Investigating the Efficacy of Task-Based Instruction in English Classrooms for Tenth Grade Students at Madrasah Aliyah Hubbulwathan Duri

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A B S T R A C T

Educational reform is a response to developments in global demands as an effort to adapt the education system to be able to develop human resources to meet the demands of the developing era. In order to be in accordance with its function and nature, ideally education should not be carried out haphazardly, but should be carried out wisely. Education includes activities carried out starting from planning, implementing activities, to evaluation and follow-up programs. The population in this study were all class X students at MA Hubbulwathan, Duri in the 2023/2024 academic year, consisting of 1 class. In this research the sample was selected using quasi-experimental research techniques (pseudo-experiments). After determining the sampling technique, in this study class X students were selected as samples from a population of one class. The results of the analysis show that assignment-based class improvement in the class is better in English subjects. Calculating the relative increase in class reached the conclusion that the proportionate rise in class was higher, namely 41.9% than on normal days. From the level of completeness of class learning that is based on assignments in class, it is better than that, where after conducting research, the results obtained were that in the experimental class of 26 students, 20 of them completed in learning effectively.

1.   Introduction

Education is the main factor in the formation of the human person. Education plays a very important role in shaping the goodness or badness of the human person according to normative standards. Realizing this, the government is very serious in handling the education sector, because with a good education system it is hoped that the nation's next generation will emerge with quality and ability to adapt to life in society, nation and state (Tajeddin, 2019).

Educational reform is a response to developments in global demands as an effort to adapt the education

system to be able to develop human resources to meet the demands of the developing era (Danim, 2008). Through educational reform, education must be future-oriented which provides guarantees for the realization of human rights to develop all their potential and achievements optimally for the welfare of life in the future. In order to be in accordance with its function and nature, ideally education should not be carried out haphazardly, but should be carried out wisely. Education includes activities carried out starting from planning, implementing activities, to evaluation and follow-up programs.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential and abilities. It includes various methods and systems for educating individuals to achieve optimal development.

In implementing the educational process there will be interaction between students and educators. The relationship between teachers and students is one of the most critical aspects of the education system. Positive and constructive interactions between teachers and students affect students' academic achievement and emotional and social development. Without education, humans would not know how to deal with life. Students are the goal and subject of education. Students are said to be the goal of education because changes in their attitudes are the goal.

Establishing a good working relationship between teachers, parents, and students is a very appropriate momentum to create an effective, efficient, and productive teaching and learning process at school and home. Several tips for building Learning Interactions pay attention to Social and Emotional Aspects

1. Start a Good Meeting.
2. Know the Interests and Characters of Students.
3. Use the Learning While Playing Method.
4. Conduct Questions and answer
6. Discuss.
6. Use Good Language.
7. Build Solidarity in the Classroom.

A good relationship between teachers and students is an important factor in the world of education. When students feel comfortable and connected with their teachers, they tend to be more motivated to learn and participate in learning.

Students are people who seek and receive the lessons they need, while educators are people who process

teaching and learning activities and a set of other roles that enable effective teaching and learning activities to take place. Before implementing education, educators need to first study and consider several things involved and related to education (Juanda, 2016; Magfirah, 2021).

Education involves several components, namely students, educators, learning objectives, lesson content, teaching methods, media, and evaluation. The quality and success of learning is greatly influenced by the teacher's ability and accuracy in determining learning components. According to PH Combs (1968), there are 12 components of education: goals and priorities, students, management or administration, structure and schedule, content and teaching materials, teachers and implementation, learning aids, facilities, technology, supervision, research, and costs.

The explanation of these education components is as follows: (1) Goals and priorities, which are the function of directing activities; This is information about what will be achieved by the education system and the order of its implementation, (2) Students, whose task is to learn and are expected to experience a process of behavioral change in accordance with the objectives of the education system, (3) Management or administration plays a role in coordinating, directing and assessing the education system, (4) Structure and time schedule are components whose function is to regulate the division of activities and time, (5) Content and teaching materials are components that describe the breadth and depth of learning materials that must be mastered by students, (6) Teachers and implementation are people who provide learning materials and organize the learning process for students, (7) Learning aids, which create functions that make the education process more varied and exciting, (8) Facilities, are places where learning activities take place, (9) Technology, is a component that facilitates and improves the effectiveness of the education process, (10) Quality control, is a component that functions to foster education regulations and standards, (11) Research, is a function to improve and develop science, (12) Costs, are components whose purpose is to facilitate the education process.

