

The Effectiveness of Task-Based Learning in Teaching Integrated Skills

Aisa Damayanti Kartini
Universitas Muhammadiyah Surabaya
Aisamaya4@gmail.com

Linda Mayasari, S.Pd.,M.Pd.*
Universitas Muhammadiyah Surabaya
lindamayasari@gmail.com
**Corresponding Author*

Sofi Yunianti, S.S,M.Pd.
Universitas Muhammadiyah Surabaya
Sofiyunianti88@gmail.com

Article History

Received: 28 Juli 2020

Reviewed: 10 Agustus 2020

Accepted: 26 September 2020

Published: 29 September 2020

Highlights

Task-Based Learning was able to help students engage in learning four language skills in the same time while being active during the learning process

ABSTRACT: Task-Based Learning has proven as the right approach in teaching English. The approach has been implemented in teaching language, mainly integrated English skills. This is enough for the researcher to do the study about TBL implementation to training students' mastery of language's macro skills. The material taken as the topic was a natural disaster. Therefore, it was easy to learn for the students as they had experienced the event through their environment. This research aims to find out if TBL effectively teaches the students about integrated skills and how Task-Based Learning improves students' language abilities. This research uses Classroom Action Research with two cycles. There are several phases in this research design, namely: (a) planning, (b) action, (c) observing and, (d) reflection. The subject is a class of XI NKN 2 at a vocational high school in Surabaya. Based on this study, it was proven that Task-Based Learning could improve the eleventh grader students' scores, which is excellent, with 80% of students passing the Minimum Mastery Criteria (KKM) after the conduction of cycle 2. This study resulted in Task-Based Learning that helped students engage in learning four language skills simultaneously while being active during the learning process.

Keywords : Task-based Learning, Integrated Skills, Action Research

Introduction

Nowadays, education has been an important thing around the world. In a book written by Bathia (2018), Ayn Rand states that the only reason for education is to teach how to live his life by developing his mind and equipping it to reality. Increasing both knowledge and attitude towards someone can help them know what to do in real life. Education always relates to the learning process, whether at school or at home, for people who take home-schooling. The method of adequating people in learning to sharpen the knowledge, skills, values, beliefs, and habits is called education.

As we know, English becomes a global language that unites all communication in numerous dialects. English as a part of education for countries. English as an international language emphasizes learning different major dialect forms; in particular, it aims to equip students with the linguistic tools to communicate internationally. English as a foreign

language (EFL) is dedicated to teaching children who are non-native English speakers from all over the world to learn and mastering English.

In English subject, four skills have to be mastered by the learners; these are speaking, listening, reading, and writing. The four primary skills that mentioned before, often called as integrated skill. These four skills are mostly used when communication occurs. The integration of the four skills is concerned with real communication. Most of the time, learning English will focus on skill and often takes much time to be done. As Richard and Burns (2012) cited in the past, listening and reading were described as passive skills while speaking and writing as active skills and later recognized that all language skills are 'active' (Burns and Siegel; 2018). It is not completed at all when the teacher is teaching English just focuses on only one skill. This is more efficient if the teacher can lecture the students with the four skills in one time.

Task-Based Learning is an approach to engage students with the complexity of English language to gain the actual image to communicate naturally. Burns and Siegel (2018) stated much recent manifestation of methodological arguments for integrating skills and selecting meaningful language production is the move towards task-based learning and teaching (Ellis 2003; Nunan 1989; Willis 1996). This can be implemented in designing a lesson that focuses not only on specific skills but also on demanding them to learn English language as a whole at once. Also, Freeman (2003) noted a task-based approach aims for learners using a natural context for language; as they complete the task, there is abundant opportunity to interact, which as learners have to work to understand each other. They need to practice the macro skills to provide their abilities in a society where the language is used. When they communicate with others in real life, they need to listen, speak, read, and write, which happens almost on all occasions. Willis (1996) also mentioned that the task allows learners to attend and participate in meaning-focused interaction from the very beginning and help them acquire the new language more naturally. Therefore, task-based learning is vital for learners.

Task-based learning's central role in the classroom is connecting the real-life situation and motivating students more communicative. Harmer (2007) stated it was indubitably the case where students perform meaning-related tasks is good for both processing language and giving chances for trying out the language. Besides, Salzmann (2018) stated Task-based learning focuses on the authentic language by making students do a meaningful task with the language target. Therefore, the classroom can be expressive if teachers implement task-based learning and combine with integrated skills. It is learning a language where the four skills are practiced in one go with the teacher, students, and setting do their roles in the process (Brown, 2007).

