



THE INFLUENCE OF TASK-BASED LANGUAGE TEACHING (TBLT) ON ENGLISH LANGUAGE LEARNING OUTCOMES OF FOURTH GRADE STUDENTS IN SD NEGERI 201 PALEMBANG

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ABSTRACT

This research aims to evaluate the impact of implementing the Task-Based Language Teaching (TBLT) model on the achievement of English language learning for grade IV students at SD Negeri 201 Palembang. The background to this research arises from the tendency for the learning process to be teacher-centered (one way or conventional), causing low student interest and resulting in unsatisfactory learning outcomes in class IV SD Negeri 201 Palembang. The research method used is quantitative with Quasi Experimental Design and Non-equivalent Control Group Design. Sampling was carried out using a total sampling technique on 35 class IV students at SD Negeri 201 Palembang. The results of the t-test (Independent Sample t-test) show a significance value (2-tailed) of $0.001 < 0.005$, so H_a is accepted and H_o is rejected. The conclusion that can be drawn is that the application of the Task-Based Language Teaching learning model has a significant effect on the English learning outcomes of class IV students at SD Negeri 201 Palembang.

Keywords: Task-Based Language Teaching, Student English Learning Outcomes.

1. INTRODUCTION

In Indonesia, English is categorized as a foreign language rather than a second language. It is obligatory for students in Indonesian schools, ranging from elementary to university levels (Jaya et al, 2023). English is one of the subjects in elementary school whose knowledge plays an important role in everyday life, having an impact on a person's ability to think critically. English is a global communication that is used in international language. As a result, learning English is

critical because English is not only studied and taught in Indonesia, but also around the world (Jaya et al, (2023). In line with Yayuk's view (2019, pp. 1-5), English is a scientific discipline that involves language understanding, evaluation, and the use of reasoning—the ability to think critically, analytically, and systematically. This view is in line with the opinion of Ulia and Sari (2018, p. 176-190) who state that English plays an important role in improving students' abilities, including the ability to think and solve

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everyday problems. Likewise, the views of Budiana, Karmila, and Devi (2020, pp. 70-74) emphasize that English is designed to develop students' thinking patterns in their learning environment. From these various views, it can be concluded that English is a learning science which, in its learning style, can develop critical thinking patterns for everyday life.

"The 2013 curriculum in English language learning includes areas with characteristics that emphasize achieving student competence and a scientific approach (observation, question and answer, action, logical skills and student thinking)" (Setiana & Nuryadi, 2020, p. 55). However, the majority of students still think that learning English is a difficult subject, especially because it places more emphasis on memorizing vocabulary and speaking practice, so many students avoid it (Hidajat, Pratiwi, & Afghohani, 2018, p. 2).

Based on knowledge obtained from a class IV teacher at SD Negeri 201 Palembang, there are challenges in the learning process in class, such as the lack of student participation caused by the teacher's approach which is still one-way or conventional. Student interaction in the form of asking, answering and discussing is very limited, with teachers more likely to provide rules and formulas directly. As a result, students lose interest in learning and have difficulty developing critical thinking skills, which ultimately results in low learning outcomes.

The opinion of Baharuddin (2020, p. 486) emphasizes that English is a subject that is difficult for students to learn, especially in

understanding concepts, including grammar. Purnomo (2015, p. 10) also explains that grammar involves rules for the arrangement of words or sentences, which are often difficult for students to understand. Aminah & Kurniawati (2018, p. 118-120) stated that students' difficulties in understanding grammatical concepts and sentence structure cause them to make mistakes in determining the operations used in constructing sentences.

Challenges in learning English can have a negative impact on the achievement of learning outcomes for class IV students at SD Negeri 201 Palembang. Learning outcomes reflect the product of efforts and learning processes carried out individually or collaboratively, as depicted in a learning process (Komariyah & Laili, 2018, pp. 55-58). Educators can use learning outcomes to evaluate students' understanding during the learning process. Low student learning outcomes can be caused by a lack of attractiveness in the teaching system and a lack of optimality in the learning process, which is a challenge that needs to be addressed immediately so that problems do not repeat themselves and so that the learning process runs effectively.

