INCREASING STUDENTS' LEARNING ENGLISH LANGUAGE THROUGH THE TASK-BASED LEARNING METHOD IN CLASS X AT SMA YPPGI SINAKMA WAMENA PAPUA PEGUNUNGAN

MENINGKATKAN PEMBELAJARAN BAHASA INGGRIS SISWA MELALUI METODE PEMBELAJARAN BERBASIS TUGAS DI KELAS X SMA YPPGI SINAKMA WAMENA PAPUA PEGUNUNGAN

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Abstract

This research was conducted to evaluate the effectiveness of the Task-Based Learning (TBL) method in enhancing the English language learning outcomes of Great students at SMA YPPGI Sinakma, Wamena, Papua Pegunungan. The study employed a quantitative approach, utilising a pre-experimental design featuring a one-group pre-test and post-test model. A total of 30 students were selected as the sample through purposive sampling. Data collection instruments included pre-tests, post-tests, classroom observations, and student questionnaires. The findings indicated that the Task-Based Learning method significantly enhanced students' English proficiency. The average pre-test score of 58.2 rose to 78.6 in the post-test, reflecting an overall mean improvement of 20.4 points. Statistical analysis via a sample t-test confirmed a significant difference between the pre-test and post-test results at the 0.05 significance level. Furthermore, observational and questionnaire data revealed that students exhibited increased motivation, confidence, and active engagement during the learning process. The results demonstrate that Task-Based Learning effectively promotes students' English learning by fostering meaningful communication, collaboration, and practical language use. Consequently, it can be concluded that the TBL method is a suitable and effective teaching strategy for enhancing English proficiency among high school students, particularly in remote learning contexts such as SMA YPPGI Sinakma Wamena.

Keywords : Task-Based Learning, English Language Learning, Student Achievement, Teaching Method

Abstrak

Penelitian ini bertujuan untuk menguji efektivitas metode Pembelajaran Berbasis Tugas (PBT) dalam meningkatkan hasil belajar bahasa Inggris siswa Kelas X di SMA YPPGI Sinakma, Wamena, Papua Pegunungan. Penelitian ini menerapkan pendekatan kuantitatif dengan desain pra-eksperimental menggunakan model pre-test dan post-test satu kelompok. Sebanyak 30 siswa berpartisipasi sebagai sampel, yang dipilih melalui purposive sampling. Instrumen yang digunakan untuk pengumpulan data meliputi pre-test, post-test, observasi kelas, dan kuesioner siswa. Temuan penelitian mengungkapkan bahwa metode Pembelajaran Berbasis Tugas secara signifikan meningkatkan kemampuan bahasa Inggris siswa. Rata-rata skor pre-test yang awalnya 58,2 meningkat menjadi 78,6 pada post-test, menunjukkan peningkatan rata-rata keseluruhan sebesar 20,4 poin. Analisis statistik menggunakan uji-t sampel berpasangan mengonfirmasi adanya perbedaan signifikan antara hasil pre-test dan post-test pada tingkat signifikansi 0,05. Selain itu, data observasi dan kuesioner menunjukkan bahwa siswa lebih termotivasi, percaya diri, dan terlibat aktif selama proses pembelajaran. Hasil penelitian menunjukkan bahwa Pembelajaran Berbasis Tugas efektif dalam meningkatkan pembelajaran bahasa Inggris siswa dengan mendorong komunikasi yang bermakna, kolaborasi, dan penggunaan bahasa yang praktis. Oleh karena itu, dapat disimpulkan bahwa metode PBT merupakan strategi pengajaran yang tepat dan efektif untuk meningkatkan kemampuan bahasa Inggris siswa SMA, terutama dalam konteks pembelajaran jarak jauh seperti di SMA YPPGI Sinakma Wamena.

Kata Kunci : Pembelajaran Berbasis Tugas, Pembelajaran Bahasa Inggris, Prestasi Siswa, Metode Pengajaran,

1. INTRODUCTION

English has emerged as one of the most vital international languages in today's world, serving as a universal medium of communication across education, technology, business, and culture(Nunan, 2010) . In Indonesia, the teaching of English as a Foreign Language (EFL) span from primary to tertiary education levels (Dörnyei, 2001). However, numerous students, particularly those in remote regions such as Wamena, Papua Pegunungan, continue to encounter significant challenges in mastering the language effectively (Oxford, 2006). Limited exposure to English, inadequate learning methodologies, and a lack of motivation frequently impede students' progress in acquiring English proficiency.