Integrated skill is important because learning language is focused on one skill and four skills. Jing (2006) says that English language teachers teach the four macro skills separately as the materials and activities design only focuses on specific skills. Moreover, it does not merely combine the four skills, but it needs a comprehensive learning process and learning output. Wilson (2008) conveyed the strongest argument for the integrated approach is it prepared the students outside the classroom and let any language learning approaches be learned. Davis and Pearse (2000) stated a similar opinion because you cannot write without reading and cannot speak without listening. Therefore, teachers tend

to be more creative in implementing real-life situations. McDonough, Shaw, and Masuhara (2013) explained that the classroom is not the same as 'real' life, but it could be created by learning integrated skills.

There are several kinds of research on the importance of integrated skill and task-based learning. First, Alit Desi Rahmah (2017) had a study about task-based language learning to improve student's skills. It reveals that the action research implemented gained improvement in student's skills. Second, Dharu Krisma Dwi Sinta (2017) conducted the study of the use of direct method to teach integrated skills. The research aims investigated direct method that can be implemented and facilitated the students in teaching integrated skills. Third, Wulandari (2016) examined the effectiveness of task based learning in speaking skill. The data reveal the difference between the experimental and control group. Fourth, Mei Setya Chairena (2016) investigated the implementation of task-based learning in writing recount text. This study's result is task-based learning has weaknesses in dealing with students' clear steps in class. Fifth, Sevy-Biloon (2018) observed integrating EFL skills for authentically teaching specific grammar and vocabulary. The study result is integrating communication skills throughout the classroom lessons to allow for a more fluid and in-depth learning experience for the intermediate students. Considering the previous research, there is a gap in analyzing integrating skill and task-based learning, task-based learning can be more useful if implemented with integrated skill. Therefore, the researchers apply this approach to increase students' integrated skills.

Methodology

The researcher uses Classroom Action Research (CAR) to conduct this study. According to Arikunto (2014) explained, CAR is an understanding of classroom activity in action that is being shown and happened in the class at a time. Therefore, it is more likely for the researcher and the teacher to know how to make a class activity that the students can use to learn the material. Moreover, Creswell (2012) also said action researchers explore a practical problem to develop a solution to a problem. The Classroom Action Research has four steps, based on Arikunto (2014) mentioned that these steps are planning, action, observation and reflection. After planning, or in other words, preparing the materials for the teaching and learning activity, the researcher observed the teacher by implementing Task-Based Learning as the method in teaching and learning integrated skills. While doing those steps, the researcher helps the partner monitor the teacher's performances and students' participation. The lesson plan is designed by both the teacher and researcher and will be used during the study is being conducted. While in the classroom, the researcher is observing the process.

The subject of this study is XI NKN 2 at SMK KAL 2 Surabaya. There are twenty students in this class. The researcher chooses this class because more than half of the students from this class have a low score in English subject, the scores they got are between 63 to 72 while the passing grade for English lesson is 75. It created the unwilling behavior towards learning English, while their future demands them to do the four basic macro skills anytime fluently. However, compared to the other eleventh class of *Nautika Kapal Niaga* (NKN), this class has taught in vocabulary and quiet good at experiencing

reading skill. This is because the teacher taught them with reading only by reading a passage and finding the new words.

Meanwhile, the task in textbook demands them to learn the four skills. So, the researcher took this reason to design suitable and easily learned materials to increase their integrated skills. It is hoped to make the students capable of doing the reading task and listening, speaking, and writing.

This research collected the data through straight observation, tests and questionnaires. The researcher's role is an observer; her task is taking notes of the detail activities during the implementation process. The notes were also used as recorded evidence to describe anything that happened in this study. The researcher also prepared the post-test to determine the effectiveness of task-based learning to teach integrated skills. The scores were calculated to know that it is under or exceed the passing grade. If the major score surpassed the passing grade, then the research is successful. The use of a questionnaire is to know if the students content with the materials too.

