

TASK-BASED LEARNING; LEARNING MODEL FOR IMPROVING STUDENTS ABILITY IN ENGLISH

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Abstract—This study was aimed at developing an English learning model which was in accordance with the needs of students and teachers and 2013 curriculum. The research design was research and development which was consisted of theoretical and practical studies, field observation, students and teachers need analysis, prototype design, expert validation and revision of the product, limited trial and revision of the product, and expanded trial. The data was collected through observations, questionnaires, assessment checklists, and tests. Then, it was analyzed qualitatively and quantitatively. The results showed that the product developed was in good enough category which was shown by the obtained score of 77.97 and could improve students' English proficiency where the average score was above the Minimum Criteria of Mastery Learning.

Keywords—learning model, task-based learning, English skills

I. INTRODUCTION

In the Curriculum of 2013, it is mentioned that English teaching and learning in Junior High School is targeted so that learners can reach the functional level of English literacy by communicating both orally and written to solve everyday problems. The goal of teaching English for students is to master English to a high level of accuracy and fluency [1], to encourage them to use the language [2], to there are still many schools that use the conventional learning model that emphasizes the importance of face-to-face activities with a larger portion of teacher-centered and do not touch the competence of learners about how to actually learn English. In addition, the current learning methodology is still dominated by an expository approach that requires students to explore their learning potential with little guidance and direction from teachers. This is also supported by a learning approach which emphasizes more on textual approach than on contextual approach. Therefore, it is necessary to improve the quality of English learning by making changes from teacher-centered to student-centered,

master each part and incorporate it into their knowledge of the target language [3], and to prepare them to reach informational level of literacy which would be used in the context of social, organizational, and individual use [4]. It means that the English curriculum in junior high school is designed to provide the widest and real learning experience for students to develop their attitudes, skills and knowledge which is needed to build the competencies.

Since English becomes global language [5], a medium for written and oral communications [6], and lingua franca [7] which is widely adopted by speakers of two different languages for communication, it becomes a must for students to enhance language skills required in learning English. The skills are listening, speaking, reading and writing. [8] categorizes the skills into receptive skills (listening and reading) and productive skills (speaking and writing). The English skills are also stressed in National Curriculum (K-13) and stated in English language syllabus by pointing out the authentic material and communicative skills. Besides that, the English language syllabus is also grouped into affective, cognitive, and psychometric aspects which should be learnt by students in junior high school by balancing the hard skill and soft skill competences [9].

One of the main problems in teaching English in junior high school school is the low absorption of learners. This is known by the still low average-score obtained by learners in English subjects. This problem arises because

expository to participatory, and textual to contextual as proposed by [10].

Moreover, classroom learning tends to be teacher-centered, so students become passive. Students are not taught to learn by using a learning model that teach how the nature strategies/models as the techniques or skills that an individual elects to use in order to accomplish a learning task. [10] states that the learning model is a plan or a pattern used as a guide in planning the learning in the classroom or learning in the tutorial.

One of teaching models which could be used is task-based language learning. It focuses on the use of

authentic language meaningful task using the target language [11], provides a context for negotiating and comprehending the meaning of language provided in task input [12], offers the learners the chance to experiment the learned language spontaneously and originally [13], currently becomes an attracting enormous interest topic language teaching by engaging learners in real language use [18]. It is a modern language teaching approach for students of non-native language which provides students with the developing of inter-language through a task given and uses the language to solve communication problem [19].

Many researchers have discussed TBLL. [20] showed there was relation between attitude variable and the implementation of TBLL. [21] investigated the use of first language in task-based language learning which showed that L1 use was associated with a number of factors, such as task types, learners' proficiency, and learning context. [22] elaborated that the practice-based task could inspire teachers to build students' communication through practice teaching. [23] stated that 30% students liked to switch task and did multitask. [24] argued that technology-mediated tasks for language teaching were effective in facilitating students to learn. [25], [13], [26], and [11] argued that task-based language teaching was effective to be used in teaching and learning process.

