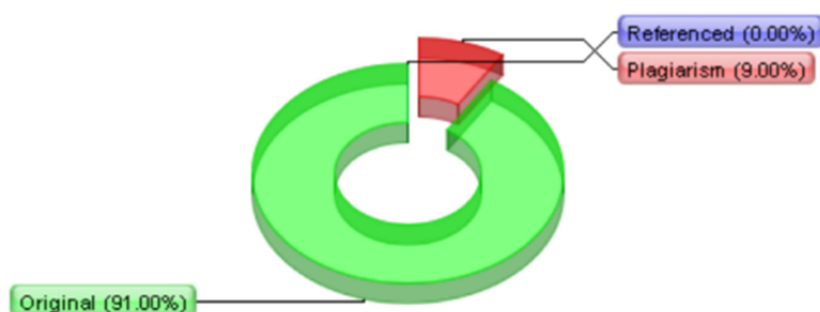**Plagiarism Detector** v. 1041 - **Originality Report:**

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Effectiveness Of Task Based Language TeachingMethodsIn English Learning

Rolina
Manggopa1, Nixon Sondakh2, Kiet Tumiwa3,Experimental Research of Students in Manado's State Polytechnic Accounting Department,
mailto:emmyinza@gmail.com
emmyinza@gmail.com,Experimental Research of Students in Manado's State Polytechnic Accounting Department , ,mailto:nixonsondakh2@gmail.com
nixonsondakh2@gmail.comExperimental Research of Students in Manado's State Polytechnic Accounting Department,
mailto:kiettumiwa@yahoo.com
kiettumiwa@yahoo.com
Abstract
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This research aims to determine the implementation of English learning based on competency-based curriculum with the

effectiveness approach of Task Based Language Teaching (TBLT). The results showed that the implementation of English learning, using Competency Based Curriculum (CBC), with the Task Based Language Teaching approach, was more effective in terms of time and achievement of student competence, meaningful, and favored by students. From the learning results obtained show, there is an increase between cycles for cognitive aspects of 3.29%, and the affective aspect of 2.22% for criterion A (good) which is accompanied by a decrease of 2.22% for criterion B (enough). While in the psychomotor aspect, there was a decrease of 2.23% for criterion A (good) with an increase of 2.23% for criterion B (enough). In addition, specifically the cognitive aspects, compared to previous years showed an increase in the average value of14.73 compared to the 2017/2018 school year, and amounting to 10.68 school year 2016/2017. The results of testing and processing data obtained t count23.74 while the t test value of one party with dk = 40 α = 0.05 it turns out t table = 1.980 α = 0.01 because the value of t count t table Ha is accepted, thus the effectiveness TBLT method (X1), towards student achievement (Y) at Manado State Polytechnic, partially significant at the level of 1% and 5% so that it can be concluded, there is an influence between the effectiveness of TBLT method on student learning achievement at Manado State Polytechnic, or Ha acceptedKeywords-Effectiveness, Task, Based, Language, Teaching, Achievement, Learning, Students

INTRODUCTIONCompetency Based Curriculum (CBC) is a curriculum developed with the principle of being able to adapt to various changes and developing it through an accreditation process which allows subjects to be modified. Therefore, the CBC is the most suitable curriculum, with the development stage of the current condition of education in Indonesia. Currently the lecture process is carried out by communicative methods not yet able to support the achievement of the main goal of students, namely being able to communicate verbally in English. Language skills, as the main focus of teaching English currently includes four skills; namely reading skills, listening skills, writing skills, and speaking skills. These four language skills must be taught in an integrated manner in each lecture topic. Therefore, the lecturers must divide the lecturetime by integrating the four basic skills mentioned above equally. The process of learning language in class is a very important part that will affect learning outcomes. The role of the lecturer as class manager greatly determines the level of student participation in the teaching and learning process that he uses.The use of teaching methods will determine the style of student learning in the classroom. In this case, methods relate to teaching approaches, designs and procedures. The approach includes two aspects, namely the nature of subject matter and learning theory. The design includes aspects such as teaching objectives syllabus / curriculum models types and procedures of teaching and learning activities, types and functions of subject matter, and the role of lecturers and students. Meanwhile, procedures pertain to teaching techniques used by lecturers in classroom learning. These three elements of the method relate hierarchically. The approach underlying design and design underlies teaching procedures. Thus, the implementation of teaching techniques in the classroom must be in line with the teaching design and approach used. Then it is important to know the purpose of language learning, especially foreign language learning (English). : 1). Develop competencies to communicate in oral and written forms to achieve international literacy levels. 2). Having an awareness of the nature and importance of English to improve language competitiveness in a global society. 3). Develop students' understanding of the relationship between language and culture. But in practice, English language learning at the level of the Accounting Department in Manado State Polytechnic as well as in universities often only focuses on one or several skills. This is caused by many factors such as lecturers, students, facilities, learning environment, government, and other supporting teaching and learning processes. Likewise, the success of English lectures at the Polytechnic is influenced by various factors. English lectures at the Manado State Polytechnic focus more on certain elements. This is certainly not in accordance with the main purpose of English lectures at the college level, namely students are expected to be able to communicate orally and in writing. Judging from the students 'practical values, it shows that the students' ability to practice English is still low. So it isnecessary to develop methods and techniques that are appropriate and varied. Because with a