Observation Data Analysis

$$\text{Percentage of mean score} = \frac{\text{Total Score}}{\text{Score Maximum}} \times 100\%$$

Post-test Data Analysis

The researcher using the following formulas to count the mean score of post-test results:

$$x = \frac{\sum x}{\sum N}$$

Notes:

X = The mean scores

$\sum X$ = Total of students score

$\sum N$ = Number of students

Passing Grade

$$P = \frac{\sum \text{Total of students score which } \geq 75}{\sum \text{Number of students}} \times 100\%$$

Questionnaire Data Analysis

Here is the formula used by the researcher to find out the result from the questionnaire sheet:

$$\text{Percentage} = \frac{\text{Students answer}}{\text{students total}} \times 100\%$$

FINDINGS AND DISCUSSION

Finding in Interview

The interview occurred on January, 16th 2020. The researcher prepared some questions in an open-ended question interview. The questions concern the conditions of class in English subject, the teaching and learning style, the obstacle that students face, and their score for this subject. The teacher has been teaching in one of the Vocational High School on Surabaya for three years and knew students' behavior. The teacher also said that English became less important because of the school operation system, so the students seldom had the listening and speaking skills. While the oral skills were forgotten, the teacher taught students to write simple sentences using simple tenses. When checking on the textbook used, there are all integrated-skills tasks, but it skipped by the teacher.

This school used Direct Method in teaching and learning process. The most used activity when learning English was reading passages, translating some words related to the topic material and repeating how to pronounce them. As a result, students know less about the material and got a low score at this subject. The researcher also found that the passing grade for English lesson was 75. The students' most score in each test, mid-term and final examination in the previous semester, was between 63 to 72. The teacher would give the students who get a low score a simple translation task to reach the determined school grade. At the end of the interview, the researcher accompanied the class and observed the actual conditions.

Finding of Cycle 1

Student Observation sheet

The researcher used an observation sheet when observed the process directly during the conduction of the study. There are twelve indicators in students' observation sheets that needed to be monitored in each phase connected with the lesson plan's steps. When the observation occurred, the researcher, as an observer, one, and the other English teacher from this school as observer two helped assess the students' performance.

Table 1

The result of students observation sheet for first cycle done by both the researcher and the second English teacher.

Phase	Indicator In Observation	Score	
		Observer 1	Observer 2
Opening	Pay attention to the purpose	4	4
Main Activity	Observe attentively to the explanation	4	4
	Involve in exalating knowledge	2	2
	Involve in forming a group	4	3
	Comprehending the tasks	3	3
	Understanding the worksheet	2	2
	Involve in completing the task	2	2
	Students activity	3	3

	Preparing the presentation	3	3
	Work cooperatively	2	2
	Effectiveness of group process	3	2
Closing	Responding to evaluation	3	3

From the table above, there were similarities and differences between the scores from each observer. In the opening, the observers witnessed students showed the three details, so it got mark 4. There were ten indicators in the main activity. The indicators that scored 3 were because there are just two descriptions shown by students, while the others with score two are only shown at most one description. The table pointed the two differences in scoring between the researcher and the second English teacher, which was the third and tenth indicator in main activity. The third indicator was about involvement in forming a group; after the making of study group, one to two students in each group did not participate until the end of the class. One point of the description stated that student is willing to work in a group together. The researcher gave score 4 because there were just two groups with an ignorant member, which meant the other two groups had all the members complete the task. The second English teacher gave score 3 because she wanted all the students to work in a group during the lesson and there was no exception. The difference also happened in the tenth indicator of the main activity. The teacher gave score 2 because a student disagreed with his own group decision. So, to make the score relevant for maintained the success level, observer one followed the other observer's result with reason observer two has more experience in the education field.

The criteria of success was if the mean percentage reached to 80%. Here are the details in criteria of success:

Table 2
Criteria of Success

NO	Rate of success	Predicate of Success
1	$90\% \leq MP \leq 100\%$	Very good
2	$80\% \leq MP < 90\%$	Good
3	$70\% \leq MP < 80\%$	Enough
4	$60\% \leq MP < 70\%$	Less
5	$0\% \leq MP < 60\%$	Very less

