

Implementing Task-Based Learning Strategy during the COVID-19 for Teaching English for Adult Learners

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ABSTRACT

The purpose of this study is to find out the improvement of English learning results of *Mataram State Islāmic University* students majoring in *Da'wah management (MD)* by utilizing task-based learning strategies during covid-19. This study is a type of class action study with research subjects a student's second semester of *Da'wah Faculty*. Data collection by way of in-depth interviews and direct observations. The research method used in research is descriptive qualitative. This research data includes the results of the study results and student responses regarding task-based learning strategies. Techniques of data collection in learning are carried out through tests in the form of test questions Objective. The data is descriptively analyzed using percentages. Analysis of learning process data obtained from observation and interviews are conducted qualitatively. The results of the research showed significant improvement in students' English-speaking skills Task-based online learning. Task-based English learning is effective in improving students' English-speaking skills.

Keywords: Task-based learning, Teaching English, Adult learners, COVID-19

INTRODUCTION

English as the most widely used international language in the world has long been one of the lessons taught to students in higher education in Indonesia. Although English course has been taught in Da'wah and communication sciences in the department of Da'wah Management, English courses in the department have not been in a position to produce college students who are capable to speaks English properly. As a result of the low ability of students to speak English, survey results in semester one for English subject showed that only 10% of total number of the students were able to communicate English well.

Teaching English as a Foreign Language (EFL) for adults can be evaluated based on the ability to get involved in the conversation using the target language fluently. Supported by the pre-research (observation and oral performance test) applied by the researcher in classroom, the researcher found that the school students are passive, and they feel hesitate to speak in English. They have been afraid of making mistakes, for this reason, causing them to feel reluctant to participate. During the discussion and test, there have been many silent pauses due to lack of vocabulary and grammar; for this reason, they used their mother

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tongue instead of English to break the silence. Also, the inaccurate pronunciation and intonation are generally influenced by serious phonological errors. Thus, it is tough for them to speak fluently and lift out smooth communication.

The emphasis on language accuracy resulted in not only the inhabitation of simple English speaking being inhibited, but also the pleasure and motivation of mastering English. On this subject, although speaking could be a characteristic of L2 acquisition, it is sometimes not located within the language classroom (McNiff, 2017; Loewen & Sato, 2018; Barkhuizen, 2017; Yazan, 2019). Teachers do not often find it simpler to practice language and grammar presentations than to ask college students to participate in sensible conversations.

In regard to the strategies the students employed in higher education context, Junianti et al. (2020) found that all the three stages in writing process, panning execution and revision were performed. These stages were conducted through three model factors, cognitive, metacognitive and social strategies. The social strategies were found to be the most favorite, followed by metacognitive and cognitive respectively. Meanwhile, the integration of technology in language learning is unavoidable, especially during the pandemic Covid-19. Teachers need to be creative in choosing the proper media to teach English to make the students enjoy the learning process. Therefore, the use of online interactive game such as Kahoot! can be an option. The study by Hadijah et al. (2020) has shown that the use of Kahoot! as an interactive teaching media in the classroom is effective to make the teaching and learning process interesting and helpful to improve students' English proficiency, especially in vocabulary buiding.

Madjid (2006) explains that in general, English lecturers have no longer been optimally in a position to inspire students to take part in each activity, a small variety of students dominate and are actively concerned in question and answer, discussing things to do in English in the study room actively.

From the above findings, it can be concluded that lecturers want to select the proper way to learn English. Getting to know so that students or college students are inspired to talk in English. Further associated the student's English-speaking skills, Arta (2019) conveys in time-honored college students realize that speaking abilities are the benchmark of a ready man or woman in one language. They argue that of four language skills, e.g. speaking, reading, writing, and listening skills, it is speaking capabilities that are the most vital skills. In connection with this, Thornbury (2005) presented a real undertaking to most language freshmen and speaking ability, and it needs to be developed and practiced independently of the grammar curriculum. From Thornbury's opinion, we can be aware of the importance of speaking ability in language learning.

Task-based language teaching (TBLT) in teaching English was being introduced to UIN Mataram students majoring in Management Da'wah and it presents an experience of interacting and growing the self-assurance in talking English to improve English capabilities. The opinion was supported by research, which mentioned that TBLT encourages college student's involvement and leads to significant enhancements in their language performance whilst (Ruso, 2008; Albino, 2017). With the use of TBLT, students showed pastime in gaining knowledge of English (Lochana, 2006). Furthermore, assignment recycling looks to furnish the base for freshmen to combine their fluency, accuracy, and complexity (Carter et al., 2001).