monotonous lecture method, students will increasingly dislike English. Students need lecture methods that allow them to feel interested in English so that they create a desire to learn English optimally. Besides that, English language lectures only focus on one or two skills and are not in accordance with the objectives of learning English. Manado State Polytechnic students do not have exposures of self exploration that help them to use English both inside and outside the classroom. This is seen from the density of lectures from 7.45 to 15.45 pm where they are more faced with other competencies and less on psychomotor aspects in the form of training and assignments. With the communicative method used today has not been able to answer the challenges of student needs there must be other methods that can support the achievement of the objectives to be achieved. In observing that by completing the tasks students will be motivated to do activities that lead them to the ability to speak. The student's interest in learning is quite low as evidenced by the low learning achievement in the ability to communicate in English. In some Debate competitions, students take part in debating competitions at the regional and national levels but are limited to students who have had prior English skills.In English learning, it is implemented exercises to hone the language skills provided but without taking into account the aspects of technical and media variability. From observations, students do not yet have a correct understanding of the benefits of English language lectures. Meanwhile, lectures at the Polytechnic for the purposes of the needs of the working world that require higher English proficiency, but the reality of following the labor market competencies is the main failure in English language skills. The thing that is of concern is that the lecturers are not trying to apply English lecture methods / techniques that are easy and fun. Besides that, supporting English learning facilities are still lacking. To answer the above problems, it is necessary to conduct further research on the effectiveness of task based language teaching methods in English learning. II RESEARCH METHODS This research was designed as a survey research. This research is a research that wants to know and explain the relationship or the influence of the independent variable on the dependent variable by presenting the hypothesis. In this study the effect of independent variables on bound will be explained by numbers. The sample is a part or representative of the population under study (Arikunto 2002). In this study sampling is based on the opinion of Arikunto (2002) which states that if the subject is less than 100, it is better to take it all so that the research is population research. If the number of subjects is large, it can be taken between 10% - 15% or 20% - 25% or more. Because the population of this study were 90 students, the sample taken was 40 from the population or referred to as purposive ramdom sampling. The research sample The sample was part or representative of the population studied (Arikunto 2002). If the population size is less or equal to one hundred (N ≤ 100), sampling is at least50% of the population size. If the population size is equal to or more than 1000 (N = 1000), the sample size is expected to be at least 15% of the population size. To find out the number of samples to be taken in this study, researchers used the Slovin formula, namely: Thus the determination of the sample can be formulated as follows: %   n   %   %   Where: S = Amount of samples taken n = Amount of sample members The number of population (N) to be studied is 90 students of the Manado State Polytechnic Accounting Department, with a concentration on the D-3 Accounting study program, which is determined according to class. Data analysis techniques in this study, using a regression model. In one study, the possibility of problems arising in regression analysis is quite frequent, in matching prediction models into a model that is included in a series of data. The study was tested with several statistical tests, which consisted of data quality testing, descriptive statistical testing, and statistical tests to test hypotheses. Multiple linear regression analysis is used to analyze the influence of more than one independent variable, on the dependent variable. Multiple linear regression equations are: $Y = \alpha + \beta_1X_1 + \beta_2X_2 + +$ eDescription: Y = student achievement X_1 = Effectiveness of the Teaching Based language method β_2 = Regression Coefficient Variable Operational Description This study uses two independent variables, namely the Effectiveness of Teaching Based Method (X_1), and the dependent variable, namely student achievement (Y). Measurement of variables in this study, using an interval measurement scale. III DISCUSSION Results of Cycle I Learning Activities The affective aspects in the form of ethics and morals include: arrival at the Accounting Department of the State Polytechnic of Manado, uniform neatness in the Accounting Department of the State Polytechnic of Manado, greetings, accuracy of duties, praying before learning, speaking politely, ready to help, tidying up seats, maintain cleanliness at the Manado State Polytechnic Accounting Department. Assessment of psychomotor aspects includes: preparing tools, recording data, installing measuring instruments, reading measurement results, and sending assignments via the internet. The assessment of cognitive aspects is done by giving quizzes, individual assignments, group assignments, verbal questions, and daily tests. Student learning outcomes on cognitive aspects obtained an average score of 77.82, on the affective aspect with good criteria (A) there were 35 students (77.78%) and sufficient criteria (B) there were 10 students (22.22%), and in psychomotor aspects with good criteria (A) there were43 students (95.56%) and sufficient criteria (B) there were 2Based on the results of the questionnaire shows that students (4.44%). Based on all findings during the first cycle,the percentage strongly agrees (SS) and agrees (S) dominates there are several inputs for better activities in cycle II. Thesealmost all items, except in points 17, 22 and 25. In addition, inputs included: reduced activities outside the classroom, morethere are two items that do not have TS and STS responses, discussions, more social training, and not too many tasks.namely items number 1 and 29. Item 1 shows that all studentsResults of Cycle II Learning Activitiesagree that learning English always uses the naturalsurroundings (56% SS and 44% S). While in item 29, it meansPerformance of English Lecturersthat all students feel happy when given an assessment if theyTable.1 Frequency of Student Opinions