The 'task' term could be defined as an activity or action which is carried out as the result of processing or understanding language (like as a response) [27]. On another opinion, it is an activity what learners do in class teaching rather than out class teaching [28] and really a special form of technique [8]. [1] defines tasks, which are designed in class teaching and intended to require the use of specific interactional strategies and English skills (listening, speaking, reading, writing, grammar and vocabulary), as pedagogical tasks. While, a language task could be seen as an activity in which a student engages in order to attain an objective, and which necessitates the use of language [20].

In task-based language learning, [29] elaborates that there are six components. They are 1) content; the subject matters which will be taught in class teaching, 2) material; the thing which students should learn about it, 3) activities; the thing which will be done by students and teachers in class teaching, 4) goal; it deals with the learning objective which will be obtained by students after participating in class teaching, 5) students; it deals with their ability, need, and participation in accomplishing the task given, and 6) social community; it results participation and activities which will be done by students as a member of group.

Task-based language learning or task-based instruction is under the grand theory of communicative language teaching as proposed by [1] which specifies in process-based teaching. This statement is also supported by [16] who states that TBLL is closely related to the theory of communicative approach by following the real life of student. Therefore, the task given to students should be meaningful and provide real communication. [27] elaborated that the development of TBLL under the theory of CLT is believed as a process of habit formation and viewed learning as a social process. There are some

[14], helps the students by placing them in the real world situation [15], increases learners' activity in classroom teaching and learning [16] and requires learners to communicate functional messages to attain a particular goal [17]. TBLL becomes the most effective model

characteristics of the task: 1) asking students to do or carry out by using their existing language resource, 2) having outcomes, 3) focusing on meaning, and 4) involving two or more learners, it calls upon the learners' use of communication strategies and interactional skills [1]. Therefore, the purpose of task-based methodology is to create opportunities for language learning and skill-development through collaborative knowledge-building [30].

[20] underlies the main principles in task-based language learning is the authenticity of the tasks, or their relevancy to real life. [16] elaborates the three main aspects in TBLL and communicative approach which become the essential consideration for effective students' learning; 1) regular exposure of the learners to the target language in meaningful context, 2) frequent opportunity for the active use of the target language in communicative situation, and 3) strong motivation for language learning.

Therefore, this study focused on the designing on task-based language learning as a learning model to improve the English proficiency of junior high school students in Jepara Municipality. It would be started by analyzing students and teachers' need toward the suitable model and ended by elaborating the feasibility of the product.

II. METHOD

The research design of this study was research and development as proposed by [31] who stated that this research design was used to design new product, test systematically, evaluate regularly, and revise until met the quality, effectiveness, and minimum standard decided. This study consisted of ten main steps. They were theoretical and practical studies, field observation, students and teachers need analysis, prototype design, expert validation and revision of the product, limited trial and revision of the product, and expanded trial.

This study was conducted on eight junior high schools (both private and state schools) from different sub-districts in Jepara Municipality on the academic years of 2017/ 2018. The subjects of this study were the eighth grade students and English teachers.

The data were collected through 1) observation; it was used to obtain real information on the field about English learning that had been done by teachers related to English learning, 2) questionnaire; it was used to verify the information got from observation and to know the need analysis, 3) assessment checklist; it was used by experts (material and model experts) to summarize improvement items in the learning-task-based language learning model, and 4) test; it was used to determine students' English proficiency after being taught using the model. Types of tests used were multiple choice and short essay tests. Before the instruments were used, they were tested to get the

validity and reliability. Then, the collected data were analyzed qualitatively and quantitatively. Quantitative analysis was used to process data collected through assessment checklists and tests, while qualitative analysis was used to process data from observations and questionnaires.

III. RESULTS AND DISCUSSION

The development product of this study was the booklet of integrative task-based language learning which could become a learning model for authentic activities in 2013 curriculum. This booklet consisted of three chapters; nature and definition of task, a framework of integrative task-based language learning, and activities example in TBLL. The stages in designing of the product could be elaborated as the following.

3.1. Theoretical and Practical Studies

In this step, the researchers reviewed various literatures, research journals, research reports, books, and others informations related to the topic of study, namely; learning model, task-based language learning, and English language curriculum for the eighth grade students.