In this cycle, the mean percentage of researcher result was 58% while the observation sheet result of the second English teacher was 55%. It means, the total score from researcher to students observation sheet was 35 from the maximum score. From all aspects, three indicators in opening and main activity almost got full score 5, five of it got score 3, including the closing, and four with score 2. Based on that, the researcher got 58% in the criteria of success. For the second English teacher, she gave score 4 for opening, five indicators with score 3 and the rest with score 2. The total score was 33 from the second teacher, which was 55% in success criteria. Students' success in the table above showed that the result is significantly less because the percentage was less than 60%. The comparison of the researcher and the second English teacher was different,

with 3%. In the main activity, the second indicator, which was about students involved in increasing their knowledge, got score 2 from each observer because only one description appeared. It was responding to the teacher's explanation by answering the teacher's question. The fifth indicator also got score 2 for trying to comprehending the worksheet. Some students intended to ask questions according to the task, but they still got confused. It was because this was the first time for them to learn using Task Based Learning approach. Another indicators which almost got the lowest score was sixth and ninth. In the sixth indicator about the involvement of students in completing the task, although the task was done in a group, only two or three people worked in each group. The ninth indicator is about cooperation, the only description showed checking the task before giving it to the teacher. But only two groups able to complete the job.

Teacher Observation Sheet

The teacher's performance also being observed during the procedure. There were seven indicators the observer should paying attention at. The teacher observation sheet was made concerning the order of the lesson plan. It has the same rule with students sheet in scoring each aspect. The maximum score for the teacher observation sheet was 35. While observing the teacher, there was a little difference between both of observer. The result can be seen at the following table.

Table 3

The result of teacher observation sheet for first cycle done by both the researcher and the second English teacher.

Phase	Indicator In Observation	Score	
		Observer 1	Observer 2
Opening	The first activity in teaching process	5	5
Main Activity	Giving an explanation about the material	4	4
	Mastery of the learning material	3	3
	Suitability of material	4	4
	Utilising of media	4	4
	Learning material which increase students enthusiast	4	3
Closing	Last learning activity	4	4

The point which had different score was in main activity, learning material which increase students' enthusiast. The descriptions were that the teacher should actively increase students' participacy actively, make students open mind about the lesson material, and increase students' enthusiasm and confidence. The researcher gave score 4 because the missed description was to make students had open-minded behavior towards the lesson. The second teacher gave score 3 because the teacher failed to make students open-minded and that it made the students lose confidence and often ask the teacher whether their answer for the task was true. Total score from the researcher was 28. It

showed the result reached the criteria of success by 80%. The second teacher's total score was 27, which is still in the number 77% and did not reach the criteria. From this result, the researcher and teachers planned the next cycle to improve both students and teacher performances in solving the problem of learning English integrated skills.

Finding of Cycle 2

Students Observation Sheet

There was a rise in the score for student indicators, no aspects got score less than 4, but instead, some got the total mark. Description in every indicator was the student's appearance that must be shown to ensure the learning process closed to the expectation. In cycle two, the number of indicators that got total score was three or four. From the researcher's sheet, total score after adding up all points was 52, so the success criteria had reached 86%, which means students' performance during the learning process in cycle two was better than the previous. As for the second English teacher's result, three indicators got total score, and the rest got 4. Thus, the totality reached to 85% from the sum total 51.

Table 4

The result of students observation sheet for the second cycle done by both the researcher and the second English teacher.

Phase	Indicator In Observation	Score	
		Observer 1	Observer 2
Opening	Pay attention to the purpose	5	5
Main Activity	Observe attentively to the explanation	4	4
	Involve in exalating knowledge	4	4
	Involve in forming a group	4	4
	Comprehending the tasks	4	4
	Understanding the worksheet	3	3
	Involve in completing the task	4	3
	Students activity	4	4
	Preparing the presentation	4	4
	Work cooperatively	3	3
	Effectiveness of group process	4	4
Closing	Responding to evaluation	4	4

The difference in scoring the observation sheet was on the sixth indicator. The descriptions were that students do the individual task, doing the group task, completing the worksheet and finishing the report for presentation. The second teacher did not give more than score 3 because one of the members in four and five groups busied himself in the middle of the group task. One was distracted by his task while the other stealthily played on his smartphone. So, the description that missed was doing the group task. But the researcher still gave score 4 because half of the lesson time until the presentation,

they came back to their sense and completing the report with the groups. The second cycle result indeed showed an improvement, even if just a little. This study succession was enough to prove that this study succession was enough because the observant researcher result reached 80% and the second teacher observation score almost reached 80%. The second English teacher observation was 78%, with total score 47 then the maximum score 60.

Teacher Observation Sheet

Both the researcher and second English teacher had the same result in scoring the teacher performance in cycle two. There was some improvement in each indicator. The sum of score from both sheets was shown that success criteria had reached 88% and in a good level. The researcher considered that there would be no cycle three as the teacher performance successfully delivered the lesson materials based on the lesson plan orders and topic material.