on Lecturerdo the questions on the board (49% SS and 51% S).Performance C.1. Testing with Test FLecturer Performance Frequency Precentage (%) High 26 65,00 Medium 14 35,00 Low 0 0 Amount 40 100 Theinfluenceofindependentvariables simultaneously on the dependent variable was analyzed using the F test, which is by observing the significance of the Fvalue at the calculation output, with an alpha level of 5%. If the F test significance value is smaller than 5%, there is an influence between all independent variables on the dependentvariable . The test results of the F test in this study can be seenSource: Processed Data 2018 Teaching InfrastructurNo Range Information Procentage 1 76 - 100 Very Good 18 (45,00) 2 50 - 75 Good 17 (43,75) 3 26 - 49 Pretty Good 5(11,25) 4 25 Not Good 0 Amount 40 (100) Table 2. Distribution of Educational Facilities and Infrastructurein the table below:Table of Test Results F Source: Processed Data 2018 Model Sum of Squares Df Mean Square F Sig. 1 Regression Residual Total17.020 2 8.510 1.349 .276 a170.347 27

6.309 187.367 29 Source: Processed Data 2018In the regression test results in this study, it is known that the F test value is 1.349 with a significance of 0.276. Where the significance value of F is less than 5% is required. Thus, it can be concluded that all independent variables in this study, partially affect student achievement (Y). This means that if the effectiveness of TBLT learning (X1) partially increases, it will have an impact on the increase in student achievement (Y), onComparison of Student Learning Outcomesthe contrary if the learning effectiveness of the TBLT method (X1) has decreased, it will have an impact on studentOne-Sample Statistics Comparison of student learning outcomes betweenachievement (Y). cycles I and II, shows an increase in cognitive aspects, whichis equal to 3.29. Likewise, for the affective aspect there is also an increase of 2.22% for criterion A (good), which is accompanied by a decrease of 2.22% for criterion B (enough). As for the psychomotor aspects, there was a decrease of 2.22% for criterion A (good) with an increase of 2.23% in criterion B (enough).In addition,there was an increase in learning outcomes of students who took part in learning language based teaching tasks, compared to learning non task based language teaching. The magnitude of the increase in the average value of students who participated in task-based learning in teaching each was 14.73, when compared to student learning outcomes in 2017/2018 school year and 10.68 when compared to the learning outcomes of students in the academic year, 2016 /2017 C.2. Testing with t testOne-Sample Test Results of Student Response QuestionnaireAfter testing the classical assumptions, the discussionwill proceed with testing the hypothesis, paying attention to the t count value of theregression results to determine theeffect of partially independent variables on the independent subjects at the Department of Accounting on student variables with a 95% confidence level, or at 5% alpha. Withachievement is significant for the effectiveness variable of the the condition that the value of the independent variable is TBLT method with the correlation coefficient rhit rtab,significant to the dependent variable there is an influence which states a strong influence on Y derivatives (student between the independent variables on the dependent variable.achievement) = f (the effectiveness of the TBLT method) has Whereas if it is not significant, there is no influence between a significant effect on 1% significance level. However, it isthe independent variables on the dependent variable. T-Test ofvery significant at the level of 5%.mean difference = 0: T-Value = 23.94 Value = 0.008. DataIV CONCLUSIONS AND SUGGESTIONS processing results obtained tcount = 23.94, while the t testA. Conclusion value of one party with dk = 40 α = 0.05 turned out t table =Based on the results of the research and discussion, the 1.980 α = 0.01 because the value of t count t table Ha was following conclusions can be drawn: accepted, thus the effectiveness of the learning method TBLT a) The implementation of the English learning of the Manado (X1) the achievement of students majoring in accounting (Y) State Polytechnic on Statistics and Statistics based on the at the State Polytechnic of Manado is partially significant at competency-based curriculum with the Task Based Language the level of 1% and 5%.