

# TASK – BASED LEARNING: DESIGN AND IMPLEMENTATION IN TEACHING ENGLISH FOR VARIOUS SCIENTIFIC DISCIPLINE STUDENTS IN A LARGE CLASS

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## TASK – BASED LEARNING: DESIGN AND IMPLEMENTATION IN TEACHING ENGLISH FOR VARIOUS SCIENTIFIC DISCIPLINE STUDENTS IN A LARGE CLASS

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
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 **Abstract:** *It is a Classroom Action Research with the aim to describe the implementation of Task-Based Learning for students of various scientific disciplines in large class to improve students' English ability. This research subjects were first semester students at Widya Dharma University Klaten in the general course (MKU) of English in group F with a total number of students are 103. The technique of collecting the data were test, observation, interview, and documentation. This research conducted in two cycles with a posttest in every cycle. The results found that there were the improvement of students' English skills based on the mean scores of post-test in cycles 1 and 2 in Informatics Engineering class A was from 72 to 75, class B was from 76 to 79, Informatics Management was from 73 to 80, Geography Education was from 60 to 77, Civic Education was from 65 to 77, Physiotherapy was from 70 to 76, and Agricultural Product Technology had same score was 78. From the observation, activities in Task - Based learning trained students' cooperative attitude, improved their interest, and enriched English vocabularies on their own scientific disciplines. This research can be as a reference for teachers in large class to create innovative activities to achieve learning goals; as source of information and reference material for further research to be further developed in other materials to improve the quality of learning.*

**Keywords:** *task-based learning, large class, classroom action research*

 **Abstract:** *Ini merupakan Penelitian Tindakan Kelas yang bertujuan untuk mendeskripsikan penerapan Task-Based Learning bagi mahasiswa dari berbagai disiplin ilmu dalam kelas besar untuk meningkatkan kemampuan Bahasa Inggris siswa. Subyek penelitian ini adalah mahasiswa semester 1 Universitas Widya Dharma Klaten pada mata kuliah umum (MKU) Bahasa Inggris kelompok F dengan jumlah 103 mahasiswa. Teknik pengumpulan data menggunakan tes, pengamatan, wawancara dan dokumentasi. Penelitian ini dilaksanakan dalam dua siklus dengan posttest pada setiap siklusnya. Hasil penelitian menunjukkan bahwa terdapat peningkatan kemampuan berbahasa inggris berdasarkan nilai rata – rata posttest pada siklus 1 dan 2 pada program studi Teknik Informatika kelas A yaitu dari 72 menjadi 75, kelas B dari 76 menjadi 79, Manajemen Informatika dari 73 menjadi 80, Pendidikan Geografi dari 60 menjadi 77, PPKN dari 65 menjadi 77, Fisioterapi dari 70 menjadi 76, dan THP 78. Pada hasil pengamatan, kegiatan pada Task-Based Learning melatih sikap kooperatif siswa, meningkatkan minat, dan memperkaya kosakata Bahasa Inggris sesuai bidang ilmunya. Penelitian ini dapat menjadi referensi bagi guru di kelas besar untuk menciptakan kegiatan inovatif untuk mencapai tujuan pembelajaran; sebagai sumber informasi dan bahan referensi untuk penelitian selanjutnya untuk dapat dikembangkan untuk meningkatkan mutu pembelajaran.*



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**Keywords:** *task-based learning, kelas besar, penelitian tindakan kelas*

## **INTRODUCTION (Level II)**

Teaching large class is a challenge for educators. A large class is a class that has many students. According to Coleman in Fauziati (2015), a large class is a class consisting of 60 to 100 or more students. At Widya Dharma University Klaten, there are courses where lectures are implemented by combining several study programs, namely general course (*Mata Kuliah Umum*). English as the first foreign language in Indonesia is one of general courses as compulsory subjects for the first semester students in Widya Dharma University Klaten.

The ability to use English both verbally and in writing is an additional value for students both in supporting their education and in the competitive work opportunities as it is a way to communicate with other people all over the world (Masduki, 2011). English is important to be taught as global communication (Pasaribu, 2019). Many reference books and guidebooks are in English. By understanding and comprehending the use of English, students can read English reference books or guidebooks so it is easier for students to understand concepts and knowledge in their field. As the rise of computer technology and the changing role of language in online interactions, English is basic requirement in virtual communication (Sunderland, 2009). Students' ability to search for and understand scientific articles in English increases their knowledge of their subject of the study.