The ideal learning model which could be applied in classroom English learning should be able to arouse students' interest to actively participate in teaching and learning activities. One of the learning models that could develop students' English proficiency and summarize in fun and enjoyable activities was task-based language learning. It was an English language learning based on assignments given to students. With the assignment given by the teacher, students were expected to be able to understand, manipulate, produce and interact by using the target language (English) well and correctly. The English curriculum currently used was the Curriculum 2013 not school-based curriculum (SBC). Therefore, the assigned task was also related to students' real world activities that were obtained in everyday life so that students consciously or unconsciously had experienced in their learning directly.

3.2. Field Observation

The learning model used by teachers was still traditional in the sense of not using contemporary learning models that fitted the needs of learners.

Teachers taught students by focusing only on the LKS used, using drilling techniques for vocabulary and grammar materials, and creating group discussions for reading materials. Therefore, learners participated minimally in the learning process due to the monotonous learning process and teacher did not provide the greatest opportunity for students to communicate and participate. Students were also less enthusiasm in learning. Learners responded if the teacher initiated the turn-distribution. So that, the learner initiated a turn-taking in relation to the material taught by the teacher was less. The teaching strategies/sequences conducted by teachers were not carried out in sequence. This occurred because the teacher was lacking in preparing the lesson. Evaluation given by teachers was still less varied. Teachers emphasized the process of memorizing new vocabulary that they had taught to the learners. In addition, learners were not given the task to be done independently at home.

Not all teachers in the object of study used a various strategies in learning. They used conventional learning strategies in which the role of teachers was more dominant in the learning process. Teachers were more comfortable using LKS or textbooks brought by students than using learning media that could generate students' interest to learn. This caused their participation and activeness in learning was less.

3.3. Students and Teachers Need Analysis

In this stage, questionnaire was analyzed in relation to the needs of students and teachers about the ideal learning model. Based on the questionnaire distributed to the students, it was found that students, absolutely 100%, responded that learning English was easy if teacher explained in Indonesian instead of in English. English skills that were considered important by learners were as follows: listening 22%, speaking 29%, reading 28%, and writing 21%. Students' self-assessment on their own ability in learning English was answered 18% (for basic), 22% (for beginning), 51% (for medium), and 7% (for high).

Table 01. Students' Need Analysis

| No | Indicators | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--------------------------------------|--|----------------|-------|----------|-------------------|
| English material | | | | | |
| 1 | Understandable English Materials | 6% | 52.5% | 36% | 5.5% |
| Teachers' explanation | | | | | |
| 2 | Teachers' explanation using Indonesia Language | 41% | 45% | 13% | 1% |
| 3 | Systematic and orderly teachers' explanation | 27% | 48% | 26% | - |
| 4 | Early explanation of the learning steps | 9% | 28% | 37% | 26% |
| Learning strategy/model/media | | | | | |
| 5 | Using interesting learning strategy | 29% | 39% | 30% | 4% |
| 6 | Using appropriate teaching media | 22% | 31% | 27% | 20% |

| Teachers' role/activities | | | | | |
|---------------------------|-------------------------------|-----|-----|-----|-----|
| 7 | Motivating in class-teaching | 36% | 35% | 16% | 13% |
| 8 | Doing pre-activities | 17% | 39% | 34% | 10% |
| 9 | Guiding students | 30% | 46% | 12% | 12% |
| 10 | Providing feedback | 29% | 42% | 15% | 14% |
| 11 | Giving various tasks | 27% | 34% | 23% | 16% |
| 12 | Discussing the tasks | 21% | 31% | 26% | 22% |
| 13 | Returning the corrected tasks | 20% | 47% | 26% | 7% |

The material given by the teacher was actually easy to understand by the students, but the teacher did not provide pre-activities in learning. It was proven by 58.2% students answered 'agree' and 'strongly agree', while others were still confused in learning English. This made students not understand yet the teacher's explanation well. Teacher's explanation of the material was easy for students to accept. More teachers used the Indonesian language in the learning process. This resulted students to be familiar in material explanations and task orders with the Indonesian language. When students faced an English task, they had faced obstacles. The strategy usually was used by teachers was in the form of discussion in pair or in group without trying to use an alternative strategy. Almost 50% of students uttered that the teachers seldom used teaching media in class-teaching. Teachers' activities and roles were varied in class-teaching, but they could not maximize their role and vary activities well. This could be caused the limitation of teachers' ability to use various activities which could increase students' participation and activeness in class-teaching. It meant that students wanted a learning model that could provide many opportunities for them to participate, communicate, and improve their learning activities.