Task-based English that is conducted through online learning is the learning process that uses the communicative method of remote pause using the utilization of internet media and using the important principle of solving profitable communicative tasks. College students are ready with TBLT so that they can improve their English skills by performing the task of ad interim language use. When it comes to task-based English learning, task-based offers probabilities to speak, gives freshmen ride of spontaneous interaction, and improves novice's confidence in speaking (Ramasamy et al. 2018; Al Kandari & Al Qattan, 2020; Subekti, 2020).

Task-based English can gain knowledge, provide a journey of interacting and boost learners' confidence in speaking English. The task-based strategy to train oral communication has plenty potential to build students' English competence (Rahman, 2010; Shashikala, 2018; Rachayon & Soontornwipast, 2019; Al Kandari & Al Qattan, 2020).

Furthermore, the beginners who are interested in doing the work show a higher context for the activation of mastery procedures than the form, and therefore they show a higher likelihood of mastering the language (Richards & Rogers, 2001).

Based on the statements of the experts, and to enhance the English-speaking skills of adult mastering students at UIN Mataram, it is necessary to execute English program emphasizing on the students' speaking skills. The previous emphasis was only on grammatical aspects so that college students felt bored and less motivated. Based on some motives above, the researcher is interested to investigate the learning strategy, especially during the COVID -19 pandemic, for teaching English speaking skills to adults at UIN Mataram.

METHOD

This research employed a class action research. This type of research addresses issues to support the success of science and academic with cooperation within mutually agreed framework (Hopkins, 1993). In line with him, motion lookup could be systemic learns about efforts to boost the implementation of educational practices via a gaggle of educators in finishing up movements within the studying process. Their reflections on the consequence of those actions. Another definition of classroom action research is a study within classrooms to improve or enhance the teaching practice (Arikunto & Suhardjono, 2007). In step with research, action research may be a type of investigation that permits practitioners everywhere to appear at and consider their work (McNiff, 2017).

To be more specific, classification motion research is a reflective technique that attempts to resolve the problems that have been identified. In this study, the researcher has emphasized the implementation of language learning strategies and the impact to the teaching process. The researcher attempts to discuss the online learning, the nature of virtual learning with the aid of the internet (McNiff, 2017). Thus, in the implementation of task-based activities, the researcher has found and evaluated the development through organizing strategies for making judgments about what happened. The researchers adopted a famous cycle of action research by Kemmis and McTaggart consisting of of four steps, namely planning, acting, looking at, and reflecting (Burns, 2010; Burns & Westmacott, 2018; Dikilitaş & Yaylı, 2018).

RESULTS AND DISCUSSION

Here is the initial data obtained at the time of pre-action observation in the department of *Da'kawah* Management of UIN Mataram (Table 1). Based on the results of the Table 2 will be seen the student's study results after the grades are converted into the quality of Minimum Completed Criteria (KKM). 13 students entered the graduating category with a percentage of 30%, and 10 students entered the category of graduated with a percentage of 60% of the full number of scholars as many as 23 students with a mean score of 5.5. From pre-action observations, students have not achieved the most learning results, the constraints prove that the mastery of fabric by students remains low, and there has to be an improvement effort.

Table 1. Semester 2 Pre-Test Scores.

No.	Name	Value	Description
1	Nur	5	did not pass
2	Wiwik	5.5	did not pass
3	Lia	6	pass
4	Aulia	5.5	did not pass
5	Wahidin	7	Pass
6	Nursari	7	Pass
7	Ira	7	Pass
8	Mar	7	Pass
9	Fani	4.5	did not pass
10	Dwi yul	4.5	did not pass
11	Bq olin	8	pass
12	Lalu	8	pass
13	Riski	4.5	did not pass
14	Abdul	6	did not pass
15	Rahmat	6	did not pass
16	Ulya	6	did not pass
17	Nuerul	4	did not pass
18	Ratin	5	did not pass
19	Andi	5.5	did not pass
20	Khirul	5.5	did not pass
21	Dermal	7	Pass
22	Loksa	7.5	Pass
23	Rinda	7	Pass
	Number	117	
	Average	5.8	

In more clearly test scores before the action obtained converted into standard values, the result can be seen in the Table 2.

Table 2. Student's Graduation Based on the Value of Learning Results before Action

Grade Interval	Presentation	Number of Students	Description
7.00-10	60%	10	did not pass
0.6-6.99	30%	13	pass

1. Learning Actions

a. Planning

Researchers at the planning stage devised a plan will be implemented to implement task-based learning strategies to improve the ability to learn English through internet media. The action plan is as follows:

- 1) Draw up the learning Implementation Plan (RPS).
- 2) Prepare your computer or laptop as a means of operating learning materials during the course.
- 3) Prepare internet access if this WEB-based learning media will be used online by opening the address of the site that has been created, and if it will be used offline then just open the learning media file on the laptop or computer

- 4) Prepare the evaluation question for the student to be given at the end of the cycle.
- 5) Preparing equipment to document activities during learning, namely HP cameras.

b. Actions and Learning

Table 3 presents the step-by-step process of learning, which is divided into the initial activity stage, media use stage daring- online, evaluation phase and Closing stage.

