

THE EFFECT OF TASK-BASED LEARNING ON STUDENTS' VOCABULARY SKILL AT MA DARUL ULUM PALANGKARAYA

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Abstract

This research was motivated by the problems faced by some students in learning English. The problem that generally occurs was difficulty in English vocabulary. This objective in study was measured the effectiveness of Task-Based Learning on students' vocabulary skill. on class XII students at MA Darul Ulum class 2020/2021 in Palangka Raya. This study used quantitative research methods with a quasi-experiment design. Researchers did the treatment and calculated the results of their pre-test and post-test scores. The researchers used two classes as samples where these two classes were from the control class and the experimental class which consisted of 56 people. the results of the analysis obtained a significance value of 0.02, it shows that the null hypothesis is rejected and the alternative hypothesis is accepted. In addition, the average value of the initial test of the experimental class was 49.92 and their scores increased on the post-test results to 72.92.

Keywords: Task-Based Learning, Vocabulary Skill, Experiment Study

INTRODUCTION

In today's world of worldwide English, the emphasis is on mastering practical language skills rather than language as a means of expression Ghaderi (2018). The language learners have to develop their understanding about the meaning of the word for understand and utterance and written English Rebuschat, Monaghan, and Schoetensack (2021). Students can develop their English skill by acquiring vocabulary learning. In learning English language, students also have to master in vocabulary, because vocabulary can support other language, but the problem that nowadays students face are students do not try to learn a new vocabulary through independent learning and it makes them be lack of vocabulary and finally it makes them have difficulties in learning English (Abdel-Fattah Abdullah Ismail El-Maleh and Samir Mohammed Ramadan 2020). This problem create a new problem such as difficult to make a sentence in written or spoken, difficult to understand English text, and so on. According Khan (2018) most EFL claim that they tend to forget the new vocabulary after the class, even during the class they understand the vocabulary. Thus, based on the problem above, we must be able to choose and use method or approach that can make the learners be central of learning and used to learn vocabulary so they will enhance their vocabulary skill.

For giving the best teaching, the teacher should choose a learning approach or learning method as a guide for learning activities. But The literature suggests that teachers in English as a Foreign Language (EFL) contexts such as Indonesia often rely on textbook materials to enhance students' language skills Kristiawan, Ferdiansyah, and Picard (2022). Thus, there are many learning approaches that teachers can use except just rely on textbook , one learning approach it can be very useful and appropriate is the based-learning approach. The learning approach is

considerably essential in teacher education to overcome problems during teaching. Based learning could establish a strong relationship between practice and theory (Hursen and Fasli 2017).

One of the based-learning approaches that are mostly used is task-based learning. Task-Based learning is one of the learning methods that teachers can use, this method uses meaning-oriented tasks in teaching, so English learners can practice the language by task (Tang 2019). Improving students' vocabulary skill by task-based learning approach can be one alternative to be used in the teaching-learning process. Task-based learning uses oriented tasks for teaching foreign language, which from that oriented task practice directly by task, and finally, the learner can practice using language to solve real-life problems (Tang, 2019). Task-based learning or Task-Based Language Teaching is a pedagogical framework for the theory and teaching of a foreign language or second language. Teachers or lecturers who use task-based language models will be teaching with, learning with, and assessing with tasks (Baralt and Gómez 2017).

A tremendous amount of previous studies in accordance with Task-based learning has been conducted by some previous researchers. One of them conducted by Bunmak (2017). the score of task-based learning is suitable and applicable to be used in ELT. Additionally the previous research was conducted by Yegani and Jodaei, (2017) Task-Based learning is the effective way for enhancing students speaking ability. The present study investigated the new teaching method in teaching vocabulary, so students can learn vocabulary more effectively. Therefore, this study investigate is the students have better vocabulary skill when taught by using task-based learning. The task is one of the elements in the textbook that has an important role for teacher and students. Nunan in his book defined a task as an activity or action that is carried out as the result of processing or understanding language. The example of tasks means by Nunan; listening to instruction, performing a command, drawing a map while listening. A task requires the teacher to get the specific purposes. Nunan concludes the definition of task pedagogical is one classroom work that involves students in comprehending, manipulating, producing, or interacting in the target language. According to Branden (2006), a task is an activity that can engage someone to attain an objective, and which necessitates the use of language. Whereas Willis (1996) stated task is activities where is used for communicative purposes in order to achieve an outcome in a target language. task is the activity is done by learners in a class to understand the material, which from these task learners able to comprehensive, manipulate, produce, and communicating actively in the target language. From task is given by the teacher, can help teacher required the purposes and goals in the learning process.