The result of the questionnaire above was clarified to the teachers in the form of interview which resulted 1) the use of teaching strategies by teachers was diverse but less varied; teachers used only group/pair discussions, and the use of more strategies referred to the manual book or LKS used; 2) pre-activities undertaken by teachers had not been

maximized either in the form of strengthening of the previous material and the elaboration of the learning objectives to be achieved; 3) students had less participation in class-teaching; and 4) the assessment model, which was done the by teachers, was take-home assignment.

3.4. Prototype Design

In the preparation of the prototype, researchers considered various aspects so that there was a connection between the theoretical and practical studies, field studies, and needs analysis. In the preparation of this early prototype, there were several chapters that support the formulation of the development of task-based language learning. The chapters were chapter I which discussed the definition of "task", chapter II which highlighted a framework of task-based language learning, and chapter III which elaborated an integrative task-based language learning through authentic activities and materials as required in 2013 curriculum.

3.5. Expert Validation and Revision of the Product

Expert validation was intended to find out how well the development product related to the feasibility of the product. Assessments and inputs from experts were set forth in the assessment checklist and focus group discussion (FGD) to clarify the checklist. The quantitative data obtained from the assessment checklist was converted into qualitative data by using the following conversion table.

Table 02. Conversion Score

| Obtained score | Conversion Score | | |
|----------------|------------------|-------------|-----------|
| | Scale 4 | Range | Category |
| 90 – 100 | 4 | 4,01 - 5,00 | Very Good |
| 80 - 89 | 3 | 3,01 - 4,00 | Good |
| 70 – 79 | 2 | 2,01 - 3,00 | Enough |
| 60 – 69 | 1 | 1,01 - 2,00 | Poor |
| Less than 60 | - | - | - |

Table 03. Material Validation from Expert

| No | Indicators | Scale | | | | Category |
|----|--|-------|---|---|---|-----------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Material conformity with core and basic competence | | | √ | | Very good |
| 2 | Clarity of learning points | | | √ | | Very good |

| | | | |
|----------------|---|-----------------------------------|-----------|
| 3 | The accuracy of word selection | √ | Good |
| 4 | Examples given in accordance with core and basic competence | √ | Very good |
| 5 | Materials & examples given in accordance with TBLL learning model | √ | Enough |
| 6 | Clarity of TBLL exercises | √ | Good |
| 7 | Compatibility between exercises and TBLL learning model | √ | Good |
| 8 | Depth and clarity of materials | √ | Very good |
| 9 | Material coverage; listening, speaking, reading, and writing | √ | Very good |
| 10 | Truth content of material | √ | Very good |
| 11 | Clarity of question statements | √ | Good |
| 12 | Degree of difficulty level | √ | Very good |
| Obtained score | | $\frac{42}{48} \times 100 = 87.5$ | |
| Scale | | 3 | Good |

Based on the material expert validation above, it could be drawn that the obtained score of the material aspect in the product developed when the implementation of material validation test was 87.7. Although at good category, the product developed should be revised in some aspects like in indicator number 3, 5, 6, 7, and 11. In indicator no 3, the selection of words should be checked again because there were still some words that made it difficult for students to understand. In indicator no 5, the formulation of the example was further sharpened directly with the use of the TBLL learning model. In indicator no 6, the exercise directions should be sharpened. In indicator no 7 and 11, the exercise items should be revised to eliminate the ambiguity.

