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PROCEEDINGS

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APPLIED INTELLIGENCE TECHNOLOGY FOR SUPPORTING 4.0 INDUSTRIAL REVOLUTION AND ITS IMPACT ON SUSTAINABLE SOCIAL AND ECONOMIC DEVELOPMENT



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Effectiveness Of Task Based Language Teaching Methods In English Learning

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Abstract—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 of 14.73 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 count

23.74 while the t test value of one party with $dk = 40$ $\alpha = 0.05$ it turns out $t_{table} = 1.980$ $\alpha = 0.01$ because the value of $t_{count} > t_{table}$ H_0 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 H_0 accepted

Keywords— *Effectiveness, Task, Based, Language, Teaching, Achievement, Learning, Students*

I INTRODUCTION

Competency 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 lecture

time 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 is

necessary 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 random 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 ($N \leq 100$), sampling is at least

50% 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:

$$= 15\% + \frac{1000 - n}{1000 - 100} (50\% - 15\%)$$

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: $Y = \alpha + \beta_1X_1 + \beta_2X_2 + + e$

Description:

Y = student achievement

X1 = 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 (X1), 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 were

43 students (95.56%) and sufficient criteria (B) there were 2 students (4.44%). Based on all findings during the first cycle, there are several inputs for better activities in cycle II. These inputs included: reduced activities outside the classroom, more discussions, more social training, and not too many tasks.

Results of Cycle II Learning Activities

Performance of English Lecturers

Table.1 Frequency of Student Opinions on Lecturer Performance

Lecturer Performance	Frequency	Percentage (%)
High	26	65,00
Medium	14	35,00
Low	0	0
Amount	40	100

Source: Processed Data 2018

A. Teaching Infrastructur

Table 2. Distribution of Educational Facilities and Infrastructure

No	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)

Source: Processed Data 2018

B. Comparison of Student Learning Outcomes

Comparison of student learning outcomes between cycles I and II, shows an increase in cognitive aspects, which is 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. Results of Student Response Questionnaire

Based on the results of the questionnaire shows that the percentage strongly agrees (SS) and agrees (S) dominates almost all items, except in points 17, 22 and 25. In addition, there are two items that do not have TS and STS responses, namely items number 1 and 29. Item 1 shows that all students agree that learning English always uses the natural surroundings (56% SS and 44% S). While in item 29, it means that all students feel happy when given an assessment if they do the questions on the board (49% SS and 51% S).

C.1. Testing with Test F

The influence of independent variables simultaneously on the dependent variable was analyzed using the F test, which is by observing the significance of the F value 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 dependent variable. The test results of the F test in this study can be seen in the table below:

Table of Test Results F

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	17.020	2	8.510	1.349	.276 ^a
Residual	170.347	27	6.309		
Total	187.367	29			

Source: Processed Data 2018

In 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), on the contrary if the learning effectiveness of the TBLT method (X1) has decreased, it will have an impact on student achievement (Y).

One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00001	23.740	25	.000	66.26923	60.5200	72.0184
VAR00002	24.095	25	.000	54.19231	49.5602	58.8244

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	26	66.2692	14.23392	2.79150
VAR00002	26	54.1923	11.46828	2.24912

C.2. Testing with t test

After testing the classical assumptions, the discussion will proceed with testing the hypothesis, paying attention to the t count value of the regression results to determine the

effect of partially independent variables on the independent variables with a 95% confidence level, or at 5% alpha. With the condition that the value of the independent variable is significant to the dependent variable there is an influence between the independent variables on the dependent variable. Whereas if it is not significant, there is no influence between the independent variables on the dependent variable. T-Test of mean difference = 0: T-Value = 23.94 Value = 0.008. Data processing results obtained tcount = 23.94, while the t test value of one party with dk = 40 $\alpha = 0.05$ turned out t table = 1.980 $\alpha = 0.01$ because the value of t count > t table H_a was accepted, thus the effectiveness of the learning method TBLT (X1) the achievement of students majoring in accounting (Y) at the State Polytechnic of Manado is partially significant at the level of 1% and 5%.

D. Analysis of the Relationship between Task-based Learning Teaching (TBLT) Method Effectiveness on Student Achievement

To determine the effectivity of the TBLT method (X1) on student achievement in accounting majors (Y), a simple regression analysis and correlation were partially performed, namely:

- a. Simple regression equation $Y = 47.128 + 0.176 X1$
- b. Correlation coefficient = 0.87
- c. The coefficient of determination $r^2 = 0,800$
- d. Tarf significance = 0.05
- e. Product Moment Correlation of the significance of 0.05 with a value of 0.207

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson	
					R Square Change	F Change	df1	df2		Sig. F Change
1	.874	.800	-.045	11.76249	.800	.146	1	19	.707	1.420

- a. Predictors: (Constant), VAR00001
- b. Dependent Variable: VAR00002

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Const)	47.128	12.889		3.656	.002			
		.176	.198	.887	.382	.707	.887	.887	.887

- 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 Accounting

The coefficient of determination $r^2 = 0.800$ 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

subjects at the Department of Accounting on student achievement is significant for the effectiveness variable of the TBLT method with the correlation coefficient $r_{hit} > r_{tab}$, which states a strong influence on Y derivatives (student achievement) = f (the effectiveness of the TBLT method) has a significant effect on 1% significance level. However, it is very significant at the level of 5%.

IV CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of the research and discussion, the following conclusions can be drawn:

- a) The implementation of the English learning of the Manado State Polytechnic on Statistics and Statistics based on the competency-based curriculum with the Task Based Language (TBL) approach is more effective.
- b) Increases or changes that occur, as long as the learning process is related to student learning outcomes, and changes in learning in a better direction. The response of students to the learning activities carried out is very positive, and the students expect the use of competency-based learning models, by approaching this task based language teaching, for learning activities in subsequent materials.
- c). Test results and data processing obtained $t = 23.74$, while the t test value of one party with dk = 40 $\alpha = 0.05$ turned out t table = 1.980 $\alpha = 0.01$ because the value of tcount > ttable H_a was accepted, thus the effectiveness of the TBLT method (X1) on the achievement of students majoring in accounting (Y) at Manado State Polytechnic partially significant at the level 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 H_a accepted.

B. Suggestions

The suggestions put forward in this study include:

- a) To the English language lecturers, let us continue to make learning 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.

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