Table 5

The result of the teacher observation sheet for the second cycle done by both the researcher and the second English teacher.

Phase	Indicator In Observation	Score	
		Observer 1	Observer 2
Opening	The first activity in teaching process	5	5
Main Activity	Giving an explanation about the material	4	4
	Mastery of the learning material	4	4
	Suitability of material	5	5
	Utilizing of media	4	4
	Learning material which increases students enthusiast	4	4
Closing	Last learning activity	5	5

Findings on Post Test

The post-test of this study was divided for each skill with different numbers of questions. Each number also had a different score for the right answers. For the listening and reading section, each number with the correct answers will get a score three. Speaking and writing section has some criteria to determine the score. For speaking and writing, the researcher and second English teacher create a band scales which consist four criteria the students needed to pass. One criterion will be given score two for the lowest and score five for full marks. Criteria in the speaking section were pronunciation, intonation, fluency, and accuracy. For standards for writing was the amount of sentence, relevancy, text order, and word selection.

In the first cycle, there were two of four groups did not collect their tasks. As a result of students' observation sheet in cycle one, some students were confused and

nervous as this was their first time learning integrated skills using Task Based Learning. Some students admitted never taught speaking and writing on English Subject. They were unsure of how to do the task and afraid to be wrong. Although they were able did half of the task, they were stubborn to collect their work. It took a long time for them to finished it until the time for English class was over. They asked to give them some time to complete it. But, they never gave the teacher the task until the due time because the sheet was lost. The other students who seem enthusiastic to learn new things tried to do their work while asking the teacher if they found obstacles or did not get the meaning of the task. The time limit forced them to work very fast at the end of the task, causing them to become careless. Although they were unsure about their answers but still collected their work to the teacher.

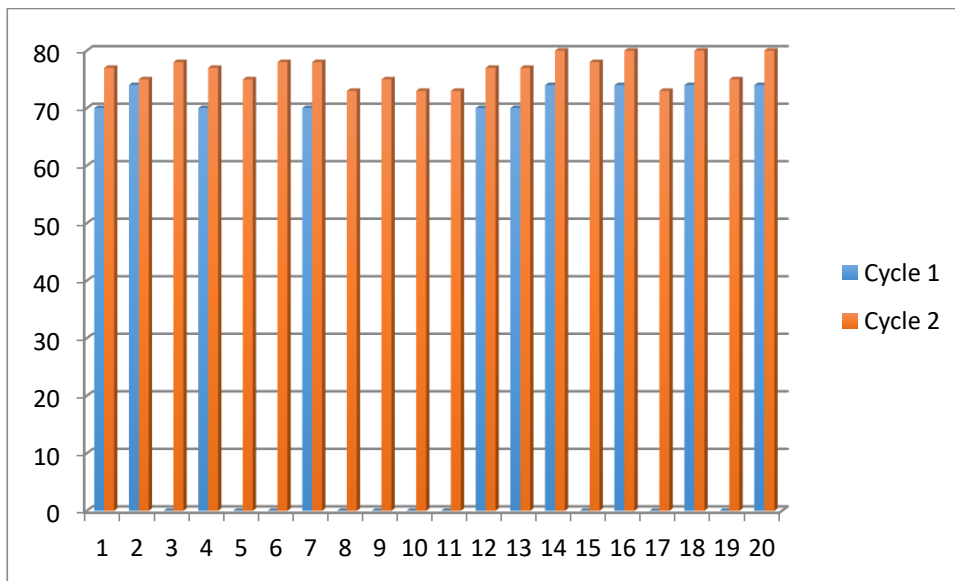


Fig.1. The result of Post Test

The chart above shows the score comparison in cycle one and cycle two. There were twenty students as subjects in this study. In cycle one, there were five students with score 70 and five students with score 74. The score was raised in cycle two, with sixteen students with a score 75 and more. In cycle two, there were four students with the highest score which is 80. The other four students got score 77 and 78. It was clear that no student could get a score 75 in the first cycle. Thus, the researcher calculated the percentage of passing grade in cycle two as follow,

$$\begin{aligned} \text{Passing grade} &= \frac{16}{20} \times 100\% \\ &= 80\% \end{aligned}$$