Table 04. Model Validation from Expert

| No | Indicators | Scale | | | | Category |
|----|---|-------|---|---|---|-----------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Suitability TBLL steps with core and basic competence | | | | √ | Very good |
| 2 | Suitability TBLL steps with learning objectives | | | | √ | Very good |
| 3 | Domain coverage; cognitive, affective and psychomotor | | | √ | | Good |
| 4 | Applicable in English skills | | | | √ | Very good |
| 5 | Conformity with communicative approach | | | | √ | Very good |
| 6 | Applicable in different English materials | | | √ | | Good |
| 7 | Clarity of learning steps | | | | √ | Very good |
| 8 | Giving students opportunities to be active | | | | √ | Very good |
| 9 | Giving teachers opportunities to facilitate | | | √ | | Good |

| learning process | | | |
|------------------|---|-----------------------------------|--------|
| 10 | Adequacy of feedbacks | √ | Enough |
| 11 | Adequacy of exercises | √ | Good |
| 12 | Learning outcomes in line with expectations | √ | Good |
| Obtained score | | $\frac{41}{48} \times 100 = 85.4$ | |
| Nilai | | 3 | Good |

Based on the model expert validation above, it could be drawn that the obtained score of the model aspect in the product developed when the implementation of model validation test was 85.4. This meant that the score was on a scale of 3 and belonged to good category. Although the product was at good category, the product developed should be revised in some aspects like in indicator number 3, 6, 9, 10, 11 and 12. In indicator no 3, the affective aspect was still unclear; it was good to be clarified again by considering cognitive and psychomotor. In indicator no 6, examples given were less varied, it would be good to make variations and combinations either between skills or integrated skills. In indicator no 9, the teacher's role was less prominent in the draft of TBLL learning model preparation. It would affect the feedback given to students. Giving exercises were reproduced with an emphasis on "task" to be completed by students and closed with conclusion.

3.6. Limited Trial and Revision of the Product

The product of the revised was tested to students in a limited way to four different schools. This trial was intended to determine the feasibility of the model. In addition, the teacher also asked for a response through interviews on the model that had been applied. Then the product would be revised based on teachers' suggestion toward the shortcomings contained in the model. Then it would be evaluated and revised based on the findings. The first revision was strengthening the definition of task. From the

first prototype, the material about the definition of the task was very limited. Therefore, in the revision, it was added some things related to the definition of the task by using a language that was understood easily by the teacher. The second revision was clarifying the syntax of the product. In booklets prepared before testing, there was a lack of sequence of learning using TBLL. Interview from the teacher found that it should be clarified the sequence of learning which was in line with the characteristic of TBLL. It was added three major components, namely pre-task, task, and language focus. Each sequence was accompanied by a description of the choice of activities that could be done by teachers in applying the development of the TBLL model in the learning process.

3.7. Expanded Trial

The revised product of task-based language learning model was tested to teachers at 8 different schools.

IV. DISCUSSION

After the model developed (integrative task-based language learning) had been completed, it was applied in the English classrooms of the objects of this study. The implementation of the developed model was incorporated within a lesson cycle which consists of three phases: Phase I: Pre-Task Activity; Phase II: Task-Cycle; and Phase III: Language Focus.

In pre-task activity, the instruction process start with a focus on how to build up the information about the topic the students will talk about by doing brainstorming activity. For example, the topic was description of person (family members), teacher showed the pictures of family tree. Teacher prepares first some vocabularies related to the family members: sister, father, mother, etc. Students in group of four had to match them with the pictures. The objective of this activity is to create discussion around the topic of family members and to build a cognitive knowledge of the students. This activity makes a good learning environment in which the students are able to help one another and respect their contribution and participation. The learning process also becomes more fun and interactive.

After the students had done the pre-task phase activities, the next step was to give clear instructions on what and how the students were going to do at the task cycle. Teacher helped the students understand the objectives and preparation of the task. This stage included task, planning, and reports. In carrying out the task, students worked in pairs listing all the people in the family. Then, they draw their own family tree and share it in small groups. In groups, students compared their own families with each other and wrote sentences comparing the two families. After that, students looked at a series of pictures given by teacher and they wrote a story based on this picture. In planning activity, students in each group selected two stories to present to the class. Finally, they report their stories briefly to the whole class.

The trial was expanded to get good and perfect product.

At the end of the learning process, learners were given an evaluation to measure the ability of learners in absorbing material that had been done by the teacher. In addition, teachers were also asked to respond about product developed that had been revised early after the limited trial. The teacher's response was summarized in the interview. Teachers' responses could be presented as follows: 1) the material contained in the product developed was good on the material aspect which meant that it did not deviate with 2013 curriculum. It would be better if the given example was in the form of different text types as stated in the curriculum. 2) The direction of exercises should be clarified. 3) Punctuation marks in the product needed to be checked again because there were still some errors in use.