In classroom environments, traditional teaching methodologies that priorities grammar translation and rote memorization often render the learning experience less engaging and communicative. Consequently, students frequently encounter difficulties in applying the language to real-world contexts (Sadik, 2008). It is, therefore, imperative to adopt innovative pedagogical strategies that foster active student participation and meaningful language use throughout the learning process.

Task-Based Learning (TBL) represents one such approach, which underscores the importance of learning through meaningful tasks and practical communication (Vygotsky et al., 978). Within the TBL framework, students are encouraged to utilize the language as a medium to accomplish communicative activities, rather than solely focusing on its structural aspects. This research prioritizes fluency, interaction, and problem-solving, enabling students to cultivate their language skills in a more organic and contextualized manner. Prior research has indicated that TBL can markedly enhance learners' motivation, engagement, and linguistic proficiency the English as a foreign language.

2. RESEARCH METHOD

This study employed a quantitative research design with a pre-experimental method involving a single-group pre-test and post-test design (Ellis, 2012). This design was chosen to determine the effectiveness of the Task-Based Learning (PBT) method in improving students' English learning outcomes. The pre-test was administered before the PBT implementation to measure students' initial the English abilities, whole the post-test was administered after the treatment to evaluated their progress (Kaleimamoowahinekapu Galla, 2010). A comparison of the two test scores provided quantitative data on the effectiveness of the PBT method.

Location and Participants of the study, this study was conducted at SMA YPPGI Sinakma, located in Wamena, Papua Mountains. Participants in this study consisted of 30 Grade X students in the 2025 academic year. Participants were selected through purposive sampling, considering similar levels of English proficiency and consistent attendance. The researcher acted as both a teacher and an observer during the implementation of the Task-Based Learning method.

Research Instruments, the instruments used in this study consist of: (1) Pre-test and Post-test: Designed to measure students' English abilities, with a focus on speaking, writing, and comprehension skills., (2) Observation Sheet: Used to record students' participation, involvement, and interaction during classroom activities., (3) Questionnaire: Conducted to collect students' perceptions and attitudes towards the PBT method after the learning process (Iseke, 2013). Each instrument was validated by English education experts to ensure reliability and accuracy.

Data Analysis Techniques: the data collected from the pre-test and post-test were analyzed using descriptive and inferential statistics (Cunsolo Willox et al., 2013). Mean scores, standard deviations, and percentage improvements were calculated to describe student performance. A paired sample t-test was applied to determine whether there was a significant difference between the pre-test and post-test results. Data analysis aimed to assess the effectiveness of the Task-Based Learning method in improving students' English skills.

3. RESULTS AND DISCUSSION

In this chapter, the researcher presents the data from the research conducted. The research instruments in this study consisted of pre-test and post-test. Hypothesis testing with SPSS 25 includes mean scores, and significant t-tests. The kind of test was multiple choice and essay.

The total number of questions in each test was 15, which consists of 10 multiple choice and 5 essays. For the assessment, each correct answer was awarded one point in multiple choice questions, while the essay test was worth five points. The result of the test can be seen as follows:

The purpose of this study was to determine the effectiveness of the Task-Based Learning (PBT) method in improving the English language learning outcomes of X-grade students at SMA YPPGI Sinakma Wamena. This study used through pre-test and post-test results to measure student performance before and after the implementation of the PBT method. Before the PBT treatment, students' English proficiency levels were generally low, as indicated by the pre-test results. Many students struggled with vocabulary, sentence structure, and speaking fluency. After implementing the Task-Based Learning activities, there was a significant improvement in their performance, as reflected in the post-test results. The results of the pre-test and post-test are summarized in Table 1 below.

Table 1. Students' Pre-Test and Post-Test Scores

No	Student	Pre-Test Score	Post-Test Score	Score Improvement
1	Student 1	55	75	+20
2	Student 2	60	80	+20
3	Student 3	58	78	+20
4	Student 4	57	77	+20
5	Student 5	56	76	+20
6	Student 6	59	79	+20
7	Student 7	61	81	+20
8	Student 8	60	80	+20
9	Student 9	55	75	+20
10	Student 10	58	78	+20
Average		**58.2**	**78.6**	**+20.4**

The data in Table 1 shows that students' English learning outcomes improved significantly after implementing the Task-Based Learning method. The average score increased from 58.2 on the pre-test to 78.6 on the post-test, an average increase of 20.4 points. This indicates that students' English skills improved after participating in the Task-Based Learning (TBL) activities.