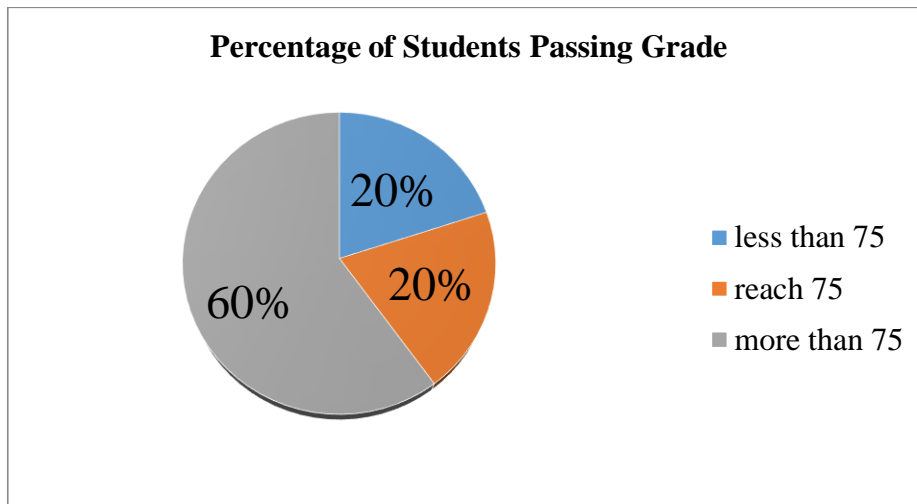


Fig.2. *The Percentage of Passing Grade in cycle two*

The minimum passing criteria was decided by the school for English subject, that was 75. The student was claimed to succeed if he got a score 75 and if he got under 75 would be labeled as failures. In cycle one, some students did not give their tasks to the teacher. Until the due time, the students who lost their sheets got zero. The researcher used the KKM from the school for the comparison of the post-test score. From the details above, most of the score that students achieved was pass over the KKM (Kriteria Ketuntasan Minimum) for the second cycle, so this study's implementation turned out into a good achievement. The researcher also calculated the success of the class thoroughly. To count the percentage of a passing grade, the researcher added the number of students whose score was at or over 75. The students succeeded if the portion of the students who got score ≥ 75 bigger or equal to 80%—the chart showed an improvement in cycle two. The passing grade for students who got a score 75 was 20% and students who got a score more than 75 reached 60%, with 16 students scored at and or more than 75.

Findings on Students Response in Learning Integrated Skills Using TBL

The questionnaire sheet was prepared to know students' responses towards the conduction of research. The sheet depended at how the students feeling during the process or what opinion they had about implementing Task-Based Learning to teach integrated skills. There were seven statements in the questionnaire which had listed the possibility of students feeling or idea. All of the students in the nautical class had fulfilled the questionnaire sheets by giving a thick (✓) on the rate of very agree, agree, not agree and very not agree.

The following table frequency showed the result in the questionnaire.

Table 6
The result of students response

NO	LIST OF STATEMENTS	Very Agree	Agree	Not Agree	Very Not Agree
1	I like completing the integrated skill task with Task-Based Learning approach in English lesson	35%	65%	-	-
2	Task-Based Learning makes the situations in the classroom more pleasing	30%	55%	15%	-
3	Task-Based Learning makes me understand the lesson easier	40%	50%	10%	-
4	Task-Based Learning makes me more confident in learning English integrated skills	20%	75%	5%	-
5	Task-Based Learning can motivate me in learning English integrated skills	45%	45%	10%	-
6	Task-Based Learning makes me more active in learning English	30%	55%	15%	-
7	Task-Based Learning makes me enthusiast in the group activity	25%	65%	10%	-

The first statement was about students feeling happy for the implementation of Task-Based Learning in completing the task as this learning method was new for them. It indicated that 35% or 7 students very agree, 65% or 13 students agree. The second statement indicated that 30% or 6 students very agree, 55% or 11 students agree and 15% or 3 students not agree about the enjoyable learning situations because they needed to adapt in doing the speaking and writing skill tasks, which is a new experience in this subject. The third statement was about how TBL made it easier to understand the lesson materials. It shows 40% or 8 students agree about it, 50% or ten students agree, and 10% or 2 students not agree. According to each student's ability, some students found they need more time to understand the material at TBL implementation. The fourth statement was about how TBL increased students' confidence in learning integrated skills with 20% or 4 students very agree, 75% or 15 students agree about it, and 5% or one student not agree. As the learning material and method were new, a student often doubted his work and kept asking whether the answer was right. The fifth statement shows that 45% or 9

students agree, 45% or 9 students agree, and 10% or 2 students not agree. The sixth statement indicated 30% or 6 students agree, 55% or 11 students agree, and 15% or 3 students not agree. The seventh statement was about the enthusiasm of students in doing the task. It indicated that 25% or 5 students very agreed, 65% or 13 students agree, and 10% or 2 students did not agree with the questionnaire's statement.