The last cycle of the developed model was language focus. It consisted of language analysis and practice. The students in this phase analyzed and practiced the language which focused on form. The analysis and practice was based on from stories students told in task cycle.

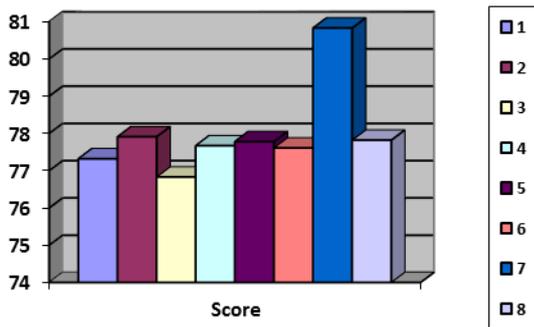
After the implementation, test was conducted to know the improvement of the students' ability in English subjects by using the model developed (integrative task-based language learning). The following was a comparison table of students' English proficiency achievement.

Table 05. Comparison of Students' Abilities

| No | School | | | | | | | |
|---------------|--------------|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Highest score | 85 | 88 | 85 | 85 | 85 | 85 | 95 | 90 |
| Lowest score | 70 | 70 | 70 | 65 | 70 | 70 | 70 | 70 |
| Sum score | 26 | 27 | 28 | 26 | 28 | 26 | 29 | 27 |
| Average score | 77. | 77 | 76 | 77 | 77 | 77 | 80 | 77 |
| | 32 | .9 | .8 | .6 | .7 | .6 | .8 | .8 |
| | | 1 | 3 | 7 | 8 | 1 | 3 | 2 |
| | 77.97 | | | | | | | |

Based on the above table, it could be described that the minimum score which was obtained by students was 65, while the highest score was 95. After the implementation of the product developed (integrative task-based language learning) it was found that the highest average score of students was obtained by students from school 7 with average score of 80.83, while the lowest average score was obtained by students from school 6 with an average score of 77.61. Although the lowest average score was 77.61, students from all schools had exceeded the Minimum Criteria of Mastery Learning (KKM) which was set by each school. This proved that the implementation of the product developed could have a positive impact on the teaching and learning process in the classroom.

Graph 01. Comparison of Average Score



Almost all students who became the subject of this research were able to understand correctly the steps in completing the task given by the teacher. In addition, the teachers were also able to organize the teaching and learning process well, starting from the opening, core and closing. Teachers were able to create assignment topics that could attract students' attention to discuss with their friends properly and correctly. This was evidenced by all the average score obtained by students above 76. The score was very far above the limit score of KKM which was set by one of the schools that is 70.

Based on the above conversion table, the score of 77.97 was in the range of 70 to 79 conversion value. This meant that the use of product developed (integrative task-based language learning), as a model in teaching English in schools, was categorized good enough to be used as an alternative learning model in the classroom especially English language subject.

V. CONCLUSION

Both students and English teachers needed a learning model that could integrate various language skills in English so that there would be a linkage between the materials in each skill. In addition, the material provided should be as authentic as possible so it could be in line with the curriculum 2013. Students expected to be given more participation in the learning process without reducing teachers' roles in guiding and facilitating student. In addition, students also needed feedback in every learning activity. This need analysis became a reference in the development of learning model of task-based language learning in learning English.

The result of this product developed is in the form of learning model booklet of task-based language learning that integrated English proficiency as a whole. This product was tested first in some schools that became the object of research. This was used to find the lacks of product developed. Then the product developed would be revised based on the result of limited test. In addition, the experts validation were also required to know the deficiencies both in the material and model aspects.

The developed product met the feasibility aspects in the form of validity, practicality and effective indicators. The validity of the product was proven by the rational and theoretical studies and had consistency with the curriculum. The practicality of the product could be seen

from the development product that could be applied in the teaching and learning process. Then the product could give positive impact toward students' participation and achievement in class-teaching.

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