For non-English study program students, learning English is not an easy thing. English is not their mother tongue or second language but is a foreign language in Indonesia (Pramudito, 2020). The general English course is a course that is compulsory for all students in Widya Dharma University; but this is one of the courses that is not liked or is a threat to students because it is considered difficult. English as general course gives students basic theories of English patterns and its implementations in real life in form of spoken and written skill. Moreover, English materials in

English general course for students of non-English study program includes English for specific purpose (ESP) that focus on each scientific discipline. English for Specific Purposes is used for specific fields and studies which are in accordance with the needs of the field of science and the profession of English language users (Hamidah & Yanuarmawan, 2019); (Xudong et al., n.d.).

Teaching English in a large class with students of non-English study program needs a big effort. The crowded class with full of participants makes the class situation is noisy and difficult to control. This also happens in English general class in Widya Dharma University. Because of the different background of students' scientific disciplines, teaching English as general course in Widya Dharma University encountered some obstacles, those are 1) It was held in the class with a capacity of 100 seats whereas there were more than 100 students attending the course, so there are some students who don't get a seat so they have to borrow chairs from the next classroom or are forced to sit on the floor in front of the class. 2) The large number of students makes the atmosphere in the class easy to trigger a crowd and noisy. 3) Close seating position made the class cannot be conditioned to form effective discussion groups. 4) Large classes make it difficult for lecturers to control overall student activities and check their understanding of the materials one by one. 5) Various scientific disciplines students' background made the English vocabulary building activities run to be difficult to organize well. 6) Students got uninterested in learning English because it was not their scientific disciplines.

For teachers who teach students with various scientific disciplines, teaching in large classes is also certainly not easy. A teacher needs to always develop himself and his abilities in increasing his professionalism and also needs to understand the developments of education policy (Martati, 2022). However, a teacher's role is very important to balance the growth conditions of students in schools (Wibowo & Rahmah, 2021). Teacher need various methods for managing students in large

classes (Tang et al., 2022); (Nguyen, 2015). To make students pay attention in learning activities need an innovative method of learning.

Based on the problems above, this study tried to overcome these problems by providing teaching methods that can be applied to large classes. The method offered by researchers is the Task - Based Learning. Task-Based Learning (TBL) is a method that is considered effective for language teaching. Task-based language teaching (TBLT) is an approach that differs from traditional approaches by emphasizing the importance of engaging the learner's natural ability to acquire language incidentally through the performance of tasks that draw the learner's attention to form (Moore, 2018). TBL provides students with material that requires students to play an active role in the learning process in achieving learning goals through completing tasks (Sholeh, 2021).

In this method, teachers have opportunities to develop various activities. The teacher gives assignments with fun activities and topics that students like. At the end of learning this method, the teacher explains the material in the language focus stage. Favorite topics and fun activities in completing assignments are solutions in overcoming students' difficulties in language learning (Celik, 2017). TBL is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language (Ratnawati et al., 2019).

Task-Based Learning offers effective steps in language learning, namely pre-task, task phase, and language focus (Moore, 2018). This strategy then developed by Willis (2021) into six steps namely pre task (input and focus on meaning), task (assess task), planning, task presentation, post task, and language focus. In pre-task, students are introduced the topic/material and assignments that force students to look for ideas and understand the material. The teacher gives direction, provides advice and motivation so that students have enthusiasm and are comfortable in completing their assignments. The task phase gives



opportunity for the students to use language freely with the guidance of the teacher to complete assignments. The task then should be presented by the students. Presentation activity motivate students to prepare well in completing the task to make good presentation (Ratnawati et al., 2019). Language Focus provides an explanation of the material by notifying the mistakes students make in completing assignments so that students can better understand the material because they have learned it during assignment completion (Moore, 2018).

There are many researches on Task - Based Learning, including researches on investigating the benefits and problems of implementation of Task – Based Learning in teaching English in Indonesia (Sholeh, 2021), Task - Based Learning to improve students' writing skills on vocational school (Ratnawati et al., 2019), TBL for gaining students' engagement to improve students' competence in writing procedure text (Krismawarti & Wulanjani, 2020), and TBL as an effective way of developing communication skills (Celik, 2017).

This study used the TBLT to improve English skills of students from various scientific disciplines in large classes. This study used TBL as a solution from the problems above, so that students who are not from the English study program can like, accept, and understand the English course materials, and finally they can pass the English course with good English skills. Therefore, the aim of study is to describe the implementation of Task-Based Learning for students of various scientific disciplines in large class to improve students' English ability.