By referring to the explanation above, researchers are interested in conducting research related to the English learning outcomes of fourth grade students by applying one of several English learning models, namely Task-Based Language Teaching (TBLT).

Task-Based Language Teaching (TBLT) is an English language learning approach that

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emphasizes practical tasks as the basis of instruction (Richards & Rodgers, 2001). In the context of teaching English to fourth grade students at SD Negeri 201 Palembang, this method emphasizes the application of language skills through real life situations and activities. Within the TBLT framework, language learning becomes more meaningful and can be applied in students' daily lives. This approach encourages students to engage in problem solving and find their own solutions, fostering a deeper understanding of the language. TBLT encourages active learning by encouraging students to discover language concepts with teacher guidance.

The choice of TBLT as a teaching method in this research is potentialized by its ability to improve the English language skills of fourth grade students. The focus on practical tasks and real-life communication situations is in line with the goal of improving English learning outcomes. This study aims to explore the impact of TBLT on the English learning outcomes of fourth grade students. In the context of English language learning at SD Negeri 201 Palembang, several issues were identified, including the need to improve English language learning outcomes, the dominance of teacher-centered learning methods, and the lack of student involvement in the learning process.

This study focuses on the application of the TBLT teaching model in English language learning for fourth grade students at SD Negeri 201 Palembang. The formulation of the research question asked is: 'What is the impact

of Task-Based Language Teaching on English language learning outcomes for class IV students at SD Negeri 201 Palembang?' The aim of this study is to assess the effect of TBLT on the English language learning outcomes of class IV students.

2. LITERATURE REVIEW**Concept of English Learning Outcomes**

The opinion of (Nabila & Abadi, 2019, p. 660) also states that learning outcomes are related to the abilities obtained by students after learning activities which cause changes in behavior. Wiriani's opinion (2021, p. 1) states that English is a very important basic subject, providing a foundation for various fields of science. The English language learning process begins with identifying problems that are relevant to the student's condition, as stated by Daton, Hariyani, & Suwanti (2019, p. 417). Wandini (2019, p. 4) emphasizes that English language learning must be planned in a structured manner, involving active thinking and improving skills in solving problems and distributing information.

English learning is a teaching process that is deliberately arranged and designed by teachers to foster students' creativity and improve their ability to construct new knowledge, so that they can master English better. Learning English is also closely related to everyday life. It is important for elementary school teachers to be able to effectively communicate English concepts so that students can apply them in real life situations

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(Wahyuningtyas, 2015, p. 23). Especially in learning English, which can be applied in real life. By applying English language learning, students can develop cooperative skills, logical, systematic, analytical thinking, as well as critical and creative thinking skills. Therefore, teaching must guide students to take advantage of situations and opportunities so that they can re-discover English with an appropriate approach.

English learning outcomes are final assessments that reflect the achievement of learning objectives in terms of students' knowledge, attitudes and skills during the English learning process. In line with the opinion of (Iskandar & Dudung, 2019, p. 33) This states that the result of learning English is a change in students' behavior in the cognitive aspect, seen from their ability to master English language material, including symbolic language, deductive logic, knowledge of patterns, and well-structured structures. In the context of English learning, learning outcomes have an important role. In the assessment process, teachers can collect information regarding student progress in achieving learning goals. Factors that influence learning outcomes include internal factors (within the student) such as intelligence, skills, and motivation, as well as external factors (outside the student) such as support from the family environment, friends, interests, talents, and teachers.