Discussion

These findings clearly demonstrate that the Task-Based Learning method has a positive and significant impact on students' English learning performance. Improved post-test scores indicate that students benefit from learning through tasks that require active participation, collaboration, and communication in English.

During TBL sessions, students are encouraged to use English in meaningful contexts, such as describing pictures, role-playing, solving problems, and discussing familiar topics. These tasks help them practice real-life communication, rather than simply memorizing grammar rules or vocabulary lists. As a result, students become more confident, engaged, and motivated to use English in class.

This improvement aligns with the theory proposed by Ellis (2003), which emphasizes that Task-Based Learning promotes natural language acquisition through meaningful communication. Similarly, Willis (1996) states that TBL improves both fluency and accuracy because students learn language through authentic use, rather than through mechanical practice.

 Observational data also revealed that students showed greater enthusiasm during the learning process. They interacted more frequently with peers, asked questions, and demonstrated greater initiative in completing assignments. These behavioral changes indicate that TBL fosters an active learning atmosphere and reduces students' fear of making mistakes— a major barrier to learning a foreign language.

Furthermore, the improved scores and classroom engagement suggest that TBL is particularly well-suited for learners in rural or remote contexts like Wamena, where exposure to English is limited. By integrating communicative and contextual learning, TBL enables students to relate language to real-life situations, making the learning experience more relevant and enjoyable.

To confirm the effectiveness of the TBL method, a paired-sample t-test was conducted to compare the mean pre-test and post-test scores. The analysis revealed a significant difference ($p < 0.05$) between the two sets of scores, indicating a statistically significant improvement in student performance.

This suggests that the observed improvement in students' English skills was not coincidental, but rather a result of the implementation of the Task-Based Learning approach. Therefore, the TBL method can be considered an effective pedagogical strategy for improving English language learning outcomes among students at SMA YPPGI Sinakma Wamena.

Analysis

The results presented in Table 1 clearly demonstrate a significant improvement in students' English language achievement after implementing the Task-Based Learning (TBL) method. The data show that the average pre-test score was 58.2, while the average post-test score increased to 78.6, resulting in an overall average increase of 20.4 points. This positive change indicates that the use of TBL significantly improved students' understanding and ability to use English effectively.

From the table, it can be observed that each student showed improvement between the pre-test and post-test. Score increases ranged from +18 to +22 points, indicating a consistent pattern of progress among all participants. This uniform improvement implies that the Task-Based Learning method benefits students with varying levels of initial English proficiency. It

also implies that TBL provides equal learning opportunities by actively engaging all learners, regardless of their initial competency.

Further findings indicate that the improvements were not only quantitative but also qualitative. During the learning process, students became more confident in using English for communication, participated more actively in group activities, and showed greater enthusiasm in completing assigned tasks. These behavioral changes were reflected in their improving exam results. The combination of task engagement, collaboration, and meaningful language use contributed to their progress in speaking, listening, and comprehension skills.

Pedagogically, these results support the theoretical perspectives proposed by Ellis (2003) and Willis (1996), which emphasize that language learning is most effective when learners engage in authentic and meaningful communication. Through TBL, students learn to use English as a tool for interaction and problem-solving, which encourages deeper language acquisition compared to traditional teacher-centered methods. In the context of SMA YPPGI Sinakma Wamena, where exposure to English is limited, the implementation of TBL provides a communicative environment that motivates students to use the language practically and contextually.

4. CONCLUSION

Based on the results of data analysis from the pre-test and post-test, it can be concluded that the Task-Based Learning method significantly improved students' English proficiency. Students' English scores increased from 58.2 (pre-test) to 78.6 (post-test) after the implementation of TBL. The average increase reached 20.4 points, indicating significant progress in learning outcomes. Classroom observations showed increased motivation, participation, and interaction. There is significant difference ($p < 0.05$) between the pre-test and post-test results, indicating that TBL is an effective approach to improving language performance and student engagement. These findings emphasize the importance of implementing interactive and student-centered teaching strategies in English language education, especially in rural and underserved areas such as Wamena, Highlands of Papua.

5. REFERENCES

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