#### **METHOD (Level II)**

This research subjects were 103 students who took English general course (*MKU*) of class F in the 2022/2023 academic year consisting of Informatics Engineering, Informatics Management, Geography Education, Civic Education, Physiotherapy, and Agricultural Product Technology study programs. This classroom action research conducted in two cycles by applying steps in task – based learning namely pre-task, task phase, and language focus in improving students' English

skills. The data in this research consisted of quantitative data and qualitative data. Quantitative data was taken from the mean scores of students' English test of cycle 1 and cycle 2. Qualitative data was taken from questionnaires, interviews and observations. A questionnaire technique was implemented to obtain responses from participants regarding the problems discussed. The initial interview technique is carried out to find out existing problems. Meanwhile, interviews during the research process were carried out to find out the respondents' opinions, feelings and ideas during the research, as well as the strengths and weaknesses of the methods applied in the research.

Qualitative data was analyzed using the interactive model analysis method by comparing events applied to each category, integrating categories and their properties, limiting theories, and writing theories. Quantitative data was analyzed using descriptive statistics to calculate the mean scores from cycle 1 and cycle 2.

## RESULTS (Level II)

Classroom action research activities in this research were carried out in two cycles by applying steps in Task – Based Learning (pre-task, task phase, and language focus). The teacher conducted the cycle of classroom action research from planning, acting, observing, and reflecting. Pre-task in cycle 1, students are introduced the topic about introducing oneself and basic English grammar. Teacher gave some examples, encouraged students to enrich their vocabulary and practice their speaking skill.

The next step is explaining the task. Task in cycle 1 required the students to practice their speaking by making a video about themselves that covered their personal identity, experiences, ideal, and their desired future carrier. The task forced students to dig information, develop ideas, enrich their vocabularies, and compose correct English sentences while understanding and applying the English patterns. The teacher gives direction, provides advice and motivation so that students have

enthusiasm and are comfortable in completing their task. The task phase gives opportunity for the students to use language freely with the guidance of the teacher to complete task. The task had to be uploaded in their social media, e.i YouTube, Instagram, and so on, and must have been viewed by at least 20 viewers. Task completed with submitting link of their video to the teacher.

In Language Focus step, teacher showed the mistakes of students' sentences or their wrong pronunciations on their videos and gave explanations of the correct ones. The activity followed by giving a post test to measure the students' understanding of the materials. From the posttest in cycle 1, the mean scores for each study program/class were obtained as follows.

**Table 1. Mean Scores in Cycle 1**

<b>Study Program</b>	<b>Mean Scores</b>
Informatics Engineering A	72
Informatics Engineering B	76
Informatics Management	73
Geography Education	60
Civic Education	65
Physiotherapy	70
Agricultural Product Technology	78

Based on the observations and interviews, most of students are enthusiast in completing the task and enjoy the activities. The reflection of cycle 1 noted some obstacles in implementing Task – Based Learning in English general course. A lot of students made correction process of task (video) spent a relatively long time. The classroom with 2 ACs with full of participants (more than one hundred students) could not make them comfortable so that when the learning time had reached more than 60 minutes, the classroom felt hot, uncomfortable and reduces students' concentration in learning. Another obstacle was that there were several students from Papua who are difficult to communicate even in Indonesian language, got more confused to study English. The next obstacle was that there were some students who were not actively attending lectures with or without permission made teachers should reexplain the material for them in order to complete the task.



Based on the reflection of cycle 1, the study continued to cycle 2. The activity in cycle 2 also implemented steps in Task – Based Learning namely pre-task, task phase, and language focus. The difficulties of students in completing the task in cycle 1 made the teacher to re-plan the action in cycle 2. The topic in cycle 2 was understanding scientific article. The task was given in a group based on the students' class or scientific discipline. It hoped that it would get students to share their knowledge of English and train them to work in group. It also could minimize confusions of Papua' students in learning English.

The task in cycle 2 was finding a scientific article based on their majority. The students had to analyze the article and explained it in English. The students had to work in group to analyze one by one English sentence from the article and make sure they understand the patterns and meaning. The they had to make power point presentation and present in front of the class. Then the activity continued to the post test.

From the test in cycle 2, the mean scores for each study program/class were obtained as follows.

**Table 2. Mean Scores in Cycle 2**

<b>Study Program</b>	<b>Mean Scores</b>
Informatics Engineering A	75
Informatics Engineering B	79
Informatics Management	80
Geography Education	77
Civic Education	77
Physiotherapy	76
Agricultural Technology	78

From the results of test Cycle 2, it is known that there was an increasing in students' English language skills which can be seen from the average score for each study program which can be seen in the table above. In observation stage of cycle 2 was found that when explaining material about scientific articles, students paid close attention and practiced it by searching an article in reputable journals website according to their scientific discipline. The activity ended with a presentation from each group. During the presentation activity, a question and answer session was also opened so that students shared their experience,

opinions, and built their confidence to come forth in front of the class and practice their English skills. Strengthen the understanding of English material was also done by giving chances to the students to answer the English exercises from the teacher by writing it on the blackboard and corrected the patterns by other students. The students were very enthusiastic about this activity because they could understand the material by directly applying it based on their scientific discipline.