There are two factors that influence learning outcomes. As mentioned by (Slameto, 2015, p.54) that the factors that influence

learning outcomes are internal factors where these factors come from within the student, such as physical factors (health and disabilities) and psychological factors (intelligence, interests, talents and tendencies). Meanwhile, as stated (Awaludin, et al., 2021, p. 18) there are two factors, namely internal factors, including; intelligence or knowledge (intellectual) factors which are influenced by problems with abstraction, memory (memory), problem solving and motivation and brain disorders. As well as external (outside) factors including; the influence of academic style and environment, as well as the influence of life. The success or failure of a person's learning is caused by several factors that influence the achievement of learning outcomes, namely factors within the learner (internal factors) and factors outside the learner (external factors) (Novianti, Sadipun, & Balan, 2020, p. 61).

Thus, from the three experts it can be concluded that the learning outcome factors include two factors, namely internal factors (within a person) such as intelligence, expertise and self-motivation. And external factors (outside a person) such as support from family, friends, interests, talents and teachers.

Concept of Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is defined as a language teaching approach that emphasizes solving certain tasks or activities as the main basis for language teaching and learning. Willis and Willis (2007) state that TBLT focuses students on engaging themselves with tasks that reflect the use of the target language in real situations. Skehan

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(1996) added that TBLT considers assignments as the primary unit of teaching and learning, replacing traditional curriculum approaches. In Nunan's (2004) view, TBLT places special emphasis on solving real tasks as a means of advancing students' language abilities. Long (1985) stated that TBLT creates authentic communicative situations by providing tasks that reflect the use of language in everyday life. Thus, TBLT creates a more contextual learning context and provides opportunities for students to develop their communicative abilities through tasks that are relevant to everyday life.

Syntax of Task-Based Language Teaching (TBLT)

As mentioned by Willis and Willis (2007), Nunan (2004), and Willis and Willis (2013), syntax in Task-Based Language Teaching (TBLT) includes the stages of Task Planning, Task Introduction, Task Implementation, Reflection and Evaluation, Discussion, Enrichment and Strengthening, as well as Synthesis and Integration. With a focus on contextuality and meaning, TBLT is designed to improve students' communicative abilities in the target language. The following is the TBLT syntax that is generally applied:

1. Task Planning

- Identify the language learning goals you want to achieve.
- Choose assignments that suit the context and needs of students.
- Plan activities and supporting materials to facilitate assignments.

2. Task Introduction

- Introduce the assignment to students clearly and in detail.
- Explain the purpose of the assignment and its relationship to the development of language skills.
- Provide examples or models that clarify expectations.

3. Task Implementation

- Give students the opportunity to carry out assignments independently or in groups.
- Facilitate student interaction and encourage use of the target language.
- Observe and document student performance during assignments.

4. Task Reflection and Evaluation

- Discuss the results of the assignment with students.
- Let students reflect on their experiences in completing assignments.
- Evaluate language progress and identify areas that need improvement.

5. Language Focus

- If necessary, introduce or develop specific language elements that appear during the assignment.
- Discuss grammar rules or vocabulary relevant to the context of the assignment.

6. Extension and Reinforcement

- Provide additional activities or exercises to deepen students' understanding of certain language material.
- Facilitate activities that reinforce language skills practiced during assignments.

Task Synthesis and Integration

- Help students integrate their language experiences and learning from assignments into the context of everyday language use.
- Facilitate ongoing discussions or projects that enable the application of the language in real situations.

TBLT syntax is designed to create contextual, meaningful, and task-centered language learning experiences, thereby improving students' communicative abilities in the target language.

Principles of Task-Based Language Teaching (TBLT)

The principles of Task-Based Language Teaching (TBLT) include an orientation to communicative tasks as the main basis for language learning (Willis & Willis, 2007). In the principle of active student involvement, TBLT encourages students' active participation in tasks that require problem solving, communication, and interaction in the target language. Students are invited to use language naturally in real contexts (Skehan, 1996). Developing communicative skills is the main focus of TBLT, ensuring students not only understand grammatical structures and vocabulary, but can also practice them in situational contexts (Nunan, 2004). The principles of adaptation to student needs and flexibility in designing assignments are emphasized in TBLT (Willis & Willis, 2008).