In addition, teacher readiness is generally still less than the need to teach in ways and patterns that suit the demands of the globalization era. According to Majid (2014), learning tactics are a person's style in implementing certain learning methods or techniques which are individual in nature.

English language skills are very important in the era of globalization. Good command of English provides the opportunity to learn science and technology from other, more developed countries. In addition, the ability to communicate in English can open up opportunities for cross-border collaboration. Therefore, English language skills play an important role in the progress of a nation. In learning English, vocabulary is very important to master because it will influence other English skills such as listening, reading, writing and speaking (Dageng, 2018).

If students do not master vocabulary, it will be difficult for them to understand conversations and reading in English. In addition, they will find it difficult to communicate verbally and in writing in English. Thus, mastering vocabulary is a priority in order to have good English language skills. However, research results show that there are still many students who have difficulty mastering English vocabulary.

One of the factors causing students' lack of mastery of English vocabulary is low motivation and self-confidence in learning English. This can be caused by less varied learning methods in class so that students are less able to play an active role. Therefore, learning methods are needed that can increase motivation and encourage students to be active in the learning process. One method that can be used is learning English through games (Efendi, 2021).

The use of games in the English learning process has several benefits, namely teachers can present material in a more interesting way, students can more easily understand and remember the vocabulary being taught, and more active interaction between teachers and students causes students to be more motivated to learn (Saputra, 2019). English language learners themselves might not consider the acquisition of "native-like" language competence an ideal goal to achieve (Choi, 2016).

Apart from that, the use of games in class can create student-centered learning so that students can play a more active role in the learning process. The class atmosphere becomes more enjoyable so that it can increase students' interest in learning. English language training using games has been carried out in several community service activities. English language training with gamification to improve speaking skills has been carried out by Sukci. The use of games in this activity aims to lighten the atmosphere so that activity participants are more comfortable practicing their English skills (Chang, 2021).

2. Methodology

This research used qualitative descriptive method. The population in this study were all class X students at MA Hubbulwathan, Kendal in the 2023/2024 academic year, consisting of 1 class. In this research the sample was selected using quasi-experimental research techniques (pseudo-experiments). After determining the sampling technique, in this study class X students were selected as samples from a population of one class. The research design can be seen in Figure 1.
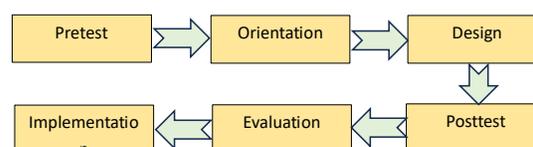

Figure 1. Research Design (Sugiyono, 2019)

Based on the research design above, First we take Pre test score. Pre-test is one form of initial assessment conducted before the learning process begins. The goal is to measure the level of understanding, knowledge, or initial skills of students regarding the material to be studied. By conducting a pre-test, educators can get an idea of students' learning readiness and can develop more targeted learning strategies. In Orientation, Start with essential questions, Growing student motivation, Provide students with an understanding of the goals to be achieved, Explain the activities that will be carried out 10 minutes Design. In design, Students follow up on the guiding questions asked by the teacher, The teacher determines the project theme, Students make a project plan, Direct students when they create in a way that is not related to the project, Ask students to give reasons for the chosen plan and make a project completion deadline of 60 minutes. In implementation, Students work on projects that have been designed, Monitor student activities while completing the project, including cooperation and discipline, Monitor the progress of project implementation and Anticipate obstacles faced by students in 2 meetings. In evaluation, Assess the activity process and project work results, Provided feedback about the level of understanding that has been achieved. The last is post test, Post-test is a form of evaluation given to students after learning activities are completed. The main purpose of the post-test is to measure learning outcomes, see the effectiveness of learning, and assess the extent to which students have understood the material that has been taught.