### **DISCUSSION (Level II)**

This study designs and implements Task – Based Learning in teaching English for various scientific discipline students in a large class. The stages of classroom action research from planning, acting, observing, and reflecting conducted in two cycles. Four stages in classroom action research, those are planning, action and observation, and reflection can be applied to seek the problems and find the solution for solving problems in teaching and learning (Pupah & Sholihah, 2022). In planning stage, the researcher plan to implementing Task – Based Learning to improve students' English skills by conducting the steps of Task – Based Learning, namely pre-task, task phase, and language focus. Steps in Task-Based Learning, namely pre-task, task phase, and language focus is proven be effective in language learning (Moore, 2018). In Cycle 1, students were given task of making a video of English-speaking practice, and the task in cycle 2 was analyzing a journal article based on the students' scientific discipline.

Based on the data findings in cycle 1 and cycle 2, there are the improvement of students' English skills marked by students' scores that more than passing grade. It is in line with many researches which found that Task – Based Learning is effective in improving students' language ability (Sholeh, 2021); (Krismawarti & Wulanjani, 2020); (Ponikem, 2020); (Sutiyatno, 2014). Task in Task – Based Learning is alternative method for teachers who want to create tasks that make students called and motivated to participate voluntarily in learning (Ponikem, 2020). The obstacles in implementing this method were the class situation that

crowded caused by full of participants made the class activity was difficult to control. Tang et al said that most of the problems are that large classes make the classroom atmosphere less conducive, students tend to be passive and embarrassed to express themselves actively in learning in class (Tang et al., 2022). Large classes also make it difficult for educators to convey material optimally (Bahtiyar, 2022).

In cycle 2, by doing the task of analyzing scientific article based on the students' scientific disciplines, there was an improvement of students' interest and participations. Students played an active role in the learning process in achieving learning goals through completing tasks. The teacher gives assignments with fun activities and topics that students like. Favorite topics and fun activities in completing assignments are solutions in overcoming students' difficulties in language learning. Authentic assessment instruments in writing help students in completing the task (Khasanah & Mistinurasih, 2023).

Furthermore, the increasing of students' English language skills in this study can be seen from the results of the test in cycle 1 and cycle 2 which can be seen in the following table.

**Table 3. The Improvement of Students English Skills in Cycle 1 and 2 Study Program**

Study Program	Mean Score Cycle 1	Mean Score Cycle 2
Informatics Engineering A	72	75
Informatics Engineering B	76	79
Informatics Management	73	80
Geography Education	60	77
Civic Education	65	77
Physiotherapy	70	76
Agricultural Technology	78	78

The increase in English skills based on mean scores in cycles 1 and 2 occurred in all study programs, namely the Informatics Engineering A study program from 72 to 75, Informatics Engineering B from 76 to 79, Informatics Management from 73 to 80, Geography Education from 60 to 77, PPKN from 65 to 77, and Physiotherapy from 70 to 76. Meanwhile for the THP study program the average score is 78. Task - Based Learning

gives students the opportunity to use language according to their abilities, while remaining under the guidance of lecturers, thereby improving their ability to complete tasks. This activity fosters self-confidence in students. In language focus activities in class, students pay attention to the lecturer's explanations, are enthusiastic about doing the exercises in the module and have the courage to come to the front of the class to answer questions and present the results of assignments. Activities in Task - Based learning provide opportunities for students who take general courses (MKU) which consist of several fields of science. The tasks given make them work together and focus on their respective fields of knowledge. Task in TBL as a project team that can improve students' team work ability. Work based learning can optimize students creativity (Ristanto et al., 2022). Project can improve students' self-confidence that initial capital for entrepreneurship ability (Supiase et al., 2023). Task enables students to produce target languages through communicative task completion (Edwards & Willis, n.d.). Apart from being able to improve their vocabulary in English, this activity can also train their cooperative attitude and interest in learning English for their respective fields of science.

### **CONCLUSION (Level II)**

Based on the research results, it can be concluded that Task - Based Learning can improve students' English skills in a large class. Task phase activities provide students with the opportunity to use language according to their abilities, while remaining under the guidance of the lecturer, thereby increasing their ability to complete the task. This activity fosters self-confidence in students. In language focus activities in class, students pay attention to the lecturer's explanations, are enthusiastic about doing the exercises in the module and have the courage to come to the front of the class to answer questions and present the results of assignments. The increasing of students' English skill also can be seen in the improving of mean scores from cycle 1 to cycle 2.

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GENERAL COMMENTS

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