The principle of reflection and evaluation, recognized as an important step, allows

students and teachers to reflect on task results, learning experiences, and strategies used, as well as evaluate students' language development (Skehan, 1996). By applying these principles, TBLT aims to create a language learning environment that is contextual and task-centered, to improve students' communicative abilities in the target language.

Goals of Task-Based Language Teaching (TBLT).

The main aim of Task-Based Language Teaching (TBLT) is to develop students' communicative skills through the application of practical and relevant tasks in the target language context. As described by Willis and Willis (2007), this approach emphasizes the importance of working on challenging assignments to help students understand and use language more effectively in everyday life. Nunan (2004) adds a meaningful dimension, stating that TBLT aims to create a learning environment where students can learn language while engaging in meaningful tasks. Skehan (1996) highlights the focus on language teaching through tasks that require the use of language to achieve specific goals, giving students the opportunity to develop their communicative skills through direct practice. Thus, expert opinion indicates that TBLT consistently pursues the goal of teaching language in a way that is contextual, meaningful, and oriented towards student involvement in practical tasks.

Advantages of Task-Based Language Teaching

The advantages of Task-Based Language Teaching (TBLT) are also very significant in enriching the language learning process. This model provides a number of advantages that support student effectiveness and engagement. According to (Richards & Rodgers, 2001), some of the advantages of TBLT are:

a. Authentic Task-Based Learning

TBLT allows students to learn languages through tasks that reflect real situations, providing immediate relevance and context in language learning.

b. Development of Communicative Skills

This model focuses on developing students' communication skills by providing tasks that encourage interaction, so that students can be more effective in using language in practical contexts.

Student Motivation and Engagement

By tailoring assignments to student needs, TBLT can increase student motivation because the assignments can be identified as relevant and useful.

Active Involvement in Learning

TBLT also encourages active student participation in learning, ensuring that all students can be actively involved in using language in real contexts. By exploiting these advantages, TBLT aims to provide a more contextual, meaningful and task-centered language learning experience, in accordance with the principles of effectiveness in language learning.

3. METHODS

This research describes research methods as a scientific approach to collecting data with a specific purpose (Ramadhan, 2021, p. 13). This research uses a Quasi Experiment Design type of quantitative research with the Non-Equivalent Control Group Design approach. The research was carried out by giving a pretest before treatment, then giving treatment to the experimental and posttest classes for both groups, experimental and control. Both groups at the beginning section were administered by pre-test, and they were administered by post-test at the last section of the study (Jaya et al, 2019). The dependent variable of this research is students' English learning outcomes, while the independent variable is the use of Task-Based Language Teaching (TBLT).

This study was carried out in the even semester of the 2022/2023 academic year for approximately 2 weeks from 12 June to 23 June 2023, at SD Negeri 201 Palembang, *Jalan Ki Kemas Rindokel*. Ogan Baru District. Kertapati, Palembang City, South Sumatra Province. The population of this study was class IV students, with samples using a total sampling method, where all members of the population were sampled. Class IV.B students became the experimental class, while class IV.A became the control class.

Data collection techniques are carried out through observation and tests. The test sheets in the pretest and posttest have been validated by experts according to the material and basic competencies. Data analysis techniques

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include normality tests to see data distribution, homogeneity tests to ensure uniform variance, and hypothesis testing using the independent sample t-test with the help of SPSS version 23.

Decisions are taken based on the significance criterion $\alpha = 0.05$. If the significance value (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted, indicating that there is a significant influence between the independent variable (TBLT) and the dependent variable (Student English Learning Outcomes). Conversely, if the significance value > 0.05 , H_0 is accepted and H_a is rejected, indicating there is no significant influence. Thus, this research seeks to analyze the effect of using TBLT on the English learning outcomes of class IV students at SD Negeri 201 Palembang

4. RESULTS AND DISCUSSION

There is an influence of the use of Task-Based Language Teaching (TBLT) on the English learning outcomes of class IV students at SD Negeri 201 Palembang. It can be proven by the post-test results that there is treatment using Task-Based Language Teaching (TBLT). With proof from the percentage of pre-test results, namely 40% and post-test 100%. So it can be concluded that students' English learning outcomes have increased.

