finding reinforces Mao's opinion (2012) that ESL/EFL teachers should select the tasks that are suitable with purpose and audience mind. The task types applied for young learners are more various than for university level as adult learners. The researcher assumes that it is influenced by their characteristic differences (Mao, 2012). Young learners likely to learn from direct experiences and hand-on activities that design into fun activities such as fun game or singing a song. It differs from adult learners who prefer to focus on the objective of learning something rather than fun activities.

In term of implementing different task type, Reviewed Bloom Taxonomy's theory is widely known to use as a guide for the teacher, teacher, or instructor to construct the task in term of outcomes. Revised Bloom's Taxonomy itself consist of cognitive level hierarchy that is set up start from the lowest order thinking level until the highest order thinking level. It means the learners must learn the subsumed tasks before learning the more complex task.

The researchers analyzed the teaching process in listening. At the beginning the teacher requested the learners to describe the information from the video orally. In line with Revised Bloom's Taxonomy, it included

in understanding level. After that, the teacher requested the learners to distribute their own experience related to the material discussed at that day. This activity was included in remember level in Revised Bloom's Taxonomy, because this activity required the learners to recall their previous knowledge. Next, the researcher requested the students to understand the information from the video that had higher difficulty in term of vocabulary, pronunciation and speed. Then, she asked the learners to present it in front of their classmates. According to Reviewed Bloom's Taxonomy it still included in understanding level, because the learners were demanded to be able to comprehend the information or message from the video. What made it different was the level difficulty of the material itself. In this case was the video content.

Based on the explanation above, it can be supposed that the teacher did not apply the different task types as the hierarchy of cognitive level proposed by Anderson and Krathwohl in Revised Bloom Taxonomy. The teacher started the teaching process from understanding level and then move to remember level and back to understanding level again. Whereas, according to Anderson and Krathwohl (2001) the pyramid of Revised Bloom Taxonomy should be done in sequence from the lowest thinking level that is remember until the highest thinking level that is creating.

Nevertheless, this finding is supported by other researchers who claim that the pyramid of revised bloom taxonomy is not necessary to be applied in order. Such as Case (2013) who believed that it is unnecessary to force the students to work for their way up the pyramid of Reviewed Bloom's Taxonomy. Now there is only less reason remembering outcomes because this information is not related to preparing students for the outcome analysis (Case, 2013). Along the lines with Case (2013), Paul (1993) argued that students cannot necessarily recall knowledge without first understanding it or, those students do not necessarily need to comprehend a procedure

in order to apply it. As is the case in listening teaching process, the learners did not need to know or recall their experience to comprehend the video that has different content or irrelevant (Mianmahaleh & Ramin, 2015). The teacher only applied the different task types in listening until understanding level in Revised Bloom Taxonomy. The researcher assumes that it is influenced by the objective of the listening class itself that is the learners are capable of comprehending the spoken information. Therefore, it is enough to apply the different task types in listening skill until understanding level in Reviewed Bloom Taxonomy.

As conclusion, it can be said that it is quite important to construct the task based on Revised Bloom's Taxonomy as a guide for the class, teacher or instructor, so the teacher could easily assess the learners' comprehension and decide the learners' outcome, but it should not be executed in sequence based on the lower thinking level to the high thinking level. The teacher can consider the subject or the learners' capability, the goal of the learning process and the material's level of difficulty.

Conclusion

The researchers conclude the findings and discussions after analyzing the data from observation and interview, those are: First, based on the observation in the class, it is indicated that the class has undergone four types of task, those are listing task, comparing task, sharing individual experience task and creative task. The task types implemented by the class can be differed from one to another, it may be caused by the different characteristic of the learners themselves. Second, the class implementation of different task types in listening skill are not applied as the pyramid of Revised Bloom Taxonomy, but the activities run effectively. Therefore, rather than focuses on forcing the learners to work as the hierarchy of Bloom's taxonomy, considering the learners' capability, the objective of the learning process and the material's level of difficulty are more important in designing task.

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