

ABSTRACT

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in language learning, the use of tasks plays a central role in encouraging students to use the target language meaningfully. This research aims to explore students' experiences in learning listening through Task-Based Language Teaching (TBLT). This research used a qualitative approach with a narrative inquiry design. The data were collected from four students in the Academic Listening course through in-depth interviews and field notes during an IELTS simulation. Data analysis followed Creswell's (2013) procedures and Clandinin and Connelly's (2000) three-dimensional space framework, consisting of temporality, sociality, and place. The findings reveal that students' experiences were constructed through a dynamic negotiation of internal and external factors across the TBLT stages (Pre-task, task cycle, and post-task stages). The participants faced multifaceted challenges, including phonological barriers (specifically non-rhoticity in British accent), debilitating anxiety, and physiological constraints. However, they navigated these challenges by employing distinct strategies ranging from peer scaffolding to physical resource management and independent cognitive mapping.

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Kata Kunci: Pengalaman Siswa, Pengajaran Bahasa Berbasis Tugas, Keterampilan Mendengarkan, Inkuiri Naratif.

Dalam pembelajaran bahasa, penggunaan tugas berperan sentral dalam mendorong mahasiswa menggunakan bahasa target secara bermakna. Penelitian ini bertujuan untuk mengeksplorasi pengalaman mahasiswa dalam belajar *listening* melalui *Task-Based Language Teaching* (TBLT). Penelitian ini menggunakan pendekatan kualitatif dengan *case in inquiry* naratif. Data dikumpulkan dari empat mahasiswa yang mengikuti mata kuliah *Academic Listening* melalui wawancara mendalam dan catatan lapangan pada saat simulasi IELTS. Analisis data menggunakan prosedur Creswell (2013) dan kerangka kerja Clandinin dan Connelly (2000) yang terdiri dari 3 komponen; *temporality* (masa lalu dan sekarang), *sociality* (pribadi dan sosial), dan *place* (lingkungan kelas). Temuan menunjukkan bahwa pengalaman siswa dibangun melalui negosiasi dinamis antara faktor internal dan eksternal di seluruh tahapan TBLT (tahap pra-tugas, siklus tugas, dan pasca-tugas). Para peserta menghadapi tantangan yang beragam, termasuk hambatan fonologis (khususnya fitur non-rhoticity), kecemasan yang melemahkan, dan kendala fisiologis. Namun, mereka mengatasi tantangan ini dengan menggunakan strategi yang berbeda, mulai dari *peer scaffolding* (pembimbingan antar teman sebaya), manajemen sumber daya fisik, hingga pemetaan kognitif independen.