Question Instrument Validity Data

Before the test is given to students, there is a validation test of 20 multiple choice questions with experts.

Table 1. Question Validity Test

Items	r_{count}	r_{table}	Note.
1.	0,492	0.308	Valid
2.	0.797	0.308	Valid
3.	0.470	0.308	Valid
4.	0.501	0.308	Valid
5.	0.797	0.308	Valid
6.	0.649	0.308	Valid
7.	0,384	0.308	Valid
8.	0.726	0.308	Valid
9.	0.797	0.308	Valid
10.	0.649	0.308	Valid
11.	0.574	0.308	Valid
12.	0.533	0.308	Valid
13.	0.745	0.308	Valid
14.	0.778	0.308	Valid
15.	0.751	0.308	Valid
16.	0.595	0.308	Valid
17.	0.751	0.308	Valid
18.	0.598	0.308	Valid
19.	0.778	0.308	Valid
20.	0,409	0.308	Valid

In this study, the results of the trial proved that the 20 questions were valid because they met the criteria $>$ where it is 0.308.

$r_{count} > r_{table}$

Table 2. Question Reliability Test

r_{count}	r_{table}	Conclusion
0.914	0.308	Reliable

This study uses the Cronbach's Alpha formula with the help of SPSS version 23. So a test reliability calculation result is obtained, namely r_i 0.914 with the condition $r_{table} = 0.308$. It can be interpreted that $(0.914) > (0.308)$.

$r_{count} > (r_{table})$

Descriptive Statistics Test Results

After calculating the data, the results show an increase in students' English learning outcomes, which are described in the following table:

Table 3. Comparison of Pre-test and Post-test Scores

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EXPERIMENT CLASS IV B			
No.	Name	Mark	
		Pre-test	Post-test
1	Alip	50	85
2	Citra Lestrai Flower	60	95
3	Devi Aprilia	55	95
4	DikaEfriansyah	80	90
5	Happy	60	85
6	Kaih Laila	70	90
7	M Aditya	100	100
8	M. Paris Al-Farizi	65	95
9	M. Raffi	60	80
10	M. Ravel	85	95
11	Miko	65	85
12	Padil Juan Gaddafi	85	100
13	Perdi Saputra	50	90
14	Selira Anjani	90	100
15	Siti Aisyah Nabilah	80	90

CONTROL CLASS IV A			
No.	Name	Mark	
		Pre-test	Post-test
1	Kirana Rose	85	95
2	Princess Nayla	80	85
3	Kelara Nikita Abela	80	80
4	Subastian Aditya	50	50
5	Reyhan Mandala Putra	60	60
6	Olivia Khaneza	100	100
7	Beautiful Gali Dewi	95	95
8	Pendi	60	65
9	Ariel	85	85
10	Sadat	55	55
11	M. Iqbal Pratama	45	45
12	M. Rizki Aditiya	75	80
13	ResaAulia	70	75
14	Moko	50	75
15	Zian Nopriansyah	85	85
16	Rio	80	85
17	Sella Mariska	75	75
18	Amelia	90	90
19	Aidil Anugerah	55	55
20	Raju Ocean	80	85

The results of the calculation of pretest and posttest completeness in the experimental class experienced an increase while in the control class there was also a slight increase. The criteria for completing the mathematics learning outcomes test are score > 75 can be declared complete and if the value < 75 can be

declared incomplete. It can be seen that in the experimental class the pre-test scores were 8 students who completed and 9 students who did not complete with a completion percentage of 40%, while the post-test scores were 15 students who completed with a completion percentage of 100%. Then in the control class, the pretest scores were 9 students who completed and 11 students did not complete with a completion percentage of 45%. And for the posttest score, there were 15 students who completed it with a completion percentage of 70%.