Task-Based Learning known as TBLT or Task-Based language teaching; has influenced syllabus design, classroom teaching, and learner assessment in a foreign or second language teaching context (Roy 2017). According to Jane Willis Tasks-Based learning is a language learning method that uses assignments and exercises as the focus of learning. The purpose of learning from assignments is that students make a target language by doing assignments and exercises aimed at solving problems. TBLT or Task-based language teaching is a development of communicative language teaching (CLT), is one of the most well-established approaches to L2 pedagogy and thus is conceptually important (Crookes and Ziegler 2021) . Students in teaching using this method will be teaching, learning, and get the assessing with task from their teacher due to task-based learning is an activity or a learning model that focuses on the task in order to promote functionality in the language (Baralt and Gómez 2017) . it could be inferred that task-based learning is an approach or learning method that puts its main point in giving assignments and exercises, where through the assignment of assignments and exercises a

foreign language learner will achieve the goals that have been set. The purpose of this task-based learning is to develop or improve students' language learning activities. By giving assignments and exercises, students will understand and learn English more deeply through real experience.

Task-based learning has a special framework that is commonly used. According to the (Willis 1996), framework in task-based learning divided into 3 : Pre-task : the first stage is pre-task, the pre-test is the initial stage, where a teacher introduces the subject and task. This stage serves to get students' interest and awareness for studying. At this stage, a teacher helps students to understand the topic they are studying and preparing students with a well-organized context structure. In pre-task teacher should explore the topic and help students to understand the task instruction (baralt). Task Cycle : the task cycle is the second stage that must be done in the task-based learning method. In this stage, there are three parts; Tasks, Planning, and reports. In the part-task, students do the tasks that have been given by the teacher. In this part of the assignment, students can work on their assignments individually or create small groups for discussion (Sholeh, Salija, and Nur 2021). Focus on Form/ post-test : in focus on form, there are three parts; analysis, practice, and follow-up. In the analysis part, the teacher makes some exercises or assignments, based on the texts students have read or on the transcripts of the recordings they have heard. Next is the practice part. The aim is to help students to explore language. Next is the practice part, in this part the teacher makes practice activities as needed, where this practice is based on the language analysis work already on the board or using examples from the text or transcript. The last part of the task-based learning framework is follow-up. Where, in this part students are expected to be able to do the same task even with different groups, discussing their experiences in doing tasks and processes in the task cycle.

Within Task-based Learning, teachers and students have their respective responsibilities and roles. For a teacher: according to (Sholeh et al. 2021) in his article, there are three main roles that are his responsibility in the task-based learning method. 1) Selector and sequencer of tasks : the teacher plays a role in providing opportunities, selecting, making tests based on student needs, student interests, and in accordance with certain skills that are the goals of learning; speaking, reading, writing, listening, or grammar. 2) Getting ready students for task: a teacher ensures that students are ready to do an assignment, by providing an introduction to a given task or exercise, giving examples of doing an assignment, and helping students understand an assignment by doing activities that make students easy to remember. 3) Awareness-raising: a teacher plays a role in increasing students' awareness in carrying out the responsibilities given to them by combining the right framework in the use of task-based learning methods. As for a student, he also has a special role in task-based learning methods. According to (Sholeh et al. 2021) the role of a student are: 1) Participant group : students become people who play an active role in completing the tasks given by the teacher. Either work in pairs or groups. 2) Monitor through the task-based learning method, it is hoped that students can become better at using language and communicate actively in English or the target language. 3) Risk-takers and innovators : by getting a given task, a student will become a risk-taker so that through the tasks given students need to acquire the ability to guess from language and contextual clues, ask for clarity, and communicate with other students.

According to oxford dictionary, vocabulary is all the words in a language. Thus, Vocabulary is all the words that people know and use. Within a review of the Current Research on Vocabulary Instruction (2010), vocabulary defined as the knowledge of words and meanings. Learning language is impossible without learning vocabulary (kamalian). (vilces) (2021) stated that by

improving vocabulary, students can improve reading comprehension. In other words, from learning vocabulary could enhance students' skills such as writing, speaking, reading, and listening. Vocabulary can define as a word that people know and use in their daily life. Vocabulary is essential for every foreign language learner (Journal and Ghaderi 2018). Vocabulary has contribution to other skill such as speaking, reading, listening, and writing. Studying vocabulary is deemed essential and has been stressed in early schools (Lin et al. 2022). Rebuschat et al.(2021) stated Vocabulary is important in order to understand an utterance. Whereas, Bashori et al. (2021) argue that vocabulary is pivotal for foreign language learner. El-Maleh and Ramadan (2020) also stated vocabulary learning is an essential part in foreign language because form vocabulary someone can communicate effectively. Vocabulary is very important for communication because someone can produce sentence both oral and written. It could have bad impact especially for communication if someone has poor vocabulary skill. Because the role of vocabulary is very important, by doing this study, the researcher had purpose, the purpose of this study was investigated students' vocabulary skill after teaching by using task-based learning method in the class when learning about procedure text.

METHOD

In this study, the researchers used the quasi-experiment design. According to Creswell (2012:309) defined that “quasi-experiments include assignment, but no random assignment of participant two groups. One group will be taught by TBL (Task-based learning) guided writing which is called the experimental group, while the other or the control group was not. The researchers used pre-test before the treatments and gave post-test after the treatments. , the function of pre-test is to know knowledge of students' vocabulary. In this part, the researcher will give topic to students about procedure text. The researcher also will use post-test, post-test will be used as a benchmark students' vocabulary after using task-based learning. The test constructed in multiple choice which consisted of 25 items. This test adopted by waro (2019) the test was about vocabulary with the main material procedure text. This test validated and proven could be used to measure student's vocabulary skill.