(TBL) approach is more effective. D. Analysis of the Relationship between Task-based Learning b) Increases or changes that occur, as long as the learning Teaching (TBLT) Method Effectiveness on Student process is related to student learning outcomes, and changes in Achievement learning in a better direction. The response of students to theTo determine the effectivity of the TBLT method (X1) onlearning activities carried out is very positive, and the students student achievement in accounting majors (Y), a simple expect the use of competency-based learning models, by regression analysis and correlation were partially performed, approaching this task based language teaching, for learning namely: activities in subsequent materials.a. Simple regression equation Y = 47.128 + 0.176 X1 c). Test results and data processing obtained thit = 23.74,b. Correlation coefficient = 0.87 while the t test value of one party with dk = 40 α = 0.05 turnedc. The coefficient of determination r2 = 0,800 out t table = 1.980 α = 0.01 because the value of tcount ttabled. Tarf significance = 0.05Ha was accepted, thus the effectiveness of the TBLT method e. Product Moment Correlation of the significance of 0.05 (X1) on the achievement of students majoring in accounting with a value of 0.207 (Y) at Manado State Polytechnic partially significant at the Model Summary blevel of 1% and 5%, so it can be concluded that there is an influence between the effectiveness of the TBLT method, on student learning achievement at Manado State Polytechnic, or Ha accepted. B. Suggestions a. Predictors: (Constant), VAR00001 The suggestions put forward in this study include: b. Dependent Variable: VAR00002 a) To the English language lecturers, let us continue to make Coefficients alearning innovations.b) To the management at the Manado State Polytechnic Accounting Department, various lecturers' innovations in learning, need to be welcomed and responded well and positively .a. Dependent Variable: VAR00001 The results of this analysis show:i. With a value of R = 0.870 it is greater than R table, ie =0.207 in the number of samples (n = 40). This means that the effectiveness variable of the TBLT method is strong against the variable achievement of students majoring in AccountingThe coefficient of determination r2 = 0.800 describes the effectiveness

variable, the TBLT method gives 80.00% influence on student achievement in Accounting Department, while the remaining 20% is explained by other variables. Paying attention to a significant level of 0.05. That is, the influence of motivation on student achievement variables is not significant at the level of 1%. However, it is very significant at the level of 5%.This indicates that the effectiveness of task based learning teaching methods in teaching and learning activities in English R EFERENCES(1). Arikunto, S (2002), Prosedur Penelitian, Suatu Pendekatan Praktek,Jakarta. PT. Rineka Cipta(2). Ary, Donald; Jacobs, Lucy Cheser; Razavieh, Asghar (1985). Introduction to Research in Education. New York: CBS College Publishing.(3). Berns, Robert G, and Ericson, Patricia M. (2002). Contextual TeachingandLearning. http//nccte.com/publication/infosynthesis/highlighzone/highligh05/highli gh05-Task Based Language (TBL).html.(4).Blanchard, Alan. (2001). Contextual Teaching and Learning. B. E. S.T. USA. (5). Departemen Pendidikan Nasional (2002). Kurikulum Berbasis Kompetensi. Jakarta: Depdiknas.(6). Jumadi. (2004). Ringkasan Materi Pembelajaran Kontekstual (TASK BASED LANGUAGE (TBL)) dan Implementasinya (Makalah). Disampaikan pada workshop Sosialisasi dan implementasi kurikulum 2004 di Madrasah Aliyah 19-24 Januari 2004.(7). Sadtono, E. 1988. Problems and progress in teaching English as a foreign language in Indonesia. In Sadtono, E. (ed.) Malang: Penyelenggaraan Pendidikan Pascasarjana, IKIP Malang. 1-28.(8). Suryanto. (2001). Penggunaan Masalah Kontekstual Dalam Pembelajaran Bahasa inggris (Pidato Pengukuhan Dosen Besar). Yogyakarta: Universitas Negeri Yogyakarta.(9). Suryanto. (2003). Pembelajaran Bahasa inggris Berbasis Kompetensi (Makalah). Disampaikan dalam seminar nasional Bahasa inggris XI

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