Table 3. Actions and Learning

Stage	Activity
The initial activity stage	The allocation of time used at this stage is 25 minutes. The activity begins by preparing all the needs used for the presentation of learning materials. After the initial preparation then the activity begins with praying after that followed by checking the presence of students. After the lecturer presents to students online, that check the readiness of students to receive materials through online learning.
Media use stage daring- online	Activities at this stage begin by using task-based learning media on materials. Allocation of time at the stage of use of learning media with Wi-Fi-internet via zoom meeting approximately 100 minutes. While the material is reached 25 minutes.
Evaluation phase.	For every material that has been at the end of the lecture, the lecturer gives the test as a student report on the next lecture.
Closing stage	This stage is done with an allocation of 15 minutes. Lecturers give a little overview of the material that will be presented at the upcoming meeting and there will be a silverware test speaking at the next meeting. By using online silverware according to their respective groups

c. Observation stage

Table 4 presents cycle observation sheet 1. Under the observation results that have been made in the above cycle obtained data that the allocation of time in the learning process has not all time can be maximized according to the allocation of available time.

Table 4. Cycle Observation Sheet 1

Observed aspects (Allocation of time)	Yes	No	Conformity	Description
Opening	Yes	No		
Core Activities	✓			
Exploration	✓			
Elaboration	✓			
Confirm	✓			
Evaluation			✓	Countdown 5 time
Closure	✓			

d. Reflection

Based on the analysis of the actions of cycle 1 above, it shows that the stages of implementation of strategies learning based on the task improve the ability to

practice English with the reference of the results obtained is already going well enough in terms of achieving the achievement value obtained there are indications of constraints, shortcomings, and improvements that demand improvement in the next cycle below:

1) Constraints Faced

- a) The application of task-based learning media by utilizing online learning during covid-19. By using only the method of presentation through social networks in the form of Wi-Fi internet, students who are enthusiastic in the learning process only at the beginning. From the middle to the end of the lesson, most students look saturated and not emphasized in the subject matter.
- b) Students tend to be passive in following the learning process.
- c) There has not been lead home from students during the educational process.
- d) When the evaluation some students are late in collecting test answers after the finished instructional.
- e) The cycle I test will show 7 students are still below KKM and therefore the average score of students continues to below which is 10 from 23 students using low scores with an average of 5. five.

2) Improvement Plan

- a) After seeing the shortcomings in the learning process cycle 1, Lecturer tries to apply task-based English learning media to the next session by adding a discussion method. To anticipate student saturation, and increase student activity following the learning process.
- b) Lecturers give a limited time to students who are late to collect answers for the next activity to run smoothly.
- c) Students receive materials that will be delivered at rendezvous next online lecture so that students are expected to learn about the material and can raise the consequences of their English.

2. Results

a. Cycle I Learning Results

Learning results to cycle I mean that there will be daily re-tests I, obtained from test scores filled by the learner after participating in learning to use WEB-based learning media software. The following is presented a list of daily replay test scores I in following cycle I learning in the Table 5.

Table 5. Midterm Test Scores (Cycle I)

Number	Score	Description
1	6	did not pass
2	6	did not pass
3	7	pass
4	7	pass
5	6.5	did not pass
6	6	did not pass
7	7.5	pass
8	8.5	pass
9	7	pass
10	7	Pass
11	7	Pass
12	5	did not pass
13	7	Pass
14	8	pass
15	7	Pass
16	7.5	Pass
17	7	Pass
18	7	pass
19	5	did not pass
20	7	pass
21	6	did not pass
22	6.5	did not pass
23	8	Pass
Number	151.5	
Everage	6.7	

In more detail the value of the study that will occur cycle I obtained is converted into the standard result to be seen the percentage of rate, then the results can be seen in the Table 6.

Table 6. Student percentage of rate by Grade Cycle I.