4.2 Discussion

Task-Based Learning was one of several approaches that make the communication central (Freeman; 2003). Furthermore, it was also student-centered learning which became part of Curriculum 2013. In this case, TBL was implemented combined with the four language skills; the class was divided into four groups in cycle one and later five groups in cycle two. In the first cycle, some students did not participate enough and so handed over the work to other members. To make all the students participate, the researcher and teacher remake the group into five by combining the ignorant participants in cycle two. In the first cycle, the teacher explained the material and instructed students to do the task. The students, who never experienced such practice, faced some difficulties in understanding how to do it. It took quite a long time to explain how the task should be done, so the teacher guided them to do the worksheet. Students needed to watch the video thrice to catch the information. And for making a short passage, they succeed in making five sentences only. Students kept asking about their choice of words or the meaning of new vocabularies towards the teacher during the task. Thus, the time allocation in cycle one, not enough for all groups to present their result; only two groups could perform.

In preparation for cycle two, the teacher and researcher evaluated the problem in the first cycle. They reflected the action and observation to make a better plan to get the implementation successful. The teacher gave one more hour for the research conduction than the previous cycle, its purpose was to give each group a chance presenting their works. In cycle two, the researcher and the English teacher design a listening task in true or false type. This kind of task helped students to focus more on the multiple-choice type. The students also became more confident in the group discussion were demanding them to speak in English. The researcher and the English teacher also set a rule to give them a minus point wherever they said in Indonesian. So, they tried hard to use English even though their pronunciation or grammar was poor. Compared with cycle one, there was an improvement from the students; in cycle one, most students still spoke in Indonesian and did not care about the instruction that demands them using English only. The students are

capable of writing more extended content by developing supporting details. To measure the increase of their development in integrated skills, the researcher held a post-test.

The post-test was divided into four sections, with a total of twenty questions. The scoring was based on the difficulties level of each task. Kinds of exam were including all the four skills to be tested. Willis (1996) noted TBL framework aims to give students experience and practice language to attain knowledge and skills required in every exam. In the task cycle and language focus, the teacher gave the task for four skills. Hence, students used to experience and practice the language by themselves. From the result of the post-test, students with a score of more than 75 were 80%. As the formulas from Purwoko (2001), 70 can be the minimum standard of success in every subject. But this school used 75 as their standard minimum criteria. Since the post-test result was 16 students with score ≥ 75 , task-based learning effectively taught the eleventh grader the integrated skills. This finding was in line with the study of Ayu (2017). After implementing task-based learning to increase students' speaking skills, students' achievements showed significant improvement by seeing the mean score test had reached 80%, which means students scored more than the standard minimum criteria. The main students problem, which the low score in every English test, was solved using a task-based learning approach.

Students' observation sheets from cycle one to two shown there were improvements in students' behavior towards learning English. The first cycle reached level 'Enough' because of the 78% percentage or a total score of 47 from the maximum score of 60. For cycle two, the improvement could be seen from the result: it got 86% or with total score of 52, which drew the level at 'Good'. In this case, task-based implementation was effective in improving students' courageous in learning integrated skills. This approach also motivated students to finish the task related to integrated skills. Willis (1996) listed the result of students' reports who have experimented task-based learning around the world: (a) gain confidence in interacting soon after the beginning of task-based course; (b) enjoy the challenge in doing the task and find it fun; (c) able to talk about language itself, and; (d) became more independent learners. It was also supported by the study of Marlina (2014) after the implementation of TBL; students were encouraged to accomplish the various task by interacting communicatively using the language they were learning and made them learned actively. In addition to the study conducted by Nuryani (2017) in teaching writing skills, TBL implementation enhances students' learning since TBL task encourages students' involvement and leads to

significant improvements regarding their language performance. It was also shown from the students' response in this study that students 35% very agreed and 65% agreed task-based learning made them like completing the task, 30% very agreed and 55% agreed TBL made the learning situation comfortable. There were also 40% very agreed and 50% agreed TBL helped them understand the material quickly. There were 20% very agreed, and 75% agreed students stated their confident increase in the implementation of TBL while learning the integrated skills. 45% very agreed, and 45% agreed that TBL motivated them, 30% very agreed, and 55% agreed to be more active during the learning process. In making them enthusiastic in the group activity, 25% agreed, and 65% agreed about it.