RESULTS AND DISCUSSION

Results

After the normality test and homogeneity test were carried out, data analysis was carried out to test the proposed hypothesis, this test was carried out to determine whether there were significant differences between students who were treated using task-based learning methods and conventional or traditional methods.

Table 1. The Calculation of Mann Whitney U test Using SPSS 20.0

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Post_ExCON is the same across categories of KELAS.	Independent-Samples Kolmogorov-Smirnov Test	.005	Reject the null hypothesis.
2	The distribution of Post_ExCON is the same across categories of KELAS.	Independent-Samples Mann-Whitney U Test	.002	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

¹Computed using the maximum number of runs when breaking inter-group ties among the records.

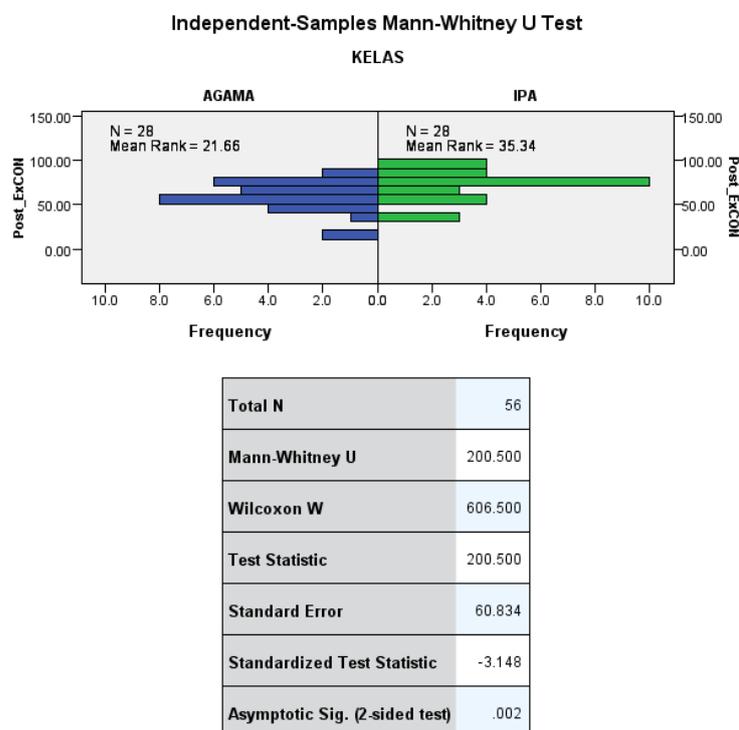


Figure 1 Independent-Samples Mann Whitney U test

Based on **Table 1** and **Figure 1** statistics program calculation showed the result of post-test in experiment and control class significantly different after the task-based learning were taken in experiment class and conventional method in control class, $U = 200.50$, $z = -3.14$, $p = 0.00$, $r = -0.41$. The result of post-test in experiment class (35.34) higher than in control class (21.66). It showed that students who taught by task-bask learning method got better score on vocabulary test that students who taught by conventional method.

Discussion

The result of this research showed that there was a significant effect of Task-Based Learning method to students' achievement in vocabulary skill. It was proven by the result of Mann-Whitney U test that Asymp. Sig. (2-tailed) $< \alpha = 0.02$. According to Nunan (2004) task-based learning is a learning activity that motivates students in logical thinking, which from the task is given by teacher should be clear and conduct information transfer. It was proved by the difference the mean score among pre-test and post-test. In experimental class, the mean score of post-test reached higher score than the mean score of pre-test. It indicated that the students' score increased after conducting the treatment. In other word, teaching-learning by using task-based learning gave significant effect for students' vocabulary skill. Based on the value side, by using task-based learning method could increase the students' achievement. That's because the mean of students in experimental group was higher than the mean of students in control class even though they were given by the same material and test

CONCLUSION

It can be concluded that the use of a contextual approach assisted by instructional videos in writing short story text lessons in class IX students of Al-Basyariah Middle School can affect students' writing skills. This can be proven by the acquisition of the average results of students which increased from the initial pretest score of 60.32 increased to 75.54, so there was an increase in the value of 15.22 points and it can also be proven that the results of the paired sample test gave the results of a significance value (2 -tailed) $0.000 < 0.005$ then the interpretation of H_a is accepted which means that there is an influence in learning to write short story texts. The novelty in this research was, the learning method given by giving assignments tends to make students feel pressured, especially if the assignment is difficult and without learning media that can inspire students' enthusiasm in learning in class. The method of Task-Based Learning that applied for student in Darul Ulum Palangka Raya successfully made students' vocabulary got better. Even so, the task-based learning method also has benefits when applied in the classroom. The task-based learning method provides benefits for being more critical and accustomed to doing assignments and learning through direct experience. In this method, because students are the center, it made them be more active to participate.

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