Grade Interval	Presentation	Number of Students	Description
7.00-10	67.17%	14	pass
0.6-6.99	30.80%	9	Did not pass

Based on the Table 6 can be seen the student's learning results after the grades are converted into the school's standard Minimum Completed Criteria (KKM). 14 students entered the graduating class with a percentage of 67.17% and 7 college students who entered the class of graduating with a share of 30.80% of all students existing as many as 23 students with an average cycle I score of 6.9. So, students' learning outcomes from pre-action to cycle I increased by 33.18%.

b. Cycle II Learning Outcomes

Learning results in cycle II are derived from the test scores filled in students after attending the study by implementing learning strategies based on the covid-19 pandemic. The test scores of learning results are the value in cycle II as well as the value obtained after the student has experienced the action and the learning process has been completed which has been corrected from actions in cycle I both material delivery during the defense process conducted online (Table 7).

Table 7. Student pass, and Did not pass by Grade Cycle I.

Grade Interval	Presentation	Number of Students	Description
7.00-10	78.27%	19	pass
0.6-6.99	20.70%	4	Did not pass

Based on the desk above can be seen as students' English studying effects after the grades are converted as Minimum Criteria completed. 19 college students entered the graduating category with a percentage of 78.27% and 4 college students who entered the class of graduated the use of a percentage of 20.70% of the 23 students who attended with a homogeneous score of 23 cycles II of 7.5. So that college students learn from cycle I to cycle II 10.09%. This indicates that there has been an extended and derived graduation price of college students in addition to the common learner also experienced an extend that was once in the beginning flat under the maximum graduation general at the top.

The discussion in this class action study is based on the results of research followed by reflection results at the end of the cycle by calculating the test scores of English learning results. This research was conducted over two cycles, each cycle is implemented by implementing a strategy of task-based learning by the competencies taught. In general, the learning process has been well underway following the planning that has been compiled by lecturers and researchers themselves.

Based on test assessment of the study results and observation sheet of each cycle are obtained results as figure 1.

Based on the results of the study obtained that the application of online task-based learning is some important findings, including:

- 1) There is an increase in student learning outcomes from one cycle to another.

In general, student learning outcomes have improved from cycle I to cycle II, when viewed in the image above shows that in the pre-action to cycle, I

averaged student study results of 5.8 from an initial average of 6.9. Then from cycle I to cycle II the average student study results are 7.5.

Thus, the average student learning outcomes in each cycle increased. Improving student learning outcomes be an indicator of the success of the learning process using Task-based learning. The success of this learning process is in line with statements of learning media helps do learning goals (Schwind et al., 2017; Sultan, 2018).

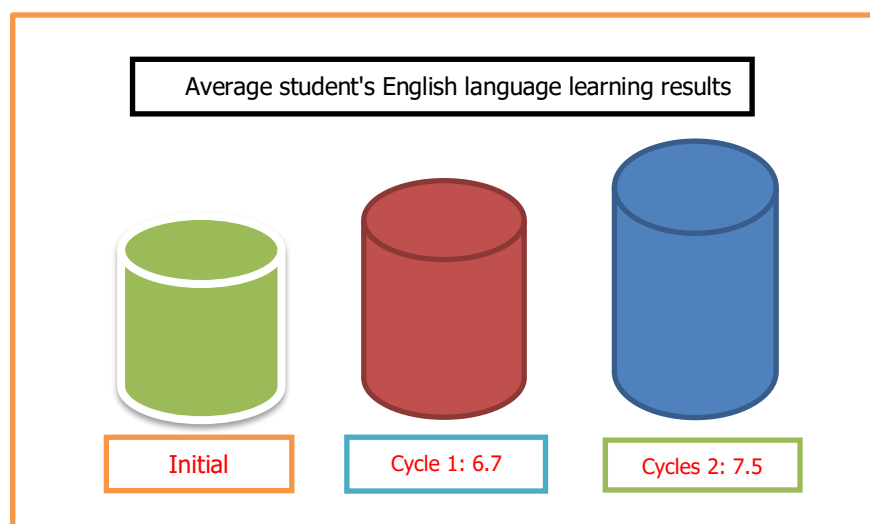


Figure 1. Average Test Value for Each Cycle

2) Task-based learning media makes learning more effective and efficient.

In the use of learning strategies, it becomes more practical because students are quick in understanding the material described so that makes delivery time more efficient because lecturers use online learning online, there's no have to repetition of the submitted material. This corresponds to the opinion states that learning can improve learners who are actively involved in the learning process (Morrison et al., 2019). The students or learners are actively involved in learning, where learners access and manage their ingredients going to be more curious about what's learned.

CONCLUSION

Based on the results of study, it can be concluded that the application of task-based learning media can improve students' learning outcomes in learning English, especially speaking skills during the first semester. The results also showed that the application of strategy task-based learning was more effectively used with discussion methods through distance learning using the internet as a learning medium during covid-19 than the use of the method in the previous semester. Besides, there was also an increase in the average

score of student learning outcomes so that lecturers can use these strategies at Mataram State Islamic University and other lecturers to support teaching speaking.

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