Conclusion

Based on the profound elaboration in the discussion, it can be concluded that the implementation of Task-Based Learning approach is useful in teaching integrated skills for the eleventh grader of class NKN 2 in Surabaya's vocational high school.

REFERENCES :

- Ayu, Melani, Mustika,. 2017. *Using Task-Based Language Teaching To Improve Speaking Ability At The Eleventh Grade Students' of SMAN 3 Bulukumba*. Makassar : UIN ALAUDDIN.
- Arikunto. 2014. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Bhatia, Pravin. 2018. *Conquering Constructivism*. Educreation Publishing.
- Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching*: Longman.
- Burns, Anne, and Joseph Siegel. 2018. *International Perspectives On Teaching The Four Skills In ELT :Listening, Speaking, Reading, Writing* : Australia .
- Chairena, Mei Setya. 2016. The Implementation of Task-Based Learning in Teaching Recount Text Writing for Junior High School Students. *Jurnal Lensa*. Vol 6, No 2. Faculty of Foreign Language and Culture, Universitas Muhammadiyah Semarang.
- Creswell, W. John. Fourth Edition. *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Lincoln: University of Nebraska.
- Davis, Paul, and Eric Pearse. 2000. *Success In English Teaching*. Oxford.

- Ellis, R. 2003. *Task-Based language Learning and Teaching*. Oxford: Oxford University Press.
- Freeman, L, Diane. 2003. *Technique and Principles In Language Teaching*. Oxford
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Cambridge: Longman
- Jing, W, U. 2006. *Integrating Skills for Teaching EFL : Activity Design for The Communicative Classroom*. US : Sino English Teaching.
- Marlina, Neni. 2014. *The Implementation of Task-Based Language Teaching To Improve Students' Grammar Mastery*. Surakarta : Sebelas Maret University.
- McDonough,Jo, Christopher Shaw, Hitomi Masuhara. 2013. *Materials And Methods In ELT : A Teacher's Guide*. West Sussex: John Wiley & Sons, Ltd.,
- Nunan, D. 1989. *Designing Tasks for Communicative Classroom*. Cambridge: Cambridge University Press
- Nuryani, Eva. 2017. *The Use of Task-Based Learning To Improve Students' Writing Skill*. Salatiga: IAIN Salatiga.
- Purwoko, Agung. 2001. *Panduan Penelitian PTK*. Semarang : Unnes press.
- Rahma, Alit Desi. 2017. *The Use Task-Based Language Learning to Improve Students' Listening Skill in the Nine Grade of SMPN 8 Yogyakarta in the Academic Year of 2016/2017*. Unpublished Thesis
- Richard, Jack C. and Burn, Anne. 2012. *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge: Cambridge University Press.
- Salzmann, Kevin. 2018. *Task Based Learning and Teaching in Young Learners' EFL Classroom*.University of Kassel.
- Sevy-Biloon, Julia. 2018. *Intregating EFL Skills for Authentically Teaching Specific Grammar and Vocabulary*. Vol 5, No 2. *Studies in English Language and Education*.
- Siegel, J (2015) *Exploring Listening Strategy Instruction Through Action Research*. Basingstoke, UK: Palgrave Macmillan.
- Sinta, Dharu, Dwi, Krisma. 2017. *The Use of Direct Method To Teach Integrated Skills For Super Kids 5 Students In Purikids Yogyakarta*. Yogyakarta : Sanatha Darma University.
- Willis, J. 1996a. *A Flexible Framework for Task-Based-Learning*. In J. Willis and D. Willis (Eds.), *Chalange and Change in Language Teaching*. pp. 52-62. Oxford: Heinemann.

- Willis, J. 1996b. A framework for Task-Based Learning. Harlow, Essex, UK: Longman/Addison-Wesley
- Wilson. 2008. *Active Learning*. New York : Routledge.
- Wulandari, Putri. 2016. The Effectiveness of Task Based Learning in Teaching Speaking Skill to the Eleventh Grade. Vol 4, No 2. E-Journal of English Language Teaching Study: English Education, Tadulako University