Effectiveness Criteria

On the basis that student learning achievement scores are expressed in a number and it is advisable that the number is a whole number. By using the numbers 1-10, the existing integers still show a rather rough assessment. There are actually achievement results that fall between those two round numbers. For this reason, by using the numbers 1-100, it is possible to make a more refined assessment (Sukesih, 2018). To determine the effectiveness of learning, two types of things are carried out, namely the effectiveness of learning for individuals and the effectiveness of learning for classical students. The effectiveness of individual learning is the completeness of each individual's learning. This is obtained by directly comparing the final score of student learning outcomes with the requirements for learning completeness. Classical learning effectiveness is the completeness of student learning in groups. This is obtained by calculating the percentage of student learning completeness classically, namely using the formula: Muhammad Ali in his thesis (Dewati, 2021).

3. Results and Discussion

Results

After carrying out analysis and research, the following research results were obtained:

a. There is an increase in student learning outcomes in the English subject class X MA Hubbulwathan Duri. The learning outcomes of students using the task-based learning model in class had an average learning outcome value of 78.40, an increase of 41.90% compared to students using the lecture method, an average learning outcome value of only 62.29, an increase of 27.52%. Learning outcomes in research refer to the achievements of students after following a learning process being studied. These results are indicators of the success of a treatment or action applied in research, such as the use of certain methods, models, media, or learning strategies.

b. The use of task-based learning in class X English MA Hubbulwathan Duri is effective compared to using the lecture learning model. Task-based learning in the learning completeness class reached 87.77% (Effective), while the lecture learning model achieved learning completeness only 41.11% (Not Effective). Task-Based

Learning is an instructional approach that focuses on engaging students in meaningful tasks as the central unit of planning and instruction. In this approach, students learn language through real-world activities that require communication, problem-solving, and collaboration. The effectiveness of Task-Based Learning lies in its ability to create authentic learning experiences, where learners use language purposefully and contextually rather than simply memorizing grammar rules or vocabulary in isolation.

In this section, there will be a discussion or analysis of learning actions using a task-based learning model in the classroom during the research. The research results show that learning using a task-based learning model in the classroom can improve student learning outcomes significantly. The test results after being given learning using a task-based learning model in class were higher than the results of class tests that used lecture or direct learning. This is proven in hypothesis testing using the t-test, by comparing tcount with ttable, then the value tcount>ttable is obtained. Before learning was implemented using a task-based learning model in the classroom, the learning process used a direct learning model which was dominated by the teacher.

After implementing learning activities using a task-based learning model in class, students are more active in participating in learning, the teacher does not dominate the class, students are also able to learn independently. During the implementation of task-based learning in the classroom, students remain on task, namely carrying out tasks that are their responsibility and remain in the group during group work. Apart from that, in groups, students are willing to accept assignments, trust their friends to complete assignments, and help group friends in completing assignments and actively ask questions, listen, and contribute during assignment completion.

When learning takes place, students are also able to come to school and take part in the learning process on time, take part in learning in the classroom or study in the place provided by complying with applicable regulations and the result of all this is completing assignments on time. The results of the analysis show that assignment-based class improvement in the class is better in English subjects. Calculating the relative increase in class concluded that the relative increase in class was higher, namely 41.9% than on normal days. From the level of completeness of class learning that is based on assignments in class, it is better than that, where after conducting research, the results obtained were that in

the experimental class of 26 students, 20 of them completed learning (87.77%) (Effective).

Discussion

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4. Conclusion

After carrying out analysis and research, the following research results were obtained: There is an increase in student learning outcomes in the English subject class X MA Hubbulwathan Duri. The learning outcomes of students using the task-based learning model in class had an increasing average learning outcome compared to students using the lecture method. The use of task-based learning in class X English MA Hubbulwathan Duri is effective compared to using the lecture learning model. Task-based learning in the learning completeness class reached an Effective chategory, while the lecture learning model achieved learning completeness only Not Effective category.

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