Normality test

The test was carried out using the Kolmogorov-Smirnov test with the help of the SPSS version 23 computer program at a significance level of 0.05. So it was accepted if the sig. $> 0, .05$ is said to be normally distributed data. And vice versa it is rejected if the value is sig. < 0.05 means the data is not normally distributed. $H_a H_a$

Table 4. Normality Test Results Data

Class	Kolmogorov-Smirnova			
	Statistics	Df	Sig.	
English Learning Outcomes Student	<i>Experimental Class Pre-Test (TBLT)</i>	,169	15	,200*
	<i>Experimental Class Posttest (TBLT)</i>	,172	15	,200*
	<i>Control Class Pretest</i>	,168	20	.141
	<i>Control Class Posttest</i>	,159	20	,200*

It can be seen that the experimental class results obtained a value of sig. $0.20 > 0.05$. And the control class results get a sig value.

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0.10 > 0.05. It can be concluded that the experimental class and control class value data are normally distributed.

Homogeneity Test

The homogeneity test aims to find out whether the two data are declared homogeneous. Data can be declared homogeneous if the significance value > 0.05 then the variance is declared homogeneous. If significance value < 0.05 then the variance is declared not homogeneous. Data homogeneity test using SPSS version 23.

Table 5. Homogeneity Test Results Data

Levene's Test for Equality of Variances

<i>Test of Homogeneity of Variance</i>					
		<i>Levene Statistics</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
<i>Learning outcomes</i>	<i>Based on Mean</i>	3,522	1	33	,069
<i>English Student</i>	<i>Based on Median</i>	3,332	1	33	,077
	<i>Based on Median and with adjusted df</i>	3,332	1	25,989	,079
	<i>Based on trimmed mean</i>	3,281	1	33	,079

It is said to be homogeneity if the value with the level of significance based on main > 0.05. With this it can be concluded that the results of calculating the scores of students in the experimental class and control class obtained a sig result of 0.069 > 0.05 can be stated that the two samples are homogeneous (same variance).

Hypothesis testing

After testing the normality and homogeneity of the data, results were obtained which stated that the distribution was normal

and homogeneous. So the next stage is to test the hypothesis using the independent sample t-test) with the help of SPSS version 23, the test aims to prove the previous hypothesis.

Table 6. Results using independent sample t-test

<i>Independent Samples Test</i>										
		<i>Levene's Test</i>				<i>t-Test for Equality of Means</i>				
		<i>F</i>	<i>Sig.</i>	<i>df1</i>	<i>df2</i>	<i>t</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>95% Confidence Interval Lower Bound</i>	<i>Upper Bound</i>
<i>English Student</i>	<i>Based on Mean</i>	1,551	,219	33	33	11,917	,000	13,24	10,147	16,337
<i>English Student</i>	<i>Based on Median</i>									
<i>English Student</i>	<i>Based on Trimmed Mean</i>									

In the table above it can be concluded that the results of the hypothesis test data analysis using the t-test with the help of the SPSS version 23 computer program, obtained a sig value. (2-tailed) of 0.001 < 0.05. With this it can be stated that it is accepted, which means that there is a significant influence on the use of Task-Based Language Teaching (TBLT) on the English learning outcomes of class IV students at SD Negeri 201 Palembang. H_a

5. CONCLUSION

Based on data analysis in the research, it can be concluded that there is an influence of the use of Task-Based Language Teaching (TBLT) on the English language learning outcomes of SD Negeri 201 Palembang students. Which can be proven by calculations based on data analysis and discussion of hypothesis testing results. This has been proven by the results of a posttest percentage of 100% and a pretest of 40% in the experimental class. Meanwhile, the results in the control class were 45% pretest and 75% posttest. With the results of the t test on the hypothesis (2-tailed) on the criteria for the sig

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level value < 0.05 , namely the t test result with a sig value of $0.001 < 0.05$ means that H_a is accepted and H_o is rejected.

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